Index

Note: Page numbers followed by "*n*" indicate notes.

Academic constructions of learning mentors, 22–27
Ad hoc interventions, 89–91
African Caribbean, 77, 173
Appraisal, 139–141
Area-based initiatives (ABIs), 9–11
Associate professional, 1–2
Award Scheme Development and Accreditation Network (ASDAN), 72*n*6

Barriers to learning, 3, 21, 48, 63–64, 77, 83, 87, 93, 164
  defining, 21
  removing, 21, 93, 170
Behaviour Manager/Specialist (BEHM), 2*n*1
Behaviour support, 101, 114, 116, 143, 167–168
Behaviour support worker, 2–4, 7, 37, 69, 75, 167, 173
Blair, Tony, 9, 12, 15–16, 18, 161
Blue-Collar Professionalism, 2
Blunkett, David, 9, 12
Breakfast Club, 77–80
Bridge agents, 34
Bridging function, 25
Broker function, 34, 160
Brutal commodification of the self, 26
Building Schools for the Future (BSF), 68

Cath, 143–145, 152
Centrality of work, 19–20
Child protection, 132
Children Act 2004, 16
Children's Centres, 19
Children's Workforce Development Council (CWDC), 19
Civil Rights Movement, 32
Classroom observations, 154
Clause IV, 15
Community agents, 30
Community schools, 5*n*3
Compensatory Education (CE), 38
  movement, 39
Composite accounts, 63–64
Connexions advisors, 16
Conservative new right, 4, 11
Conservative's Education Reform Act of 1988, 14
Continuing professional development (CPD), 139–141
Covid 19 pandemic, 6
Curriculum, 48, 70
  curriculum-pastoral split, 163

Data
  reduction, display and organisation of, 62–63
  transforming of, 61–65
Department for Children, Schools and Families, 157
Department for Education, 137, 157*n*3
Department for Education and Employment, 11–12
Department for Education and Skills (DfES), 139
Deputy Head, 110–112
Director of Pastoral Care (DPC), 107, 112–113
Disjunctures, 115–117

Early intervention programmes, 9
Economic Opportunity Act 1964, 32, 160
Education Act 2002, 13
Education Action Zones (EAZs), 12, 15
Education Reform Act 1988, 14, 161
Educational paraprofessionals, 1, 3
  drawing parallels between policy agendas in construction of, 159–161
  heroic characterisations, 6
Educational paraprofessionals, 29
Educational priority areas (EPAs), 10–11
Emotional labour, 26, 41–44
Engagement mentoring, 25–26, 170
English as an Additional Language, 67*n*2
Enrichment, 102–104
Ethics, 51–52
Ethnography
  of learning mentor team, 159
  studies, 14
Ever-changing systems, 130
Every Child Matters (ECM), 16–19, 32, 161
  five outcomes, 17, 125
  policy, 125
Everyday life work, 54–58
'Everyday work' of pupils, 101–102
Excellence Clusters, 12
Excellence in Cities, 12, 15, 22, 32, 161
  funding, 107
  initiative, 51
Excellence in schools, 11–12
'Experiences of children and young people as 'pupils', 55–58
Experiences of support staff, 54–55
Experiential accounts of work, 58–61

Fleeting encounters, 94
Foundation Degree (FD), 139
Frontline workers, 53–54

Gender lens, 57
General Certificate in Education (GCSE), 69*n*4
Greggs Foundation, 78*n*1

Harlem Youth Opportunities Unlimited, 34
Head Start programme, 32
Head Teacher, 107–110
High-implementation school, 20
Higher Level Teaching Assistants (HLTAs), 7, 13, 72–73, 143
  current roles and specialisms, 143–145
  delivering pastoral care within provisions, 147–149
  explanations for 'divisions' between teaching and support roles, 155–158
  paraprofessional experiences, 158
  perceptions of learning mentor role, 151–154
Higher National Diploma (HND), 140
Human Service Organisations (HSOs), 32, 34
Hybrid professional, 2

Inclusion, 74
Incoherencies, 115–117
Inconsistencies, 115–117
Index of Multiple Deprivation (IMD), 11
Indigenous nonprofessional, 33
Institutional accounts of work, 58–61
Institutional Ethnographers, 60
Institutional Ethnography (IE), 7, 45–46
  data transformation, 61–65
  defining, 45
  disjuncture, 80
  ethnographic tools, 52–58
  experiential accounts, 58–61

institutional capture, 58–61
in operation, 48
planning ethnography and accessing site, 49–52
problematic, 46–47
relations of ruling, 46–47
standpoint, 46
texts, 47–49
utilising IE in planning and executing interview, 52–53
work (definition of), 55
work knowledges, 57
Instructional Aides (USA), 30
Intentional institutional capture, 125
Internal exclusion, 74
Internal pupil referral unit (IPRU), 74
Isolation, 74

Joined-up thinking, 17

Key Stage 3 Learning Centre (KS3 Learning Centre), 144

Learning Mentor, 4, 10, 77
ad hoc interventions, 89–91
area-based initiatives, 10–11
Breakfast Club, 77–80
centrality of work, 19–20
Every Child Matters, 16–19
formal, 'seen' provisions, 92
new labour school-specific policies, 11–13
new labour's social policy agenda, 15–16
news media and academic constructions, 22–27
official referral designed to complement other interventions, 85
official referral mentors reservations, 86–89
official referral responding to changed demeanour/behaviour of pupil, 85–86
official referral to engage pupils with school's core objectives, 83–84
one-to-one interventions, 83
role, 21–22
teaching profession in 'driving up standards', 13–14
time spent with pupils, 81–82
Youth Club, 89
Learning support worker, 2
Line management, experiences of, 138–139
Local Education Authority (LEA), 12
Long-term and complex unofficial interventions
pupils self-referring, 94–95

Mentoring
classic model of, 26, 98
engagement, 25–26, 170
organic, 26
youth, 4, 6, 25–26, 172
Mentors, 100–101
appraisal, 139–141
continuing professional development, 139–141
Daniel's perspective, 135–137
ever-changing systems, 130
experiences of line management, 138–139
lack of input, lack of information, lack of knowledge, 131–133
mentor-initiated unofficial interventions, 95–97
problematic nature of 'official referrals', 129
responses to pupil experiences, 104–106
time-limited nature of one-to-one interventions, 133–135
unofficial interventions, 137–138
Middle-class students, 38
Multi-disciplinary working, 19

Multi-faceted learning mentor, 119
Progress Leader, 119–121
shared middle management perspective of learning mentor role, 128
Year Manager, 124–126

National Occupational Standards (NOS), 139
National Vocational Qualifications (NVQs), 20
New Careers for the Poor
community agent, 33
'indigenous non professional', 33
psychic stretch, 41–44
New Careers for the Poor: the Nonprofessional in Human Service (Pearl & Reissman), 32–35
'New Careers', 37–40
to education and schooling, 35–37
New Labour
administration, 9
government, 43
school-specific policies, 11–13
social policy agenda, 15–16
New Public Management, 13–14
giving rise to system of performativity, 161–162
News media of learning mentors, 22–27
Nonprofessionals, 33–36
Not in education, employment and training (NEET), 109

Observations-and-talk, 52
Official referrals
designed to complement other interventions, 85
to engage pupils with school's core objectives, 83–84
mentors reservations, 86–89
problematic nature of, 129
responding to changed demeanour/behaviour of pupil, 85–86
Officials, 83
Ofsted, 11–12, 14, 63, 68–69, 139, 155
inspection, 112, 139
One-to-one interventions, 83
Organisational paid work, 53–54
Other support staff (OSS), 2*n*1, 4

Para teacher, 2
Paraprofessional(s), 1–2, 20, 29
characterisation, 34
definitions of, 1–2
experiences, 158
groups active in institutional process, 167–169
mapping learning mentors 'seen' activities, 164–166
'new careers' to education and schooling, 35–37
'New Careers', 37–41
pitfalls of assimilation, 40–41
positioning and understanding place of paraprofessional within performance-based culture, 162
psychic stretch or emotional labour, 41–44
roles, 172–173
school's activities as 'core' and 'peripheral', 163–164
work, 31, 149–151
workforce, 4
Pastoral care, 47, 93, 120, 126, 173–174
Pastoralization, 170–171
Pat, 143–145
Perceptions of learning mentor role, 151–154
Performance-based culture
helping relationships, 169
positioning and understanding place of paraprofessional within a, 162
Performativity, 14, 161–162
Person centred practice, 79

Pitfalls of assimilation, 40–41
Plowden Committee, 10
Plowden Report, 3
  Educational Priority Areas, 10
Policy
  borrowing, 2–4
  departure, 2
  importing, 3
  recycling, 10
Political environment, 10
Positive Behaviour Team, 114
Positive discrimination, 10
Poverty, 7
  anti-poverty strategies, 7
  child poverty (abolition of), 6, 16
Power relations, 51–52
Priory Park High School, 67
  pen picture, 70–75
  significant developments and policy milestones, 67–69
Private Finance Initiative (PFI), 68
Professional identity (learning mentors), 24, 151, 171
Progress Leader (PL), 119
  ensuring pupils, 121–124
  path to Priory Park High, 119–121
Protective factors, 18
Psychic Stretch, 41–44, 172
Pupil Nurture Centre (PNC), 72, 143
Pupils
  'Bankers' and 'RAP's, 71–72
  defining in IE terms, 170
  enrichment, 102–104
  everyday work of, 101–102
  familial in name and presence, 97–99
  mentor responses to pupil experiences, 104–106
  perspectives of mentor role, 97
  school experiences, 101
  self-referring, 94–95
  understandings of learning mentor, 99–100
  work, 55–58

Quad, 73
Qualitative data, 63
Qualitative enquiry, 65
Quotes in analysis, 64–65

Raising Achievement Programme (RAP), 71
Reflexive practice, 51–52
'Relations of ruling', 46–47
Remodelling agenda, 13
Risk, identification and elimination of, 15–16
'Ruling' work of managers, 54

Safeguarding, 133
Safer Schools Partnership, 74
School's activities as 'Core' and 'Peripheral', 163–164
Schools
  academies, 109
  all-inclusive, 145
  co-educational, 67
  comprehensive, 173
  faith, 5
  free, 5
  grammar, 67
  secondary, 2–3, 7, 21, 104
  state, 1, 49, 69
  workforce, 143
Schools Achieving Success, 13
Seen mentor activities, 164–166
'Seen' domain, analysing mentors' work in, 169–170
Senior Leadership Team (SLT), 107
  Deputy Head, 110–112
  Director of Pastoral Care, 112–113
  Head Teacher, 107–110
  learning mentor role, 113–114
  perspectives, 115–117
  special relationship, 114–115
Senior leadership team (SLT), 71
Shared middle management perspective of learning mentor role, 128

'Silo' working, 17
Social capital, 23
  bridging, 23
Social exclusion, 15
Social Exclusion Unit (SEU), 15
Social integrationist discourse, 19
Staff/pupil relationship, importance of, 145–147
State education, 172
Student supervision aides (USA), 30
Supervising teacher, 37
Support staff, experiences of, 54–55
Sure Start Children's Centres, 17

Teaching assistants (TAs), 3, 7, 74, 143
  delivering pastoral care within provisions, 147–149
Teaching profession
  in 'driving up standards', 13–14
  remodelling agenda, 13, 20, 24
Teenage Pregnancy Strategy, 16
Text-reader conversation, 48
Texts, 47–51
Thatcherite policies, 9
Third Way philosophy, 15
Threefold categorisation model, 25
Time-limited nature of one-to-one interventions, 133–135
Traditional ethnographies, 49
Transition
  to high school, 124–125
  youth transition, 43

United Kingdom (UK), 5
Unofficial interventions, 137–138
Unseen work of learning mentors, 93–94
  fleeting encounters, 94
'Unseen' domain, analysing mentors' work in, 171–172
'Unseen' mentor activities, 166–167

War on Poverty, 33
Whole school approach, 48
Withdrawal room, 144
Work
  knowledges, 57–59
  as paraprofessionals, 149–151
  processes, 55
Workforce, presence and roles in, 2–6
Writing strategies, 63–65

Year Manager (YM), 119
  pastoral 'eyes and ears', 126–128
Year Manager, 124–126
Youth Club, 89
Youth Inclusion Project, 16
Youth Work National Occupational Standards, 56