Working and Learning Together: Rethinking Human Resource Policies for Schools

SPAIN

Country profile

What types of staff work in schools?

OECD

BETTER POLICIES FOR BETTER LIVES

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Further information can be found on the project website:
www.oecd.org/education/schoolresourcesreview.htm

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Spain

This country profile describes the central framework for the provision of staff, working primarily within schools (with the exception of resource centres), for lower secondary education (ISCED 2). It is based on information available through country background and country review reports as well as Eurydice descriptions of national education systems. Resource centres refer to institutions operated by education authorities that provide centralised services and specialised staff, typically to ensure effective provision of staff to schools and communities. Responsibility for employment describes the natural or legal person with whom the employee has an employment relationship and with whom the employee has established an employment contract. For the definition of types of staff and levels of governance and administration, see Annex B in the full report.

Instructional and leadership staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Teachers	x	Based on central regulations	State education authorities (Autonomous Community)
Teacher aides	Specialist technicians in education	At discretion of state education authorities	State education authorities (Autonomous Community)
School leaders	Principals, Heads of studies	Based on state regulations	State education authorities (Autonomous Community)

Professional support staff

Staff positions primarily created directly in schools

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Professional pedagogical support staff	Technical Teachers of Community Service (PTSC), Library staff	At discretion of state education authorities	State education authorities (Autonomous Communities)
Health and social support staff	Counsellors, Psychologists, Pedagogues, Psycho-pedagogues, Physiotherapists, Nurses, Teachers specialised in Therapeutic Pedagogy (PT), Teachers specialised in Hearing and Speech (AL)	At discretion of state education authorities	State education authorities (Autonomous Communities)

Resource centres providing specialised staff for

Professional pedagogical support	x
Professional health and social support	May be organised by state education authorities

Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Administrative staff	Administrative staff (Clerks, Administrators, Administrative assistants)	At discretion of state education authorities	State education authorities (Autonomous Communities)
Maintenance and operations staff	General services staff (Janitors, Cleaning staff, Kitchen assistants and managers, Canteen employees)	At discretion of state education authorities	State education authorities (Autonomous Communities)

x: not applicable

1. Every school year, the state education authorities allocate the teacher resources for each public institution in their territory, on the basis of the educational stage; the number of units; size; opening hours; the supplementary services it provides; the characteristics of its population; and the specific needs to be determined by the management team of the institution.

2. State education authorities may establish additional school leadership roles and positions to carry out tasks related to administration, financial management and pedagogical organisation (e.g. deputy principal, deputy head of studies, deputy administrator).

2. The planning and offer of non-teaching service personnel who carry out education and/or health support tasks and clerical and service personnel come under the competence of the state education authorities. The presence of all support staff in schools depends on the needs identified by the education authority with the approval of the school management, educational inspectorate and with prior medical diagnosis provided by families. Each school year, staff are allocated and staff are typically employed on occupational contracts, both indefinite and temporary.

3. Specialist technicians provide additional support and education to special needs students (e.g. assisting them on the school bus, etc.). They also monitor hallways during classroom changes, supervise classrooms when the teacher is absent, etc.

4. In the majority of schools, teachers usually have an assigned time at the library.

5. Counsellors, psychologists, pedagogues and psycho-pedagogues co-ordinate educational guidance within schools through dedicated Guidance Departments or Units, or externally in the form of Educational and Psycho-pedagogical Guidance Teams, Early Care Teams or Specific Teams.