
What are the challenges support staff in school face since Covid19?

BY SARAH STANLEY

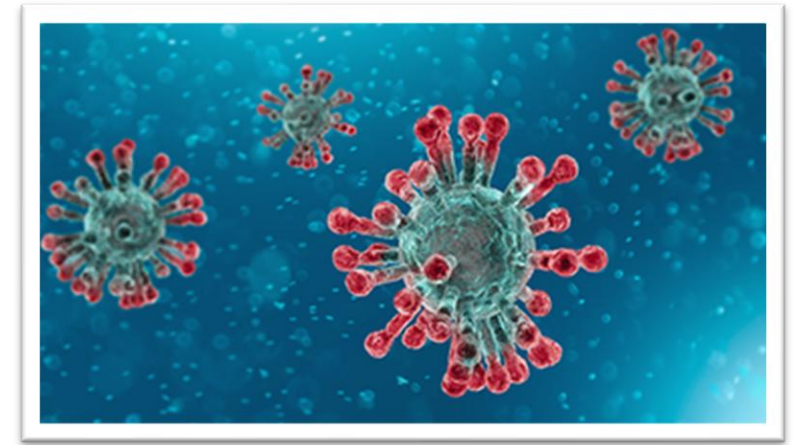
1/4/2025



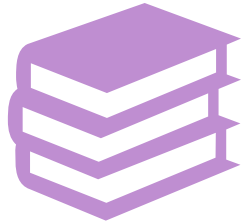
MedStar Health, (2020)



Introduction:



www.ecdc.europa.eu, (2020)



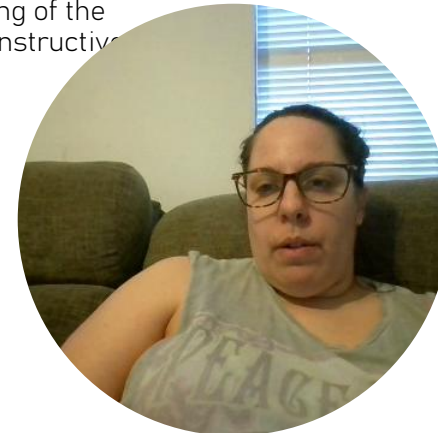
Impact of covid-19 –The pandemic disrupted the normal educational structure. Which lead to many challenges in school environments.



Role of support staff – support staff took on more crucial roles as liaisons among student, teachers and parents. Often stepping out of their traditional roles to meet the current needs of students.



Importance of addressing challenges – this is important not only for the well-being of the staff but also for fostering a safe, constructive learning environment.



The roles of LSAs and TAs in schools:

Assist the teacher

Provide group and individual support

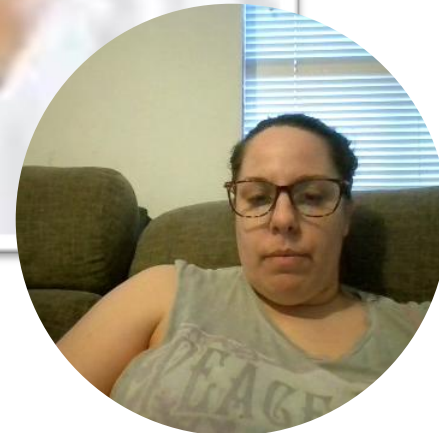
Support emotional and social development of learners

Encourage and motivate learners

Supervise activities

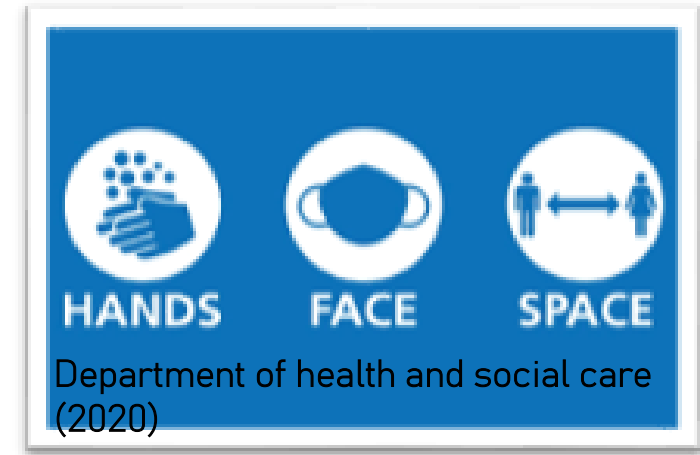


Unison (2022)



'Education Is the most powerful weapon you can use to change the world '– Nelson Mandela, (1990)

Health and safety changes



Increased health and safety protocols – support staff were expected monitor and enforce the new guidelines.



Mental health impact – With all the changes to guidelines within schools and everywhere, not knowing the unknown the pandemic took it's toll on everyone. Support staff were often the first point of contact for learns that needed support.



Safety measures – were put in place in schools, such as crowd control, sanitization procedures, different break times for students.



Adapting to remote learning



(Gov.uk,2023)



The shift to technology learning – this required staff to become more familiar with various digital tools and platforms to engage learners to have effective learning experience using technology,



Technology support for students – LSA's and TA's have had to offer tailored assistance for learners that need support using technology, for instance laptop and tablets. This included software like microsoft teams and google classroom.



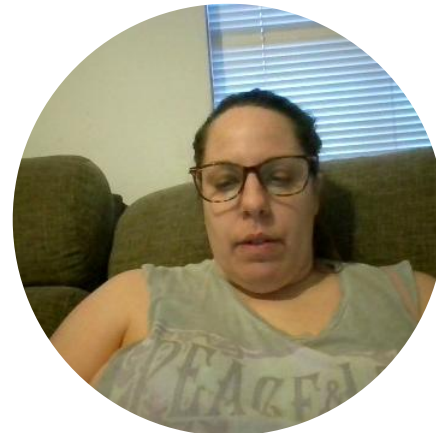
Training for staff – staff needed to be trained with the correct training for example covid 19 training through the schools training facilities.



Impact on the children and their learning:

- Gaps in their learning, with some lesson content not being taught online.
- Decrease in academic learning
- Delayed development
- Reduced physical activity
- Social and emotional
- Increased anxiety and behaviour issues
- Physical development

(Co-SPACE, 2020; Cowie and Myers, 2020) (Jefferey et al., 2020)

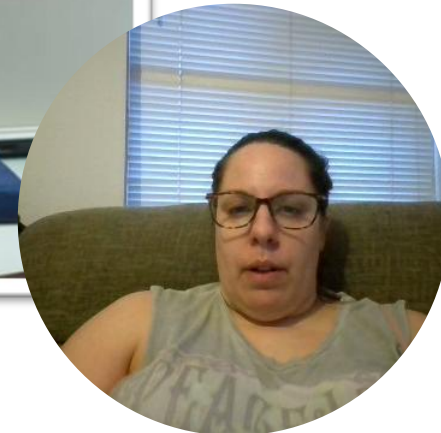


The stress and increased workload on TAs and LSAs during and after covid.

- Increased workload.
- Increased stress and anxiety.
- Uncertainty and fear of infection
- Support for remote learning – leading to increased student needs
- Emotional support
- Staff shortage and learning to adapt to new safety procedures.

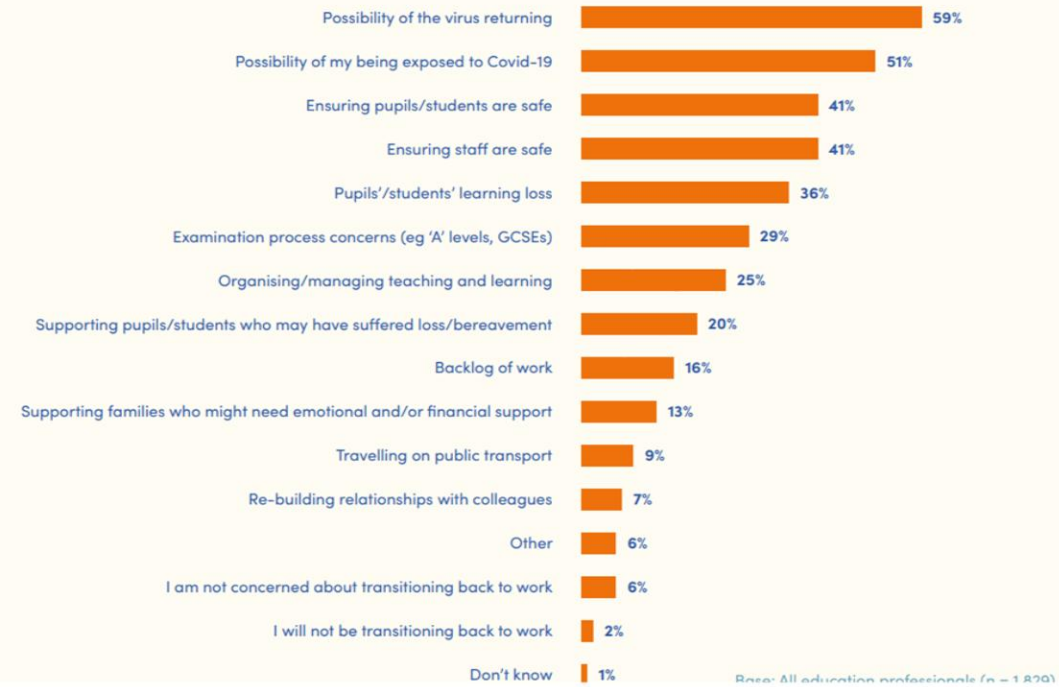


Educationsupport.org, (2020)

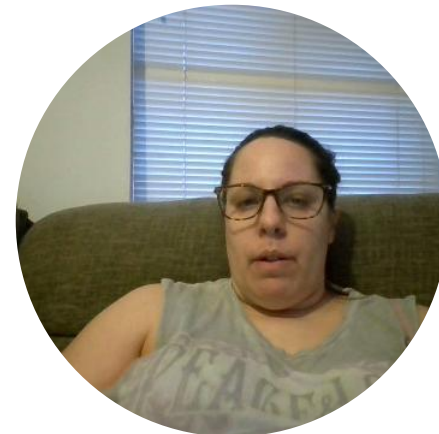


Coleen flaherty (2020)

Concerns education professionals had about making a transition back to work at their usual institution



Educationsupport.org.uk,(2020)



The most challenging aspects for education professionals working from their usual school/college/other institution, another physical site or at a hub school/college since the start of the Coronavirus (Covid-19) pandemic



Reduce the workload. Being 'on call' 24/7 is too much. I teach in school all day, I come home and have to deal with children online. I get emails in the late hours, I send emails into late hours. This blurry line between home and work has really impacted me.



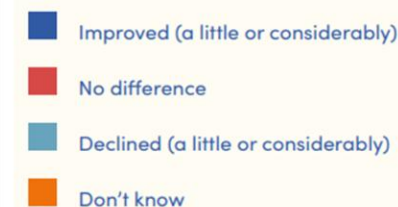
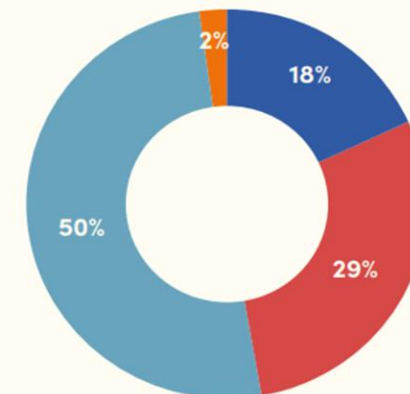
Head/Deputy Head of Department,
Academy, West Midlands



52%

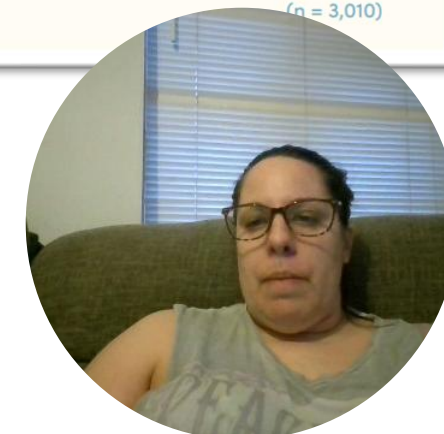
Of all teachers
(50% of all education
professionals)
felt their mental health
and wellbeing had
declined either
considerably or a little

The impact of the Coronavirus (Covid-19) pandemic on education professionals' mental health and wellbeing

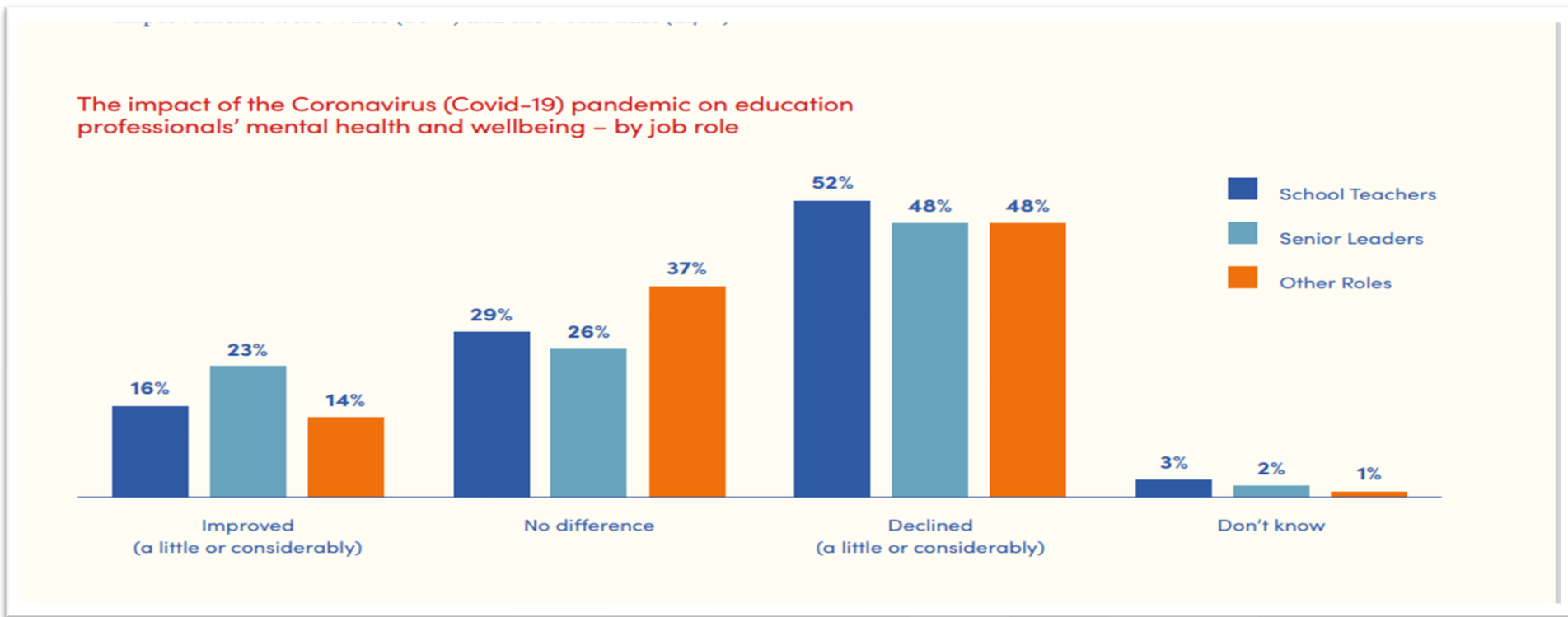


Base:
All education
professionals
(n = 3,010)

Educationsupport.org.uk, (2020)



The impact of the Coronavirus (Covid-19) pandemic on education professionals' mental health and wellbeing – by job role



Educationsupport.org, (2020)



Road to recovery:

- Self-care and seek support
- Effective communication
- Empathy and understanding
- Set personal goals
- Stay updated
- Maintain boundaries
- Work together with education staff

Manufacturing Leadership Council, (2020)



references

- Adams, R. (2023). Teachers in England and Wales facing 'unmanageable' workload, survey finds. The Guardian. [online] 2 Apr. Available at: <https://www.theguardian.com/education/2023/apr/03/teachers-stress-workload-survey-national-education-union>.
- Brooks, M., Creely, E. and Laletas, S. (2022). Coping through the unknown: School staff wellbeing during the COVID-19 pandemic. International Journal of Educational Research Open, 3, p.100146. doi:<https://doi.org/10.1016/j.ijedro.2022.100146>.
- Covid-19 and the classroom: Working in education during the coronavirus pandemic The impact on education professionals' mental health and wellbeing The charity for everyone working in education. (n.d.). Available at: https://www.educationsupport.org.uk/media/rn4ek0hy/covid-19_and_the_classroom.pdf.
- Education Support (2023). Teacher Wellbeing Index 2023. [online] www.educationsupport.org.uk. Available at: <https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/>.

references

Educationconferencesuk.co.uk. (2024). Mental Health Issues Amongst School Staff Is On the Rise: What Can You Do About It? [online] Available at:

<https://www.educationconferencesuk.co.uk/news/2024-6-14/mental-health-issues-amongst-school-staff-is-on-the-rise-what-can-you-do-about-it>.

Gittins, A. (2022). Teaching assistants get recognition and training they deserve | News, Press release | News. [online] UNISON Cymru/Wales. Available at: <https://cymru-wales.unison.org.uk/news/2022/02/teaching-assistants-get-recognition-and-training-they-deserve/>.

Medstarhealth.org. (2021). How to Protect Kids From COVID-19 at School. [online] Available at: <https://www.medstarhealth.org/blog/how-to-protect-kids-from-covid-19-at-school> [Accessed 4 Jan. 2025].



references

Paharia, P. (2023). How the COVID-19 pandemic affected mental well-being of UK secondary school students. [online] News-Medical.net. Available at: <https://www.news-medical.net/news/20230926/How-the-COVID-19-pandemic-affected-mental-well-being-of-UK-secondary-school-students.aspx>.

Times Higher Education (THE). (2020). Covid-19 increasing risk of burnout amongst academics. [online] Available at: <https://www.timeshighereducation.com/news/covid-19-increasing-risk-burnout-amongst-academics>.



references

<https://hwb.gov.wales/api/storage/91971af9-e1df-44d6-ba02-4c9ea487ef36/covid-rs6-final-en.pdf>

<https://news.miami.edu/stories/2020/09/pandemic-popularizes-a-plethora-of-words,-phrases.html>

<https://www.gov.uk/government/news/new-campaign-to-prevent-spread-of-coronavirus-indoors-this-winter>



Video link

- [Presentation1.pptx](#)