

**MANCHESTER CITY COUNCIL
REPORT FOR RESOLUTION**

COMMITTEE: PERSONNEL

DATE: 13 NOVEMBER 2007

REPORT OF: DIRECTOR OF CHILDREN'S SERVICES

SUBJECT: EDUCATION SERVICES – ESTABLISHMENT OF KEY DISTRICT BASED EDUCATION POSTS

PURPOSE OF THE REPORT

To set out proposals to establish a number of key positions within the new Education Services that will underpin the future Service Delivery Model. These positions will strengthen the support and challenge role to schools, improve district working and collaboration, and lead to improved educational outcomes for children and young people in Manchester.

RECOMMENDATIONS

The Committee is recommended to:

1. Agree the establishment of the following positions to support improvements in achievement of children and young people in schools:
 - (i) Senior School Effectiveness Officer at a salary of £61,500 per annum (4 posts).
 - (ii) School Effectiveness Officer at a salary of £53,250 per annum (18 posts).
 - (iii) Learning Strategy Officers at a salary of Grade 10+10%, (£40,287 - £43,035) per annum.
 - (iv) SIP/Interventions Manager at a salary of £59,000 per annum.
 - (v) Resources Manager at a salary of £60,000 per annum.
2. Approve the disestablishment of all posts in the Manchester Education Partnership salaried above NJC Grade 10 or equivalent. The timing of the disestablishment in each case to coincide with the progress of the Education Services change programme.

3. Grant delegated authority to the Director of Children's Services in consultation with the Head of Corporate Personnel and the MIP Director to develop detailed job descriptions and person specifications for each new position.
4. Grant delegated authority for the Director of Children's Services in consultation with the Head of Corporate Personnel and the MIP Director to develop and implement detailed structural arrangements for services below these positions, which will lead to improved educational outcomes for children and young people.

FINANCIAL IMPLICATIONS FOR THE REVENUE AND CAPITAL BUDGETS

The proposals in this report provide the district-based foundations around which the new education service will be constructed. Through the change programme of which these proposals form a part, there will be a substantial reduction in posts, which will make a major contribution towards the £5m per annum savings requirement agreed by the Executive in July 2006.

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BACKGROUND DOCUMENTS

Current 'As-Is' analysis reports and Business Service options 'To-Be' reports referred to the Joint Sub Group of Performance and Resources and Children and Young People Scrutiny Committees.

WARDS AFFECTED: All

IMPLICATIONS FOR:

Anti poverty	Equal Opportunities	Environment	Employment
No	No	No	Yes

1. INTRODUCTION

- 1.1 On 26 July 2006, the Executive approved a recommendation that a review of the Manchester Education Partnership (MEP) should be undertaken as part the Manchester Improvement Programme. The review's overall strategic aim is to develop the rationale and service design principles for the future delivery of Education Services provided by the local authority. The improvement in levels of achievement and attainment are of primary importance for children and young people, ensuring all have the opportunity to participate in the prosperity of the city. Services are being re-defined and re-aligned, and in the future will be delivered in different ways and by a range of partners.
- 1.2 A high-level design process has concluded that school improvement support and delivery via services to schools, should be clearly linked to the delivery of services in districts; key roles should be based in local communities across the city. This mirrors the development of Multi Agency Teams, which will integrate Children's Services functions alongside Health services.

2. BACKGROUND

- 2.1 On 8 November 2006, the Education and Inspections Act received the royal assent and its various provisions will come into effect over the next twelve months. The impact of this Act is clear, there will be a stronger emphasis on the role of the local authority as being strategic and a commissioner of services, with less focus on the delivery of direct services. There will also be statutory powers to support the introduction of School Improvement Partners (SIPs).
- 2.2 As a result of this we have had to consider ways in which to develop and maintain effective services, which support greater delegation to schools. This will impact on the current structure of MEP and will require the new Education Service to be configured in a different way. There are a number of positions, which will be affected by this, primarily, Link Advisors, School Improvement Partners, Foundation/Primary and Secondary Consultants, and other consultant positions across the range of MEP services.
- 2.3 It is of critical importance to develop services, which meet the needs of the schools and support the district delivery model. As part of the MEP review a number of services will no longer be delivered by the Local Authority, as budgets will be devolved or delegated to schools, except where schools demand a buy back system. This will result in a streamlining of services with the emphasis on the local authority's support and challenge role to schools.

3. KEY NEW DISTRICT BASED POSTS

3.1 In July 2006, the Executive determined that Education Services should in future be delivered via 3 groups as follows :-

1. Strategy, planning and core services
2. Challenge and support to schools (via a district structure)
3. Traded services

This report relates to the second of these groups.

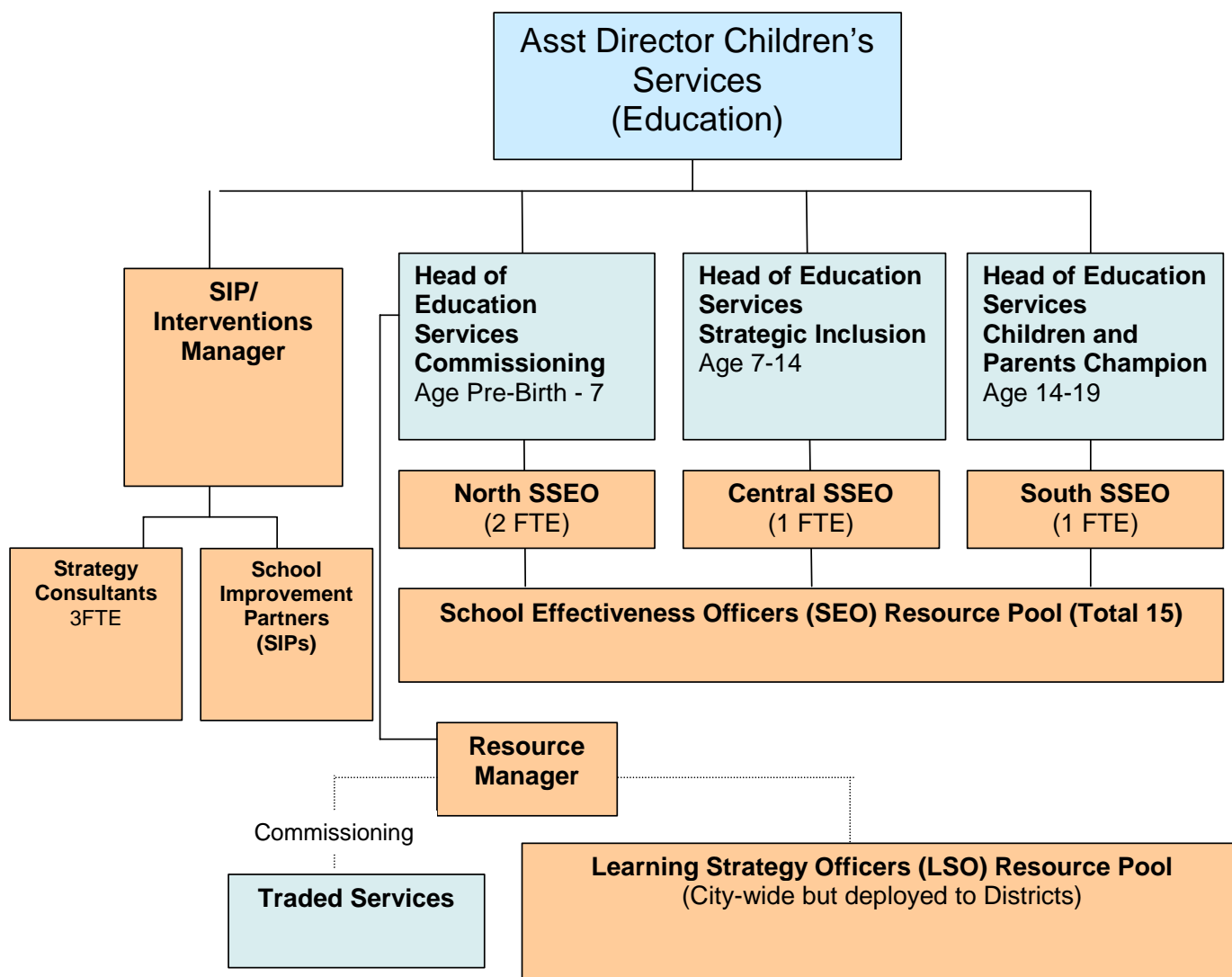
3.2 To support the new way of working, it is proposed to create a number of roles that will challenge and support schools within the district structure. The roles will function at three levels:

- Service leadership and management - School Effectiveness Officer and Senior School Effectiveness Officer
- Challenge and quality assurance of schools - School Improvement Partners (statutory role)
- Operational – Learning Strategy Officer

The posts are described below in the future operating model.

4. PROPOSED OPERATING MODEL

4.1 The proposed Operating Model is designed to comply with the Executive decisions and address the principles described above. In organisational structure terms it looks like this :-



(Posts coloured beige/orange are the subject of this report)

The roles in the above operating structure are expanded in the following areas:

- SSEOs/SEOs - Section 4.2
- SIP/Interventions Manager - Section 4.3
- SIPs - Section 4.4
- Strategy Consultants - Section 4.5
- Resource Manager - Section 4.6
- LSOs - Section 4.7

4.2 School Effectiveness (SSEOs and SEOs)

4.2.1 The SSEOs/SEOs will be an Education Services “mirror” resource for Head teachers within each district. They will be the schools’ first point of contact to the Local Authority. They will be responsible:

- To provide strategic leadership and management within a district and contribute to the development and implementation of the strategic local objectives and priorities of the district by ensuring that services are managed, and delivered effectively, flexibly and responsively within the locality.
- To directly line manage other staff and provide effective leadership and management of staff within education services.
- To work collaboratively with designated schools to ensure that there is appropriate progress and achievement by every child and young person.
- To promote collaboration between schools on agreed priorities, development of innovative good practice and dissemination of “what works” to increase school’s capacity.
- To enable capacity building in schools by working with them and key officers, to provide a defined, integrated service of advice, support and challenge on school effectiveness issues for all children, including raising standards, meeting the needs of all pupils including those with additional needs, achieving external quality standards, maintaining financial effectiveness, accessing and interpreting performance data and information, staffing, statutory frameworks and government agendas.
- To take a specific phase lead to review the school’s Integrated Support Plan, advise and implement appropriate support packages to meet the school’s needs and where necessary support the commissioning of appropriate services.
- To be the key point of contact for all support services within the Children’s Services Directorate e.g. attendance, learning support, behaviour support, education psychology, multi agency teams, district panels, admissions, transport, services in the local authority and any other relevant services.

4.2.2 The SSEO role will replicate the SEO role, however with a district focus and additional management responsibilities. The extent of these management responsibilities will depend on the district they are assigned to. They will be a focus for the SEO resources operating in their districts and will report directly to the Head of Education Services for their district.

4.2.3 The SEO resources will be allocated to a 'predominant district' however the reality is that the workload and skills required for each of districts will differ, and therefore the resourcing will be fluid. The SSEOs will operate in a single or double district. Each SEO would be attached to a predominant district however they would be potentially deployed across the city depending on demand from schools and the expertise of the job-holder.

4.2.4 The new working practices will include a whole school approach. Therefore foundation stage settings based in schools will be included in the remit for the SEO in those schools they are responsible for. There are, in addition, foundation stage settings in the city that are not based in schools. These settings will require support by district and that support will be defined in the detailed design.

4.3 **SIP/Interventions Manager**

4.3.1 The SIP/Interventions Manager will have a broader role across the city. SIP reports will be considered and a demand profile across the city will be built up. Resources can then be targeted at specific areas of need or for strategic purposes.

The SIP/Interventions Manager will also line manage the following functions:

- Strategy Consultants;
- School Improvement Partners (SIPs).

The SIP/Interventions Manager will also have responsibility for maintaining challenge, support and intervention in schools in the city

4.4 **SIPs**

4.4.1 This is a statutory function whereby every school will receive 5 days challenge and support per annum. There is a requirement that 70% of School Improvement Partners working with secondary schools be current or recently retired Head Teachers. This function will be developed independently in the future operating model. The SIPs will be line managed within Education Services however the resources themselves may be from outside the organisation.

The SIPs are allocated to schools for 5 days per year per school. The refocused role will include:

- Greater clarity of what the SIP is doing in schools;
- More focus on making judgements about the schools;
- Clearer, evidence based reporting on the judgements made in school.

4.4.2 The school improvement role will be clearly separated from the delivery arms of the Education Service at all levels, in order to promote rigorous

school self evaluation, independence of SIP input and clear school effectiveness purpose. In order to achieve this:

- The SIPs (via the SIP/Interventions Manager) will report directly to the Assistant Director Children's Services (Schools)
- The SIPs are not existing employees of the council, or teaching resources currently working in Manchester schools;
- The SIPs are provided with specific and unambiguous guidance and support to judge schools unconstrained by local influences and agendas.

4.4.3 The SIPs will undertake the main statutory responsibility for providing monitoring and challenge to schools. The main processes/tasks are:

- Review school performance data and develop challenge areas;
- Audit school self-evaluation and school improvement plan;
- Review target setting with schools;
- Brokering support for the School Improvement Plan;
- Performance management of Head teachers.

The SIP reports will feed into the SIP/Interventions Manager who will take a view of demand for support and commissioned services across the city. They will assess the need for intervention in schools and match supply to demand. They will then plan services for the school cycle on a district by district basis.

4.5 **Strategy Consultants**

4.5.1 There is a statutory requirement for the Local Authority to have a lead role in each of the three National Strategies (Foundation, Primary and Secondary). In the future operating model there will be three Strategy Consultants fulfilling this role, who are seconded from the SEO pool on a rolling 2-year programme.

They will provide strategic leadership for the SSEOs, SEOs and LSOs on the three phases of the national strategies, plus other strategies linked to them.

4.6 **Resource Manager**

4.6.1 This is a key role in the distribution of resources throughout the organisation. The manager will implement resourcing plans developed by the SIP/Interventions Manager (together with HES and the SSEOs). The role will provide a standardised approach across the city.

The Resource Manager will be able to match the correct allocation to need without being influenced by the resource situation. This role would be

suitable for a Business Manager not an administrator. They will use sound business management skills to manage the competing demands of School Effectiveness and resource pools without being biased to either.

4.7 Learning Strategy Officer Resource Pool (LSOs)

4.7.1 These officers will in many cases have a degree of multi-skilling and will provide consultancy support to schools within districts, to build capacity, using a whole school approach. They will provide a variety of services (including EMA, learning & behaviour, SEN amongst others) together with National Strategy implementation.

They will be part of a supply only community within the Authority, including Strategic and Traded Services. They will not commission work or assess demand (although they may flag up demand as part of the work they are doing), but will be the expert resources fulfilling capacity building roles in schools. The day-to-day management for these resources will lie with the SSEO/SEO where they are deployed.

4.7.2 The key generic business processes that the LSOs will perform will be:

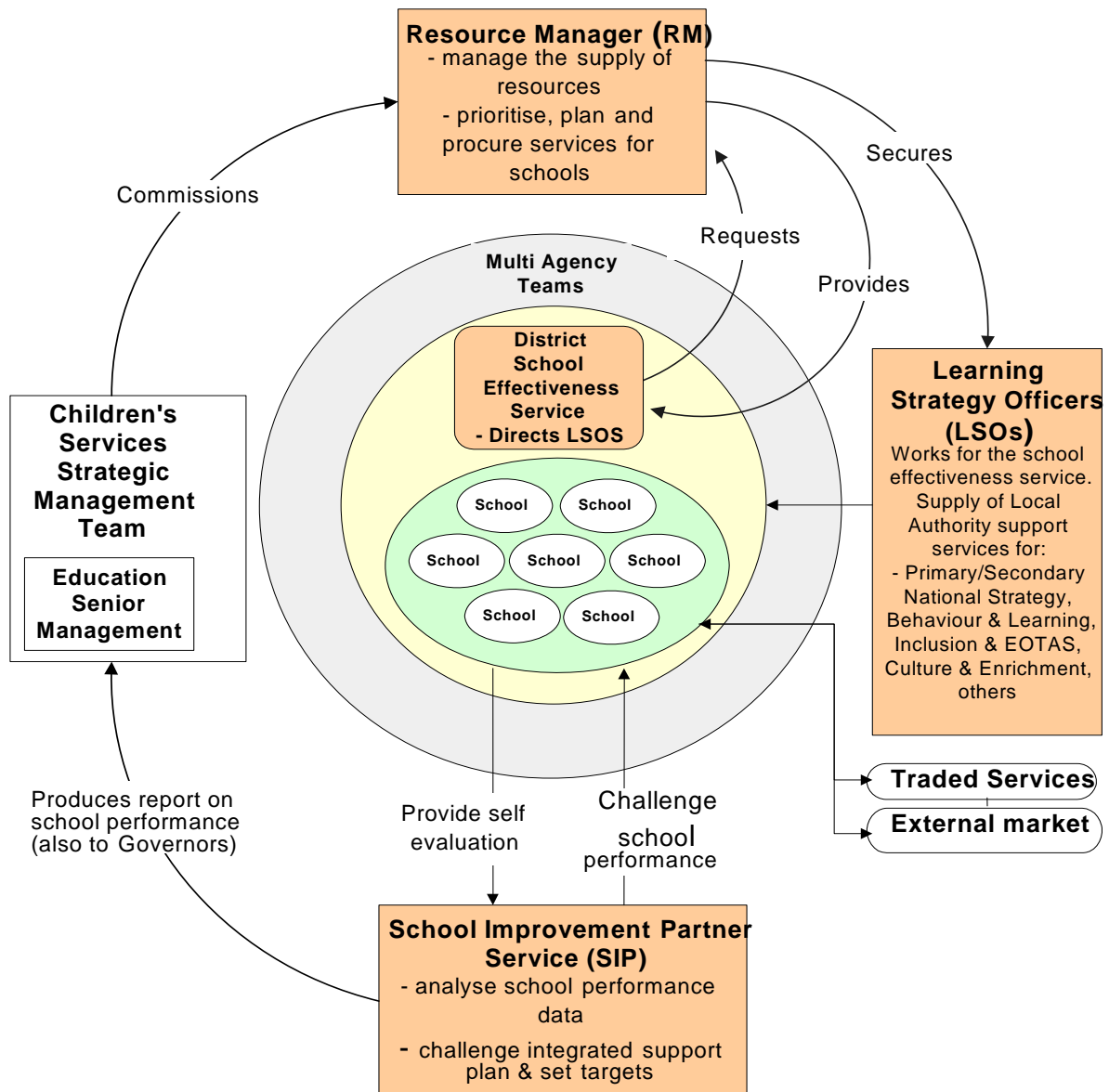
- Planning co-ordinated support to schools with the SEO;
- Advising on and co-ordinating support to schools to meet the requirements of the Integrated Support Plan;
- Building capacity in schools to raise standards by innovation and practice development.

The key functions/services provided by the LSOs will be:

Function	Including
National Strategy (Foundation Stage)	Early Years
National Strategy (Primary Stage)	Curriculum Support
National Strategy (Secondary Stage)	Curriculum Support
14-19 Strategy	Building capacity
Attendance	Building capacity & advice
Health Education	Advice on Sex Ed, Drugs, PSHE & Teenage Pregnancy
Behaviour & Learning	Building capacity & some pupil focused support
Ethnic Minority Achievement	Building capacity & some pupil focused support

4.8 Business Process Scenario

4.8.1 The set of business processes that underpin this model are still being developed. However below is a diagrammatic representation of the relationships for these groups of people in the new organisation.:-



5. SALARIES & NUMBERS OF POSTS

- 5.1 Salaries in the education field are high by comparison with many other local government services. The most senior posts in this structure need to be salaried on a par with primary heads and not represent a general salary reduction. Head teachers in general have emphasised the importance of retaining (only) people who add value through the restructure. However, we are clear that the purpose of the restructure is not to increase salaries and therefore the salaries proposed should be cost neutral.
- 5.2 The salary neutral approach also aims to address a dual concern of the Joint Scrutiny Sub-Group on MEP that on the one hand we must retain the expertise and quality that exists within the service whilst at the same time ensuring that new roles are filled by staff able to succeed in those roles. The salary neutral approach supported by a rigorous approach to recruitment into the new roles aims to achieve both Members objectives.

- 5.3 The Resource Manager role is an exception to the above as it is one of business manager rather than educationalist. Members of the Joint Scrutiny Sub Group have emphasised the importance of a competitive salary for this post and we very much agree with that view. At the proposed salary, we believe we will be positioning the role appropriately in the market place.
- 5.4 The proposed numbers of Learning Strategy Officers will emerge from the detailed service changes currently being worked up by the Education Services project team with service management. Because the project is facing a very challenging timetable to achieve implementation in April, Personnel Committee is asked to approve the progression of recruitment to these posts on the basis that no appointments are made until this Committee has approved the proposed numbers which will be submitted to a Personnel Committee meeting in November.
- 5.5 The numbers of School Effectiveness Officers and Seniors proposed (22 including 3 strategy leads) represent a best estimate of the number of posts required to meet the demands of the role. However, officers propose to keep the number under review as the district pilot in Higher Blackley and then the city wide roll out progresses.

6. CONCLUSIONS

- 6.1 This report seeks approval to proceed to recruit to the senior posts in school improvement and effectiveness functions. Further reports will cover core and traded services.
- 6.2 By approving these posts now, the Committee will give momentum to the implementation of the Education Services change programme whilst further work is done on other aspects of the overall service model.

7. COMMENTS OF HEAD OF CORPORATE PERSONNEL

- 7.1 I have worked closely with the Director of Children's Services and the MIP Director in the development of these proposals and support them in their entirety.
- 7.2 The focus of the review is to improve inclusion and levels of attainment for the City's children to ensure that they are able to achieve their potential in a positive and challenging Educational setting. I believe the organisational arrangements set out in this report will support the focus of that agenda.
- 7.3 The move to district working underpins improvement in outcomes for the City's children across the wider spectrum of Children's Services, and it places focused and accountable resources at the heart of the community.
- 7.4 The roles of Senior Schools Effectiveness Officer and Schools Effectiveness Officer are crucial in providing a challenge role to schools and Head teachers but, equally important is their ability and accountability to

provide additional/specialist support when it has been identified. They will ensure this support is focussed and has real deliverable outcomes and that accountability for those outcomes is appropriately identified.

- 7.5 This support will be drawn primarily from the team of LSO's who may well have specific specialisms but who will be working more generically to achieve better outcomes for individual pupils.
- 7.6 In terms of proposed salaries across the revised organisational arrangements I agree that historically salaries have tended to be higher within the Education field. The proposal to assign salaries on a fairly cost neutral basis is appropriate given the move from separate Education/Social Services Departments to a Children's Service provision and will allow over time a closer alignment of salaries across the broader Directorate.
- 7.7 However, I also agree that the salary proposals are appropriate at this stage and should be capable of attracting and retaining candidates of a high calibre should this be necessary.
- 7.8 Subject to the Committee endorsing these proposals, myself and Senior colleagues will work closely with the MIP Director to finalise job descriptions and secure appointment of suitably qualified and motivated individuals to new and changed roles.