

**MANCHESTER CITY COUNCIL
REPORT FOR RESOLUTION**

COMMITTEE: PERSONNEL

DATE: 19 DECEMBER 2007

REPORT OF: DIRECTOR OF CHILDREN'S SERVICES

SUBJECT: EDUCATION SERVICES – ESTABLISHMENT OF CORE,
STRATEGY AND TRADED EDUCATION SERVICES POSTS

PURPOSE OF THE REPORT

To set out proposals to establish the remaining senior positions within the new Education Services that will underpin the future Service Delivery Model. These positions will strengthen the strategic capacity of the service and consolidate the support and challenge role to schools, being delivered via district working and collaboration. They will also provide a framework within which improved services will be provided by the Council to schools through the new Traded Services division. The totality of these measures will 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 provide a foundation for improvements in strategic core and operational services supporting schools.
 - (i) Strategic Leads (Performing Arts and Physical Education) at a salary of £46,000 per annum (2 posts)
 - (ii) Strategic Leads (Inclusion and Parent Support) at a salary of £50,000 per annum (8 posts)
 - (iii) Specialist Team Leaders at a salary of Grade 10 + 10% £41,283 - £44,100 per annum (6 posts)
 - (iv) Senior Specialist Team Leader (Sensory Services) at a salary of Grade 10 + 20% £45,024 - £48,090 per annum (1 post)
 - (v) Service Manager (Traded Services) at a salary of £48,000 per annum (4 posts)
2. Note that 43 Learning Strategy Officers are being proposed further to the in principle approval to assign these posts at the previous meeting of this Committee.

3. Grant delegated authority to the Director of Children's Services in consultation with the Head of Corporate Personnel 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 to develop and implement detailed structural arrangements for services below these positions which will lead to improved educational outcomes for children and young people, based on the structures presented in the report.
5. Grant delegated authority for the Director of Children's Services in consultation with the Head of Corporate Personnel and the Executive Members for Finance and Human Resources and Childrens Services to make minor variations to the proposals in the light of further consultation.

FINANCIAL IMPLICATIONS FOR THE REVENUE AND CAPITAL BUDGETS

- (i) The Education Services Change Programme has a savings requirement of £5m per annum. £1.0m of mainstream revenue savings were delivered in 2006/7. In the current year £2m in DSG savings and £0.7m mainstream revenue savings will be delivered. The Childrens Services business plan for 2008/9 and 2009/10 proposes a further £0.5m mainstream revenue saving in 2008/9 and £0.8m in 2009/10. These forward savings are in Home to School Transport and reduced SEN statementing. In addition to this, improvements which will be made in SEN placements and external income identified through the programme are targeted to yield a further £0.81m DSG savings in 2008/9 and 2009/10. The change programme will therefore exceed its financial targets.
- (ii) In that context, the purpose of the proposals contained in this report is not to reduce expenditure. They are about creating a new Education service which excels as it faces the challenges of the 21st century. Nevertheless, the report proposes significant reductions in senior staff numbers which will result in lower expenditure on those staff. The estimated scale of these reductions in financial and human resources terms is summarised in the table below. These figures compare approved senior posts (not including Education Psychologists).

Senior Post (>£39k per annum)	Posts (FTE)	Total per annum cost (incl on costs)	Average salary cost per post
Approved Structure (in SAP)	161	£9.434m	£58,596
Current staff in post	117	£6.993m	£59,769
Proposed structure (top of grade)	89	£5.329m	£59,875

The body of the report advises that the totality of the change proposals are estimated to reduce the number of Education Services FTE by 263 with a

reduction in staffing nett of transfers to schools of an estimated 137 FTEs in the first instance, with a further 22 posts to be disestablished circa April 2009.

However, the new model requires increased I.T. provision to staff and there will be a need to procure some service on a call off basis from the external market to deal with urgent or changing service demands. Further information on this is within the detailed design report on district working. A further complicating factor is that the extent to which the financial benefit will accrue to Standards Fund, other Grant funding streams, schools through lower traded service costs, Dedicated Schools Grant (DSG) and mainstream revenue will not be clear until the new Education Services budgets aligned to the new structures are compiled in the New Year alongside government grant funding decisions.

- (iii) With change on this scale, there will also be significant short term management and operational costs associated with the change and substantial surplus staffing costs during the period when the new structures are introduced and bedded in.

Employee structure cost reductions in 2008/9 are therefore expected to be used to fund these costs but in 2009/10 there should be new service investment or savings capacity if government funding streams remain steady.

- (iv) As the table in (ii) indicates, there will be surplus staff as a result of the proposals in the report. Allowing for natural wastage, there is likely to be a crude numeric surplus of at least 20 senior staff above available posts. It is possible also that there will be a small number of posts for which the ringfenced internal recruitment exercise does not identify staff with the appropriate experience, expertise and leadership/managerial ability. Where there are opportunities to redeploy surplus staff or find alternative roles in schools, these will be explored but it is likely that redundancy options will need to be pursued in a number of cases. Provision exists in the Councils budget to meet the capital cost of redundancies, however because the numbers of those redundancies is not yet known, there are financial risks which will exist.

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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.

Detailed service design reports relating to Children and Parents; Inclusion; Commissioning; District Working and Traded Services.

WARDS AFFECTED: All

IMPLICATIONS FOR:

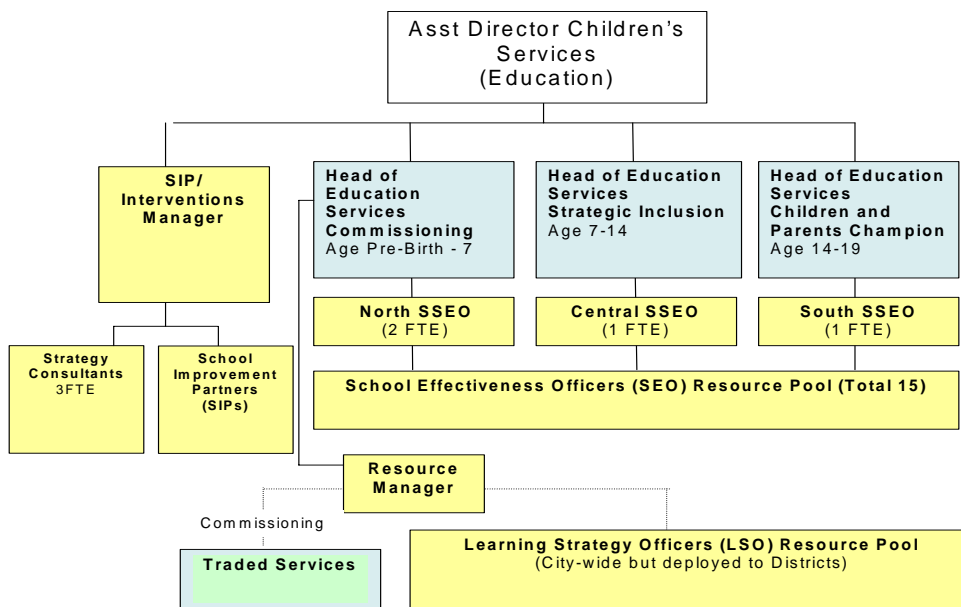
Anti poverty	Equal Opportunities	Environment	Employment
No	No	No	No

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 of 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.
- 1.2 At its meeting on 13 November, Personnel Committee approved proposals for the establishment of key senior district based education service posts which are now in the process of being recruited to. This report describes the remainder of the proposed structures and seeks approval to establish posts within those structures.
- 1.3 Within the scope of this report are all proposed senior posts in Education Services (above £39k per annum) except :-
- (i) Directorate level posts (already approved)
 - (ii) District Service posts (already approved)
 - (iii) Educational Psychologists and Seniors
 - (iv) PRU Leaders
 - (v) Posts currently within the remit of the Chief Operating Officer

2. BACKGROUND

- 2.1 Members will recall that the following senior structure provides the framework within which the new district education structures were approved. The posts coloured in yellow were approved in November. This report covers the core and strategic work within the portfolios of the Heads of Education Services (HoES) coloured blue and the Traded Services group coloured green.



2.2 For each of these groups, a detailed design report has been compiled. The Joint Sub-Group of Resources and Governance and Childrens and Young Peoples Scrutiny Committees will be considering the detailed designs on 17 December 2007 and intend to make their comments available for the meeting.

2.3 The details which follow are drawn from the detailed design reports.

2.4 In designing the proposals, as stated in the November report, the Director of Childrens Services and the MIP Director have sought to follow a path on salary levels which balances the need to offer competitive salaries to retain quality staff and attract new talent, whilst not increasing the general level of salaries. If the proposals are approved, then this will be achieved without compromising the integrity of the structure proposals.

2.5 The structures are constructed to achieve an overall framework which headlines :

- Stronger strategic leadership across the service
- Clear allocation of responsibilities and accountabilities to senior staff
- Concentration of support services to schools and pupils in the customer focused service delivery arm (traded services)
- Locally based and focused challenge, support and capacity building in schools (through approved district structures)

The aim is therefore to provide foundations upon which the Education service can progress quickly on all fronts, strategy, school improvement and services to schools.

2.6 The reduction in senior posts is possible for a number of reasons :-

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|------|----------------------------|---|
| (i) | Strategy Consultants | - the quality of support for schools from strategy consultants is inconsistent and often fails to demonstrate added value. Through a reduced establishment linked to a system of clear evaluation of impact arising from each intervention, allied to the freeing up of a modest amount of mainstream revenue funding to respond to emerging and changing support needs, it is believed that the support to be provided by Learning Strategy Officers will be more effective than its predecessor regime. |
| (ii) | Excellence in Cities (EiC) | - there is an existing exit strategy for EiC which will result in a senior staff reduction. The proposals are consistent with that exit strategy. |

- (iii) Delegation/devolvement of Funding to Schools - as a result of the increased delegation/devolvement of funding to schools, a reduction in service management can be achieved.
- (iv) Duplication/Tiers of Management - there are levels of management or duplication of effort which have been improved upon as a general efficiency.

The totality of these measures exceeds the reduction in posts proposed in this report as there is a need for increased strategic capacity which is reflected in a growth in strategic posts.

3. COMMISSIONING

3.1 Manchester is a 'Commissioning Pathfinder' in relation to the education function. The government is seeking to move the local authority's role increasingly in the direction of commissioner (as opposed to provider). The Local Authority is expected to have a clear strategy to commission the range and choice of school places required by its community and to ensure high performance and educational outcomes. This work sits within the broader integrated multi-agency commissioning strategy for Childrens Services.

The Department for Children, School and Families defines the commissioning process as:



3.2 The responsibility for delivering the education aspect of the commissioning process will be led by the Education Services Management Team and sit within the Children's Trust commissioning arrangement. The future operating model places a city-wide strategic responsibility for commissioning for education services with the HoES (Commissioning) in conjunction with the commissioners responsible for other childrens provision. The functions assigned to this role include:

- Ensuring that the commissioning of educational services at a local and city-wide level is integrated with and complementary to the commissioning of children's services across the authority and embedded within the Children's Services Integrated Commissioning model;
- Managing the relationship between local and city-wide commissioning of education services, maximising opportunity afforded within the District Commissioning panels and working closely with the Deputy Director and the Assistant Director (of Children's Services to plan for the effective management and delivery of the commissioning process across Children's Services. The HoES (Commissioning) will balance the need for freedom and flexibility of schools and SSEO/SEOs to commission services that meet local needs against the need for best value and city-wide need;
- Line managing the Resource Manager;
- Promoting and enabling groups of schools, within a District, to pool resources in line with District Commissioning panels process and develop services based on identification of needs;
- Sharing best practice related to commissioning of education services within the wider joint commissioning arrangements for Children's Services and building regional and national commissioning relationships;
- Monitoring the outputs of policy and planning groups (internal to the city council and external where appropriate) to understand the changing demographics and needs across the city from an education commissioning perspective and contributing this perspective to wider children's trust commissioning considerations;
- Quality assuring business cases to commission new services to meet school demand or make use of new funding streams; this is to ensure that structures are not created based on a supply model, and that appropriate exit strategies are in place to decommission services.
- Providing, influencing and developing commissioned services for schools that reflect the local needs of children and young people with the result of delivering a diverse range of integrated services.
- Working with the District Managers, General Managers, the Education Improvement Partnership co-ordinator, Senior School Effectiveness Officer and School Effectiveness Officer to specify school requirements and provision that meets the needs of children living in particular districts.

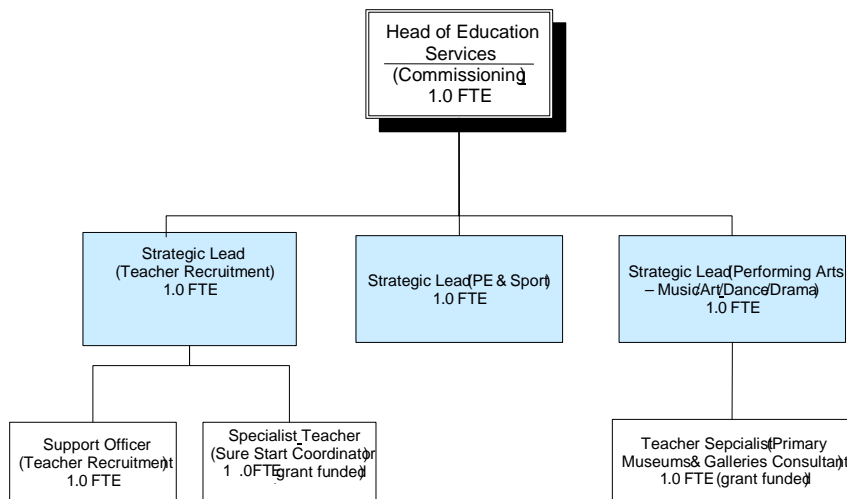
3.3 Strategic Leads – Commissioning Portfolio

In the case of the Head of Education Service commissioning lead, the post-holder will also head the strategic responsibility for:

- (i) Performing Arts: Music, Art, Dance, Drama and Culture
- (ii) Physical Education, Sport and Outdoor Education
- (iii) Teacher recruitment, retention and development

It is considered essential that the Head of Service has strategic support in each of these areas.

The proposed structure for these posts is shown below:



The posts in blue are new posts proposed on salaries above £40k per annum.

3.4 Performing Arts and Creative Education – Strategic Lead (proposed salary £46k per annum)

3.4.1 This post will link closely to the district structure (SEOs, LSOs) and traded services to ensure that schools in the City are able to provide a high quality, enriched curriculum accessible to all children and young people and that successes in these areas are valued. This will contribute to improved outcomes for children and young people and in particular will enhance enjoyment of education as well as achievement. It will also increase opportunities for children and young people in Manchester to make a positive contribution through their involvement in performances and related activities. It will bring benefits to the emotional health and well being of many children and young people who may be struggling in the formal curriculum but who have talents in the performing arts which will be recognised and celebrated through these strategies.

Part of this role will be to develop partnerships with the community, cultural services and other providers including the music industry and private enterprises. This will ensure that Manchester is in a position to attract major funding, investment and initiatives relating to performing arts and creative education.

3.4.2 The post holder will be tasked to:

- Maintain a citywide strategic overview for the delivery of creative education in schools;
- Develop, grow and the deliver a citywide strategy, working closely with colleagues in Cultural and Leisure services;
- Secure additional funding in partnership with Cultural Services;
- Support the delivery of Manchester's Community Strategy by increasing success and participation for Manchester young people in local cultural and sporting facilities;
- Support the delivery of Manchester's Cultural Strategy developing the role of culture in learning, improving educational attainment ensuring children and young people in school have access to a broad cultural curriculum;
- Integrate creative learning into the city's plans for education development creating a 'ladder of achievement' from entry point to employment providing lifelong learning opportunities.

3.4.3 The postholder will also have strategic responsibility for music education. Traditionally the Music Service has grown and developed around an ethos of providing quality services within the context of direct service provision by the Council. This post will focus on achieving the best outcomes for children through music. The strategic lead will lead the change of strategic perspective and development of a new music strategy which focuses on extending pupil's entitlements and opportunities and develop new pathways into employment through music. Manchester Music Service is retained in the model as a traded service.

3.4.4. The salary for both this strategic lead and the post in paragraph 3.5 below are lower than the other strategy posts as the skills and knowledge required are different with greater levels of innovation being required in areas such as inclusion and parenting which are still new and rapidly evolving service areas.

3.5 **Physical Education, Sport and Outdoor Education – Strategic Lead (proposed salary £46k per annum)**

3.5.1 Improved outcomes for children and young people will be achieved by this postholders close working with district structures (SEO and LSOs) and traded services so that schools are challenged and supported to provide the highest quality physical education opportunities, accessible to all children and young people. This role will develop partnerships with the community, leisure services and leisure industry to ensure that there are a wealth of sporting opportunities for children and young people in the City.

3.5.2 The postholder will have responsibility for:

- Developing and delivering the citywide strategy for physical education in schools, school sport and outdoor education taking account of (i) the national Physical Education, School Sport and Club Links (PESSCL) Strategy, which champions the role of PE and sport in schools in achieving the five Every Child Matters outcomes and (ii) the Health Education local strategy, in particular the Every Child Matters outcome of “be healthy”.
- Delivering the PSA target to increase the percentage of schoolchildren who spend a minimum of two hours a week on high-quality PE and school sport, within and beyond the curriculum, to 85% by 2008. The long term aim of the strategy is to offer all children five hours of sport by 2010 through a combination of sport provision in the curriculum and out of school and community activities.
- Developing an Outdoor Education Strategy taking account of the Government’s ‘Learning Out-side the Classroom Manifesto’ which identified outdoor education as a powerful route to achieving the Every Child Matters outcomes, in particular enjoying and achieving, staying safe and being healthy.
- Taking forward future proposals for Ghyll Head.

3.6 Teacher Recruitment, Retention and Development – Strategic Lead (proposed salary £50k per annum)

3.6.1 The Strategic Lead will support the HoES (Commissioning) in defining a clear, city-wide strategy and improving service delivery. Part of their role will be to attract new funding and develop partnerships with teacher training providers and local businesses. By working with partners to develop appropriate incentive schemes to attract teachers from across the country, this post will contribute to Manchester being promoted as a desirable place to live and work which clearly has benefits wider than Education.

It is intended that this post will lead to increased numbers of Manchester teachers becoming successful school leaders. Developing such ‘homegrown’ talent and retaining staff for longer will ensure that school improvements and partnerships are more sustainable and that there is continuity for the communities served by schools.

3.6.2 The postholder will:

- Be responsible for setting the strategic direction of the Teacher Recruitment and Development (TRD) service. The main driver for this will be the Manchester Children and Young People’s Plan, 2006-09.
- Support the recruitment and retention of staff in schools of the highest quality and develop high quality leadership skills through a variety of initiatives;
- Develop Continuing Professional Development (CPD) resource to provide high quality training for all staff and which is funded through income.

The Teacher Recruitment and Development Strategy will ensure that:

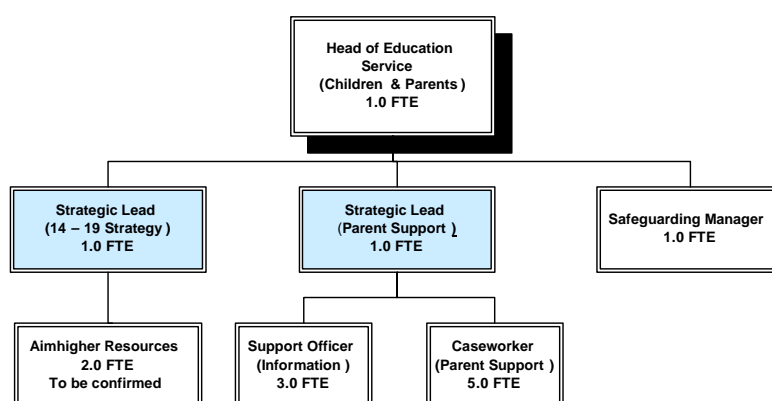
- There is a coherent city-wide approach to recruiting and retaining teaching staff, that takes into account the needs of schools;
- Best practice in recruitment is adopted to ensure the right quality and calibre of teaching staff, including Head Teachers, are recruited;
- Leadership succession planning and continuous professional development is integral to the development of teaching staff this will include consideration of a wide range of leadership models;
- The effectiveness and impact of newly appointed teaching staff is monitored and reviewed through an appropriate performance management framework that is linked to the School Improvement Agenda;
- Quality data is gathered on teacher retention processes and issues to inform strategic direction;
- Potential recruits and existing staff have access to high quality information and support;
- Manchester is promoted as a desirable place to live and work, which is supported by appropriate incentive schemes.

Success of this Strategy will ultimately be measured by:

- (i) The numbers of newly qualified teachers who remain within Manchester after an initial period of teaching;
- (ii) The number of Manchester teachers who remain within the City and move on to become successful senior managers, deputy heads and headteachers;
- (iii) The City's success in attracting successful senior managers from outside the City to apply for Manchester headships;
- (iv) Our ability to develop and influence School Governing Body's to implement a wider range of school leadership models.

4. CHILDREN AND PARENTS

4.1. The proposed staffing structure for this group is shown below:



Posts in blue only are within the scope of this report.

4.1.1 The HoES (Children and Parents) will be the champion for children, parents and carers. They will ensure that there is a strong child, parent and carer focus throughout teams within Education Services supporting an integrated approach across Children's Services. Through the District Structures, working with District Managers, School Effectiveness Officers and Core Services, they will drive a holistic approach to achieving parental engagement in a child's education and within the responsible parenting strategy, supporting parenting and ensuring that education staff are able to monitor and challenge schools on parental engagement. They will also ensure that school effectiveness officers and others working closely with individual schools champion the needs of vulnerable children advocating, as necessary, on their behalf.

4.2 **Parent Support – Strategic Lead (proposed salary £50k per annum)**

4.2.1 It is well evidenced that parents are the main influence on their children's educational outcomes. The post will contribute to improved outcomes for children and young people by working with colleagues to ensure the integration of a strong parent and carer focus throughout Children's Services and by working with partners to ensure that parents and carers in Manchester are well informed, engaged and can access appropriate support when required. The post holder will link closely with district structures to ensure that the SEO and LSO resource pools are aware of best practice and are able to monitor and challenge schools on parental engagement.

The establishment of this post will ensure that Manchester is able to respond appropriately to new DCFS initiatives and national developments and is able to secure funding to develop this work.

4.2.2 The post-holder will:

- Ensure that services across the future operating model are aligned to Manchester's Parenting Strategy;
- Take a leading role in the continued development and implementation of Manchester's Parenting Strategy including representing Education Services on the Parenting Board;
- Support the development of positive relationship between parents/carers and schools, a key objective in ensuring improved outcomes for children and young people. This will include the quality support and information given to parents by schools at key transition points;
- Set the strategic direction for support for parents including (i) information and advice to parents/carers on a range of education related issues (ii) support to families in close liaison with other colleagues in Children's Services, particularly District Managers
- Manage the Parent Partnership Service which is a statutory service.

No additional financial resources are specifically identified at this time but there will be funding for new strategy development and it is envisaged that the strategy will identify whether further resources are needed.

4.3 14 – 19 Strategic Lead (proposed salary £50k per annum)

4.3.1 While Manchester's 14 -19+ Strategy was not originally within the scope of the Education Services Project it has had an important influence on the development of the Education Services Strategy.

4.3.2 The 14 -19+ Strategy has been developed by the Manchester 14 -19+ Steering Group and has been agreed by the Manchester Children's Board. The members of these groups represent key stakeholders in 14-19 education and training in Manchester. The HoES will represent Education Services on the Steering Group.

4.3.3 The objective of the Manchester 14-19+ Strategy is to achieve our vision where all 14-19+ year olds in the City of Manchester are able to access and participate in high quality, appropriate and supported learning opportunities, thus enabling them to achieve their full potential in learning at the highest levels possible and transition into adulthood including employment, well-being and citizenship.

4.3.4 The Strategy is currently being revised in the light of the decision to transfer responsibility for post-16 funding from Learning Skills Councils to Local Authorities and recent developments in relation to the Academies Programme.

4.3.5 Once the Strategy has been validated by Children's Services, it will be implemented throughout Education Services by the Strategic Lead (14 – 19 Strategy). This again may potentially require the injection of new resources.

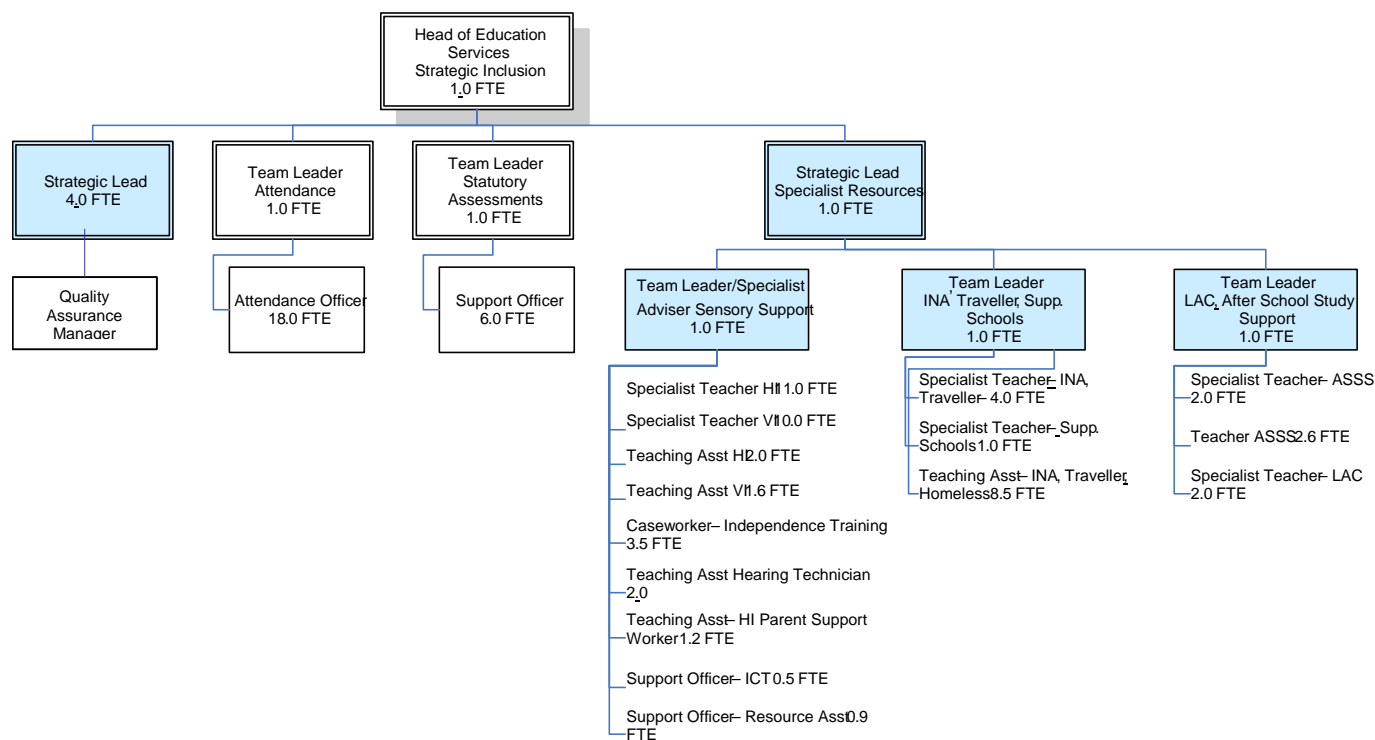
5. STRATEGIC INCLUSION – STRATEGIC LEADS AND TEAM LEADERS

5.1 The HoES (Strategic Inclusion) will lead the further development and delivery of an integrated Inclusion Strategy. A number of inclusion related strategies sit within this portfolio including those relating to: Special Educational Needs, Looked After Children, Emotional Well-Being and Behaviour, Attendance and Education Otherwise than at School.

5.2 Strategies in the remit of the HoES (Strategic Inclusion) will ensure that all individual children and groups who are vulnerable and at risk of under-achievement, exclusion or marginalization are included. Developing effective links and integrated approaches with multi-agency teams around the needs of individual children and families is essential. Key contacts will be District Managers and General Managers. The new Education Services District Model includes the role of 'case worker'. Caseworkers will work with children and families of children requiring multi- agency intervention and support and will provide the link with multi-agency District teams taking on the Lead Professional role as appropriate. Clear thresholds are being developed which define levels of support which schools are expected to provide without local authority intervention and those where a caseworker becomes involved.

5.3 The remit of the HoES (Strategic Inclusion) is complex and challenging, combining development and implementation of strategies with core service delivery in key areas, for example: for Sensory Support, Travellers and International New Arrivals, Looked After Children and After School Study Support. It is therefore proposed to establish a number of strategic leads to lead strategic development alongside the management of core services.

5.4 The proposed structure is as follows:



The 5 Strategic Lead (proposed salaries £50k per annum). and 3 Team Leader posts coloured blue come within the remit of this report The Strategic Leads will focus in the first instance on the strategies outlined below.

5.4.1 Looked After Children - Strategic Lead

5.4.1.1 Improving educational outcomes for children in care is a key priority for the City. To achieve the step change required in educational outcomes strategic leadership will be provided to drive the Strategy and challenge school to improve their performance in relation to LAC. Working with school effectiveness officers, and using school data for tracking and monitoring individual pupils, the progress of individuals, groups, individual schools, schools in Districts and at City level can be monitored. The Education Service LAC Strategy will be fully integrated within the wider Children's Service's LAC Strategy and will support the Corporate Parenting responsibility of the City Council.

5.4.1.2 The post-holder will:

- Be the nominated educational lead for LAC with responsibility for driving up performance of schools in relation to children in care, including monitoring attainment, attendance, admissions and exclusions;
- Provide the necessary level of challenge to schools, working with District Managers, School Effectiveness Officers and School Improvement Partners;
- Ensure that every LAC has a quality personal education plan (PEP);
- Ensure every LAC has an education placement that reflects their needs and that there is step change in educational outcomes for looked after children;
- Promote corporate parenting, particularly the duty to promote education;
- Maintain an overview of outcomes and attendance for LAC placed out-of-City;
- Ensure each school has a nominated teacher and governor for LAC and that appropriate training for these roles is available;
- Ensure that work of Education Services is integrated with and fully supports the delivery of the Children's Service LAC Strategy.

5.4.2 Education Otherwise than at School (EOTAS) – Strategic Lead

5.4.2.1 Arrangements for discharging the Local Authority's duty in relation to children missing education, children taught at home and children excluded from school are within the remit of this Strategic lead. The EOTAS Strategy will ensure that there is a continuum of provision for children and young people with social, emotional and behavioural needs that includes: inclusion centres, the pupils referral units, alternative providers and specialist provision. To the greatest extent possible provision for all children and young people will be made by, or commissioned from, mainstream schools working within a collaborative framework.

5.4.2.2 The post-holder will:

- Develop an EOTAS Strategy to include provision currently made by inclusion centres, pupil referral units and a range of alternative providers;
- Review the provision made by the pupil referral units;
- Develop and implement a model of PRUS being managed by groups of schools, within a District, through a commissioning arrangement with the Local Authority;
- Develop arrangements to ensure that alternative provision is immediately available for children excluded from school;
- Develop a list of 'approved' alternative providers, ensure all alternative providers used by schools are quality assured and that schools only use providers from the 'approved' list;
- Review arrangements for children 'taught at home' ensuring that arrangements to quality assure are in place;

5.4.3 Attendance and Behaviour - Strategic Lead

5.4.3.1 The National Strategy now has a single lead for Behaviour and Attendance (0-19 years) and this Strategic lead will provide the link between Manchester and the National Strategies Lead. Secondary schools are expected to have a formal, written, agreement to work in partnerships to improve behaviour and tackle persistent absence. The Attendance and Behaviour Strategy will ensure that these arrangements are in place and working. In addition, they will ensure that National Strategy approaches to improving behaviour and attendance in Manchester are implemented and closely monitored. Of particular urgency is the need to reduce levels of persistent absence and implement the use of parenting contracts and orders in relation to behaviour and attendance.

5.4.3.2 The post-holder will:

- Implement the Emotional Well-Being and Behaviour Strategy including primary and secondary SEAL, UK Resilience and parenting contracts.
- Link strategically with the National Strategy in relation to Behaviour and Attendance;
- Provide the strategic lead for the delivery of the attendance strategy including securing a reduction in persistent absence;
- Ensure all schools achieve good or outstanding for behaviour of pupils and young people;
- Ensure that mainstream secondary schools (including academies), special schools and pupil referral units work have a formal (written) agreement to work in partnership to improve behaviour and tackle persistent absence.

5.4.4 **Special Educational Needs – Strategic Lead**

5.4.4.1 Manchester's Special Educational Needs Strategy was agreed by the City Council in 2003 and requires reviewing and updating. The review will need to take account of recent Disability Discrimination legislation, the Every Disabled Child Matters movement, the need to reduce the use made of out-of-City provision and changing patterns of SEN, for example, the increased diagnosis of autistic spectrum disorder. Opportunities are available through Building Schools for the Future to improve specialist facilities in line with the SEN Strategy and this requires strategic over-sight. Following the anticipated delegation of SEN resources from 1 April 2008, outcomes for SEN children and young people in mainstream schools will require monitoring to ensure resources are being targeted appropriately.

5.4.4.2 The post-holder will:

- Link strategically to the National Strategy in relation to Inclusion
- Monitor the implementation and outcomes of the delegation of SEN resources to mainstream schools with effect from 1 April 2008;
- Maintain a City-wide overview of outcomes for SEN individual children and SEN groups
- Develop and implement a Strategy for Autism, including developing mainstream capacity;

- Review specialist provision for children and young people experiencing social, emotional and behavioural difficulties taking forward existing plans to amalgamate three secondary SEBD schools;
- Ensure that there are a sufficient number of specialist places in special schools and in resourced mainstream provision to meet identified needs of SEN children and young people with low incidence needs;
- Develop and implement a strategy to reduce the number of children in out-of-City provision, expand specialist in-City provision through Building Schools for the Future programme.

5.4.5 **Specialist Resources – Strategic Lead**

5.4.5.1 A number of core services have been brought together under the Specialist Resources Strategic Lead. It is anticipated that there will be greater cohesion between these services and that coordinated referral and assessment systems alongside quality assurance processes will be developed. Where resources for specialist services are being devolved to schools, core services will also have a role in quality assuring the provision made by schools. As these services work primarily with individual vulnerable children, establishing links with District Managers to ensure integrated working will be critical. Implementing new ways of working and operating will require strategic leadership and direction.

5.4.5.2 The postholder will:

- Provide strategic leadership for the core services supporting individual vulnerable children including: Sensory Support Services (Visual and Hearing Impaired), Services for Traveller Children and International New Arrivals, support for Looked After Children;
- Develop greater cohesion between the services, developing appropriate coordinated referral and assessment systems;
- Quality assure the service support to children and families;
- Ensure specialist skills are used appropriately to monitor and quality assure provision made by schools, this will be particularly relevant where resources have been devolved;
- Ensure Services are able to respond flexibly and in a timely fashion to the movement of children into and around the City;
- Ensure the specialist resources are effectively utilised to meet the needs of individual children and families
- Develop links with District Managers to ensure integrated working within Districts in relation to these groups of children and young people.

5.5 **Team Leaders**

5.5.1 Within the new structures there is a requirement for Team Leaders in both Core and Traded Services. It is proposed that the Team Leader posts within core non-teaching services will fall within the remit of the Job Evaluation scheme and it is proposed that these posts are progressed by the Director of Children's Services and the Head of Corporate Personnel in this way.

Other 'teacher' Team Leaders in both Core and Traded Services will lead teams of teachers working in schools. It is acknowledged that the management of teachers delivering key aspects of 'specialist' services bring wider management challenges in terms of day to day line management arrangements. It is therefore, proposed that the post of Specialist Team Leader is established at Grade 10 +10%.

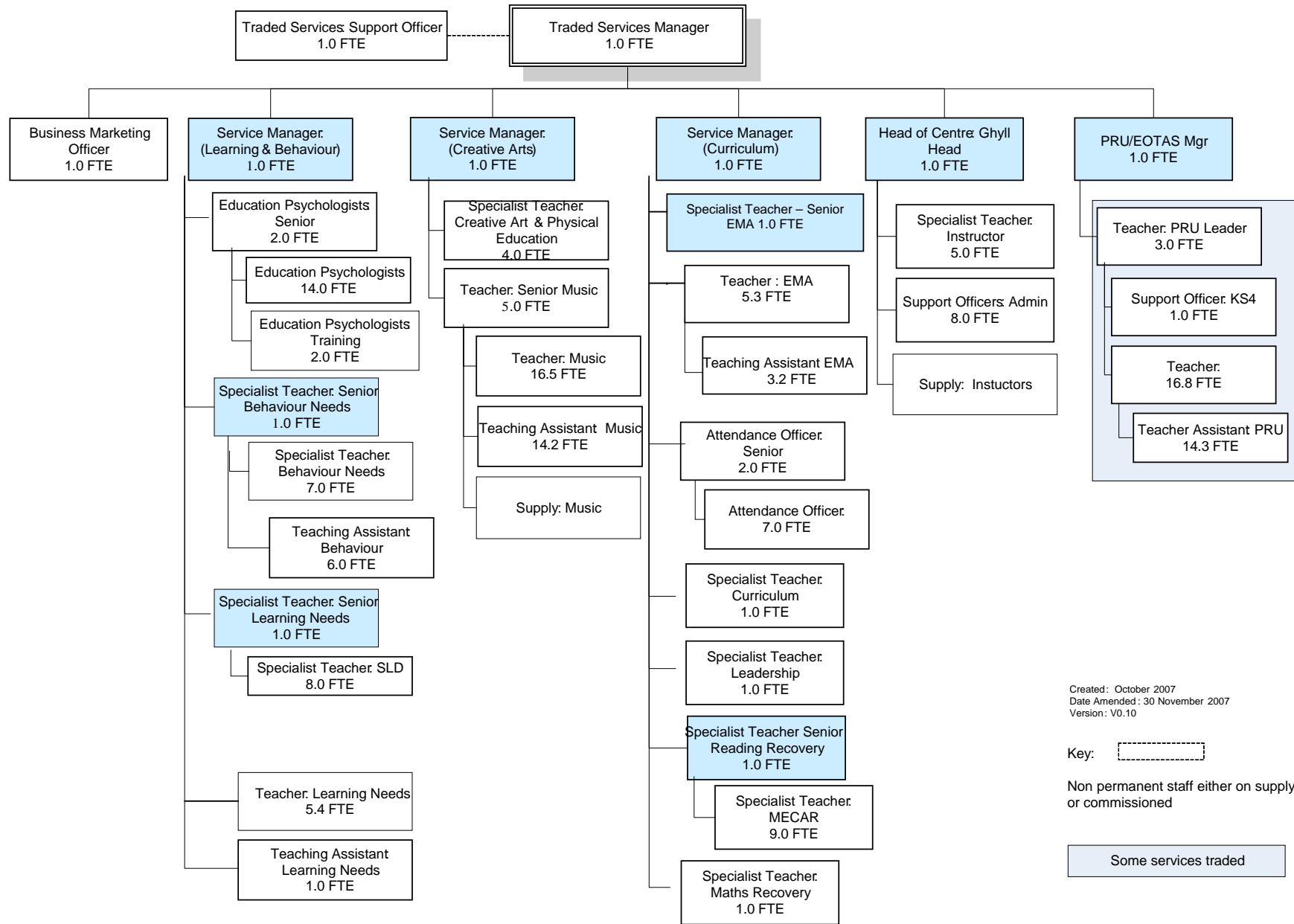
It is further proposed to establish a post of Senior Specialist Team Leader/Specialist Adviser in Sensory Services, where it is acknowledged that the levels of skills and knowledge required to lead this team and specialist area are significant and the postholder will provide lead strategic advice to senior managers. It is therefore proposed that this post is established at Grade 10 +20%.

6. TRADED SERVICES

- 6.1 Traded Services will be required to pay for all their costs through income. For the most part, traded services will be bought in by schools but in specific areas such as the Music activities programme, the services will be commissioned by Heads of Education Services.
- 6.2 In the first instance, it is also proposed that Pupil Referral Units are commissioned by the Head of Education Service (Strategic Inclusion) pending the development and implementation of the EOTAS Strategy.
- 6.3 It is proposed that the Traded Services Manager will start with a complement of c178 FTE staff. The continuing need for these staff is dependent on the services being bought back by schools or on occasion Education Services. In discussion with headteachers, there has been significant support for the Traded Services proposals and headteachers are willing to trade as long as the quality of service delivered is maintained. However, there are key areas where there are highly valued skills and knowledge, in particular in the areas of reading recovery and learning/behaviour needs where the strategy is to support schools in developing capacity to meet those needs themselves. It is therefore expected that there will be a progressive reduction in demand for these services currently eliminated at c22 posts. Demand for these services is such that there is confidence that schools will wish to employ the staff delivering these services directly in the future. This is taken account of in the overall programme which assumes a further staff reduction of 22 in April 2009.
- 6.4 It is anticipated that the following service areas are ones in which the Council will be able to offer quality, value for money services to schools in the future:
- Learning and Behaviour
 - Creative Arts
 - Leadership and Curriculum
 - Education Out of School
- 6.5 The strategy around the senior structure for Traded Services is to create a senior team which builds credibility with schools through ready accessibility, quality performance and a continuous drive to improve value for money. The senior structure proposed is also contracted such that there will be clear

1:1 relationships which strategic leads can access to secure direct delivery of service where that is the chosen option.

- 6.6 For each service area, it is proposed to create a post of manager to lead that service area with a salary of £48,000 per annum. In the case of Ghyll Head, the current head of service has given notice of his intention to retire in August 2008. At the time of writing, a report is being prepared which recommends that the Council gives in principle approval to the creation of a Ghyll Head Trust. It is proposed that as the detail of the proposals for the trust are developed a further report will be brought to consider the future management arrangements of the Centre. Therefore, no salary changes are proposed for this post at this time.



7. DISTRICT WORKING – LEARNING STRATEGY OFFICERS

- 7.1 In November, the Personnel Committee agreed to the establishment of Learning Strategy Officer posts which will be allocated to district teams to build schools capacity. This interim decision was taken to enable progress to be made pending finalisation of the required number of posts.
- 7.2 Learning Strategy Officers are the prime school capacity building resource working in schools within districts. There have traditionally been high numbers of such personnel in Manchester. Quality staff in this role are required where schools require support. In an ideal world, the posts would be unnecessary because schools would be self sufficient. The approach taken in these proposals is to utilise Standards grant funding, Local Area Agreement Dedicated Support Grant and other grant funding streams to determine the base complement of these posts including sickness cover and then to allocate complementary mainstream funding to secure expertise to cover gaps, urgent needs and locally determined priorities with any other resources being devolved/delegated to schools. On that basis, the proposed Learning Strategy Officer complement is 43 FTEs.
- 7.3 In overall terms, the proposed new staffing structures contain c380 FTE posts plus 88 FTE supply. This represents a reduction of 263 FTE posts compared with the pre-review position. Of those 263, the work of an estimated 126 posts will transfer to schools and the remaining 137 will represent an overall staffing establishment reduction. This is very much in line with job reduction estimates in July 2006.

8. IMPACT OF PROPOSALS ON SENIOR STAFF NUMBERS

- 8.1 As stated in the financial implications, excluding Educational Psychologists and their seniors there were 100 FTE staff in non-teaching roles paid over £39k in Education Services (below Directorate level) as at September 2007. There are a further 17 FTE staff whose work is salaried between £34k per annum and £39k per annum on Teachers terms and conditions and embraced by the scope of the Learning Strategy Officer role. Combined with the posts agreed in November, these new proposals replace a total of 117 FTEs with 88 FTE posts in the new structure.
- 8.2 This will clearly present a major new challenge to the organisation during 2008 but despite the reductions in numbers, there is confidence that both strategic and operational management will improve alongside the district school improvement arm once the new structures are populated and bedded in.
- 8.3 As an early step towards that improvement all senior staff have been asked to apply for the new roles. It is anticipated that over 95% of senior interviews will be completed before Christmas and appointments, made where appointable internal candidates are found, in January.

9. CONSULTATION

- 9.1 The proposals in the report are the subject of consultation with the Joint Scrutiny Sub-Group of the Resources and Governance and Children and Young Peoples Scrutiny Committees, Trade Unions, Headteachers, specific consultees and staff. The timescales of the programme are such that the implementation and consultation need to run in parallel.
- 9.2 Consultation in earlier phases of the programme has led to positive improvements being made to proposals and it is hoped that this will again be a result.
- 9.3 The Joint Scrutiny Sub-Group in particular has provided valuable input into and helped to guide the change programme throughout. The Sub Group is familiar with and supportive of the top level and district structures referred to in the report. It is also familiar with the component parts of the new Education service. The Sub-Group met on 17 December to consider the detailed proposals and any comments to inform Personnel Committees consideration of these proposals will be circulated at the Personnel Committee meeting.
- 9.4 For other consultees, comments will be received throughout January. For that consultation to be meaningful and in order to capture improvement proposals, for example adjustments to the Traded Services complement to reflect further Headteacher feedback on what their perceived needs are, the committee is requested to grant delegated authority for the Director of Childrens Services in consultation with the Head of Corporate Personnel and the Executive Members for Finance and Human Resources and Childrens Services to make minor variations to the proposals in the light of further consultation.

10. CONCLUSIONS

- 10.1 The Education Service is a key service in improving outcomes for the City's children and consequently the senior staffing proposals in this report request approval for substantial numbers of posts attracting salaries well above the Council average.
- 10.2.1 Nevertheless, both the numbers of posts and the salary levels recommended are considered essential to retain and attract quality people to the service and it is believed that once implemented, the proposed structures will result in substantial improvements in the outcomes for Manchester's children. Members are therefore asked to approve the recommendations at the front of the report.

11. HEAD OF PERSONNEL COMMENTS

- 11.1 I have worked closely with the Director of Children's Services and the Director of MIP in developing these proposals. I agree that the proposed structure will support and strengthen the strategic capacity of the service and in turn provide appropriate challenge and support to Schools leading to improved educational outcomes for children and young people in Manchester and a stronger alignment with the broader

children's agenda to deliver overall improved outcomes for the City's children.

- 11.2 The posts and salaries being proposed in this report reflect the skills and knowledge needed to increase capacity in this key service area. They are in line with similar managerial post across the City Council taking into consideration the slightly higher salary benchmark that has traditionally existed within the Education field. The salaries proposed reflect the desire to narrow this position.
- 11.3 The recruitment programme underway to populate these posts is ambitious in timescale and is innovative in respect that appointments will be progressed based on core competencies and using objective criteria allowing pragmatic and speedy appointments to be executed. The Personnel project team within Education Services is committed to supporting the Director of Children's Services in delivering successful outcomes from this programme.