

**MANCHESTER CITY COUNCIL
REPORT FOR RESOLUTION**

COMMITTEE: PERSONNEL
DATE: 27 MAY 2009
REPORT OF: DIRECTOR OF CHILDREN'S SERVICES
SUBJECT: PROPOSED ESTABLISHMENT OF A 14-19 TEAM

PURPOSE OF THE REPORT

To set out proposals to establish a permanent 14-19 Team within Education Services under the Head of Education Services 14-19. These proposals will enable the team to strategically plan and deliver the Government's initiatives on the 14-19 agenda to improve life opportunities for all young people in Manchester.

To seek approval establish a number of key senior positions to ensure that there is sufficient capacity to deliver the 14-19 agenda and continue to improve outcomes for all of Manchester's young people.

RECOMMENDATIONS

The Committee is recommended to:

1. Endorse the proposal for the establishment of a permanent 14-19 Team.
2. Establish 3 x posts of Collegiate Learning Manager on a salary of grade 10 + 10% (£42,417 to £45,312), reporting to the Head of Education Services 14-19.
3. Establish 3 x posts of Curriculum Development Officer on a salary of grade 10 + 10% (£42,417 to £45,312), reporting to the 14-19 Curriculum Strategy Lead.
4. Grant delegated authority to the Director of Children's Services in consultation with the Head of Corporate Personnel to develop the job description and person specification for these posts
5. Grant delegated authority to the Director of Children's Services in consultation with the Head of Corporate Personnel to develop and implement the remainder of the structure below this level.

FINANCIAL IMPLICATIONS FOR THE REVENUE AND CAPITAL BUDGETS

Revenue expenditure will be met from a combination of mainstream funding and grant income as outlined in section 4 of this report.

There is no impact on the capital budget.

CONTACT OFFICERS

Pauline Newman, Director of Children's Services 234 3804
E-mail: Pauline.newman@manchester.gov.uk

Kieran McDermott, Assistant Director 234 7334
Children's Services Education
E-mail: k.mcdermott@manchester.gov.uk

Jon Redfern, Head of Corporate Personnel 234 1800
E-Mail: j.redfern@manchester.gov.uk

BACKGROUND DOCUMENTS

14-19 Implementation Plan (DCSF 2006)

14-19 Review of Progress (Report to CSST August 2008)

WARDS AFFECTED: All

IMPLICATIONS FOR:

Anti poverty	Equal Opportunities	Environment	Employment
Yes	Yes	No	Yes

1. INTRODUCTION

- 1.1 The fundamental aim of the 14-19 reforms is to ensure that all young people are prepared for success in life through their education and training. The Government wants to dramatically increase participation and achievement among young people by ensuring that they are all “fully engaged in the learning programmes they are following, that they have the choice and opportunity to pursue a route that is right for them and they are fully prepared for work”.
- 1.2 These reforms require a radical approach to teaching and learning, with a much stronger emphasis on flexible, applied and independent learning, a major focus on transferable skills and greater involvement by employers and other members of the community. In addition the 14-19 phase covers learning not only in schools but also in colleges, work-based learning and other providers across the full age range. A significant proportion of this provision will be planned and delivered on a collaborative basis. Consequently the 14-19 reforms represent the most far reaching changes to the way in which learning takes place in decades. In light of these changes, the 14-19 team requires permanent dedicated specialist resources at Local Authority level.
- 1.3 The aim of the 14-19 team is to work collaboratively with a with range of partners to develop learning opportunities which meets the needs of all young people in Manchester and leads to improved qualifications, skills and the ability to learn longer throughout life, improving their life chances and well being.
- 1.4 The current offer for 14-19 learning will be expanded to incorporate a new Diploma route, a Foundation Learning Tier of qualifications, new functional skills embedded throughout the system, strengthened GCSEs and A Levels, a significant expansion of Apprenticeships and wider availability of the International Baccalaureate. All of these reforms will be underpinned by a new statutory learning entitlement that will come into effect in 2013, which will mean that all young people must be able to access all new qualifications and curricula. By 2015 all young people up to the age of 18 will be required to participate in learning that will provide a recognised qualification preparing them for life and work. These changes, together with other associated developments present a number of significant challenges to the Local Authority and its partners.
- 1.5 Furthermore, as a consequence of changes in the Machinery of Governance, the system of planning, commissioning and funding post-16 provision has been reformed. In 2010 the responsibility for the 16-19 phase will transfer from the Learning Skills Council to the Local Authority.
- 1.6 It has been recognised that the key to the successful implementation of these reforms will be the effectiveness of collaboration, both strategic and operational, at all levels from the sub-region to the classroom.

- 1.7 While the full range of local authority functions with respect to the 14-19 curriculum was not originally within the scope of the Education Services Project, Manchester's 14-19 Strategy had an important influence on the development of the Education Services Strategy.
- 1.8 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.
- 1.9 Consequently, a number of key posts within the 14-19 service have already been established. These include:
- Head of Education Services for 14-19 – established as part of the Education Services review.
 - 14-19 Curriculum Strategic Lead – established as part of the Education Services review.
 - Aimhigher Coordinator – established by Personnel Committee in February 2009.
- 1.10 We now need to develop a number of pivotal roles and consolidate various functions in order to take forward this extensive agenda. To do this successfully, strong ownership and accountability is required across the full range of partners and therefore, it is critical that the Local Authority has the necessary resources to meet its duties and responsibilities and minimise the risks both to itself and the learners.

2 BACKGROUND

- 2.1 The Director of Children's Services is now accountable for improved outcomes for all children and young people aged 0-19. Over the next eighteen months there will be an agreed incremental transfer of all the remaining 14-19 functions to the Local Authority, with a structured timetable for this transition.
- 2.2 The prime functions of the Local Authority are defined within the Education and Inspections Act 2006 as being focused on strategic planning, quality assurance and commissioning.
- 2.3 Since the publication of the city's first 14-19 Strategy in 2003, the provision has been overseen by a representative Steering Group under the joint leadership of the Learning Skills Council and the Local Authority. Since the implementation of the Strategy there has been demonstrable improvement in performance against a range of headline targets. However, there is still a considerable amount of work to be done to improve attainment levels where significant numbers of young people are able to benefit from and contribute to the City's economic prosperity.

- 2.4 The operations of the 14-19 partnership, is structured around three “collegiates” serving the North, Central and South areas of the city. Each collegiate has a co-ordinator based in one of the partner institutions. The remit of the current Collegiate Co-ordinators has been to foster collaboration between institutions and develop local action planning, including preparation for the delivery of the first Diploma lines in September 2008 and the subsequent roll-out of further lines of learning. More generally they have been tasked with providing the vital challenge, co-ordination and support for institutions that has helped lay the foundations for effective collaboration. This has enabled progress to be made within each Collegiate on planning for the implementation of the new 14-19 Entitlement.
- 2.5 There is a central 14-19 Team with responsibility for citywide partnership co-ordination, curriculum and professional development, communications and information sharing, online services and administration. With the exception of the three established posts within the 14-19 service, a number of temporary arrangements are in place with partner organisations to deliver the 14-19 agenda within the Team. These arrangements could put the Council and learners at risk if they were to cease as this will impact directly on the young people, for whom events have already been planned across Manchester. It will also affect our entitlement to funding.
- 2.6 A review of the current 14-19 arrangements was undertaken in the summer of 2008, with a particular emphasis on the capacity and capability of the partnership to deliver the entitlement that must be in place for all young people by 2013.
- 2.7 The review identified the importance of having sufficient capacity within the Local Authority to provide effective leadership, co-ordination, curriculum development, in-service training, performance management, and the effectiveness of collaborative activity for the benefit of all young people in the city.
- 2.8 At present there are a number of separate developments in the city that are focused on the 13-19+ age group. In addition to the 14-19 reforms, the most significant of these is the move towards Integrated Youth Services, including Targeted Youth Support. As these essentially concern the same young people and have improved outcomes for all as common objectives, it would make sense for them to be developed in a way that achieves greater coherence and integration, more effective co-ordination and better information sharing for the benefit of young people, especially those that are most vulnerable.
- 2.9 Although the new Education Services structure incorporates a number of functions that will support the 14-19 agenda through the quality assurance process in schools the menu of provision and reforms is too broad for any one institution to offer alone. Effective collaboration within the Collegiate structure will enable the full entitlement to be available in each area. This will be achieved through common timetabling and innovative methods of delivery, building on successful developments to date.

3 PROPOSED 14-19 STAFFING STRUCTURE

- 3.1 The following staffing proposal for the establishment of a permanent 14-19 Team, reflects both the increased demands on the partnership as a consequence of the 14-19 reforms and the changing role of the local authority. This is in respect to the strategic planning, quality assurance and commissioning of provision, to create a set of arrangements that will provide long term benefits to young people in Manchester.
- 3.2 An explanation of the roles and responsibilities of the proposed team, which has been fully costed, is set out below and a proposed structure chart and costing information are shown at **Appendices 1 & 2**
- 3.2.1 **Curriculum Development Officer x 3 Posts: - proposed Grade 10 + 10% (£42,417 to £45,312)**
- 3.2.2 These posts have been aligned to the Learning Strategy Officer role which was established as part of the Education Services Restructure.
- 3.2.3 The Curriculum Development Officers will have specific responsibilities for providing and facilitating the necessary expertise, co-ordination and training in relation to key elements of the learner entitlement. While the focus of these posts will be wide-ranging and inevitably change over time, the following priorities have been identified for 2009 onwards:
- 3.2.4 **Curriculum Development Officer - Diplomas**
The range of new qualifications to be introduced up to 2013 and beyond includes The Diploma in 17 lines of learning. In addition existing qualifications are being reviewed in line with The Diploma either as stand alone qualifications or as integral elements of The Diploma. Each successive round of Diploma development is subject to successful passage through an increasingly rigorous Gateway process. A Qualifications and Credit Framework is also being introduced to describe pathways through units and whole qualifications in various combinations. This post is essential to ensure the LA is providing the necessary leadership and oversight as well as meeting its responsibilities with regard to implementation and quality assurance.
- 3.2.5 **Curriculum Development Officer – Applied Learning**
A key component of the new 14-19 curriculum offer is the introduction of Functional Skills (in Literacy, Numeracy and ICT) across all programmes. In addition a proportion of the Dedicated Schools Grant has been allocated for the development of Practical Learning Options, and work-related and enterprise learning are now statutory elements of Key Stage 4 provision. The 14-19 reforms will only succeed if these applied learning elements provide a sufficiently stimulating and relevant learning experience, linked to the world of work and the local community. This post is critical in ensuring that these applied aspects of

the 14-19 offer are successfully implemented and that high standards of teaching, learning and safety are consistently met.

3.2.6 **Curriculum Development Officer - Foundation Learning Tier**

In order to further reduce the proportion of young people not in education, employment or training (NEET), the continuing development of provision to engage vulnerable and "hard to reach" young people in learning and to meet the individual needs of learners with learning difficulties and/or disabilities is essential. This includes innovative programmes, mostly secured through the voluntary sector, that are designed to re-engage learners rather than leading directly to formal qualifications in the first instance. The Foundation Learning Tier is being developed to provide these learners, and other young people with special needs, with pathways that will enable them to achieve nationally recognised qualifications. These include:

- pathways to a first full level 2 qualification;
- pathways for 14-16 year olds at entry level;
- pathways to an apprenticeship; and
- pathways to skills for independent living.

3.3 **Collegiate Learning Manager x 3 (North, South and Central) : - proposed Grade 10 + 10% (£42,417 to £45,312)**

3.3.1 The successful implementation of the 14-19 reforms requires effective collaboration between schools, colleges, work-based learning providers and other key partners. Over the past two years steps have been taken to develop structures and effective ways of working to ensure a collaborative approach through the establishment of three Collegiates as 14-19 consortia. A review was undertaken in June 2007 and this identified the crucial role of the Collegiate Learning Manager to ensure effective planning, co-ordination, challenge and quality assurance at consortium level.

3.3.2 Each postholder will be expected to provide additional expertise to the 14-19 Partnership on a citywide basis in one or more of the following areas:

- **Information, advice and guidance**

If young people are to make informed decisions regarding their futures, everyone involved in the Information, Advice and Guidance process must be appropriately knowledgeable, skilled and impartial to contribute effectively. As the Local Authority is accountable for ensuring the successful implementation of the national Information, Advice and Guidance Standards, this Information, Advice and Guidance specialism will bring essential expertise to the Team to support the development of Information, Advice and Guidance to the required levels.

- **Quality assurance**

The Local Authority's quality assurance function is central to its accountability for all the outcomes for children and young people. Over the past few years 14-19 in Manchester has been subject to a range of reviews and inspections, including Area Wide Inspection, Joint Area Review, Diploma Gateway submissions and annual Progress Checks. At the same time individual organisations continue to be subject to an inspection regime that is developing to encompass collaborative provision. The Quality Assurance specialism will ensure that performance data and information is collected once, kept under regular review and used many times as appropriate.

- **Teaching and Learning**

The 14-19 reforms require new approaches to teaching and learning, with a growing emphasis on personalisation and changes in the role of the teacher as a "facilitator of learning". Expertise in this area will also be necessary to ensure the quality of off-site provision. There will be developing links between this post holder and the Learning Strategy Officers in school settings.

3.4 A continuing reduction in the number of 16-18 year olds not in education, employment or training (NEET) is a major priority within both the 14-19+ Strategy and the Local Area Agreement. The responsibility for driving this important agenda and leading the implementation of the Local Authorities NEET action plan sits with the NEET Co-ordinator. Whilst the service will have strong links with the NEET Coordinator, this post will remain within the Regeneration Arm of the Chief Executive's Department.

3.5 The proposals detailed in this section will enable the Local Authority to meet its requirements in respect of the following:

- Support and challenge to the Collegiates in meeting both the national 14-19 Entitlement and Manchester's learner entitlement;
- Quality assurance of collaborative provision/ Information, advice and guidance;
- The provision of intelligence on 14-19 issues;
- Advice on a range of possible solutions to 14-19 issues and off site and other alternative provision;
- Facilitation of 14-19 curriculum planning and support for developments in teaching and learning;
- Commissioning and contract management of the Connexions and Education Business Links services;
- The alignment between institutional specialisms, the Academies programme and Building Schools for the Future;
- Delivery of the Aimhigher programme;
- Achieving synergy with Integrated Youth Support Services;
- Preparing for the transfer of 16-19 responsibilities from the Learning Skills Council.

4 FINANCE

- 4.1 The additional staffing costs of £428.5k in a full year will be met from approved mainstream funding growth bids of £330k in 2009/10 (£380k recurring in a full year from 2010/11) together with funding from two existing grants, namely:
- 14-19 Flexible Funding of £112k formerly ABG now mainstream of which £65k is earmarked for these posts, and
 - Aim Higher income of £514k of which £100k is earmarked for these posts.
- 4.2 The grants are anticipated to continue in to 2010/11, and Aim Higher income is expected to increase further. Mainstream funding should meet the remaining costs
- 4.3 The mainstream growth bids were intended specifically to cover the costs of these posts including associated on costs not met from grant.

5 CONCLUSION

- 5.1 In order to ensure successful implementation of the 14-19+ Strategy, including delivery of the learner entitlement and a smooth transition to the new post-16 arrangements, it is critical that the City Council exercises strong leadership, engages positively with the full range of partners (locally and sub-regionally) and prepares effectively for assuming its new powers and responsibilities in 2010.
- 5.2 While there are plenty of good examples of collaboration and a strong commitment to deliver this agenda, there is much that needs to be done in order to deliver the full breadth of the 14-19 reforms for the benefit of every young person.
- 5.3 The proposals detailed in this report should make a significant contribution to achieving that objective.

6. COMMENTS FROM THE HEAD OF CORPORATE PERSONNEL

- 6.1 I agree to the proposals set out in this report to establish a structure below the Head of Education Service 14-19.
- 6.2 The establishment of a permanent 14-19 Team, will provide a robust framework to reflect both the increased demands on the partnership as a consequence of the 14-19 reforms and the changing role of the local authority over the next eighteen months.
- 6.3 The salaries proposed for the new posts are in line with other positions of comparable responsibility across the authority.

7. COMMENTS FROM THE TRADE UNIONS




- 7.1 Overall the feedback received from the Trade Unions has been supportive of the structure being established. Issues have been raised in relation to job titles, and lines of accountability. A full written response to these issues has been given by the Head of Education Services 14-19.

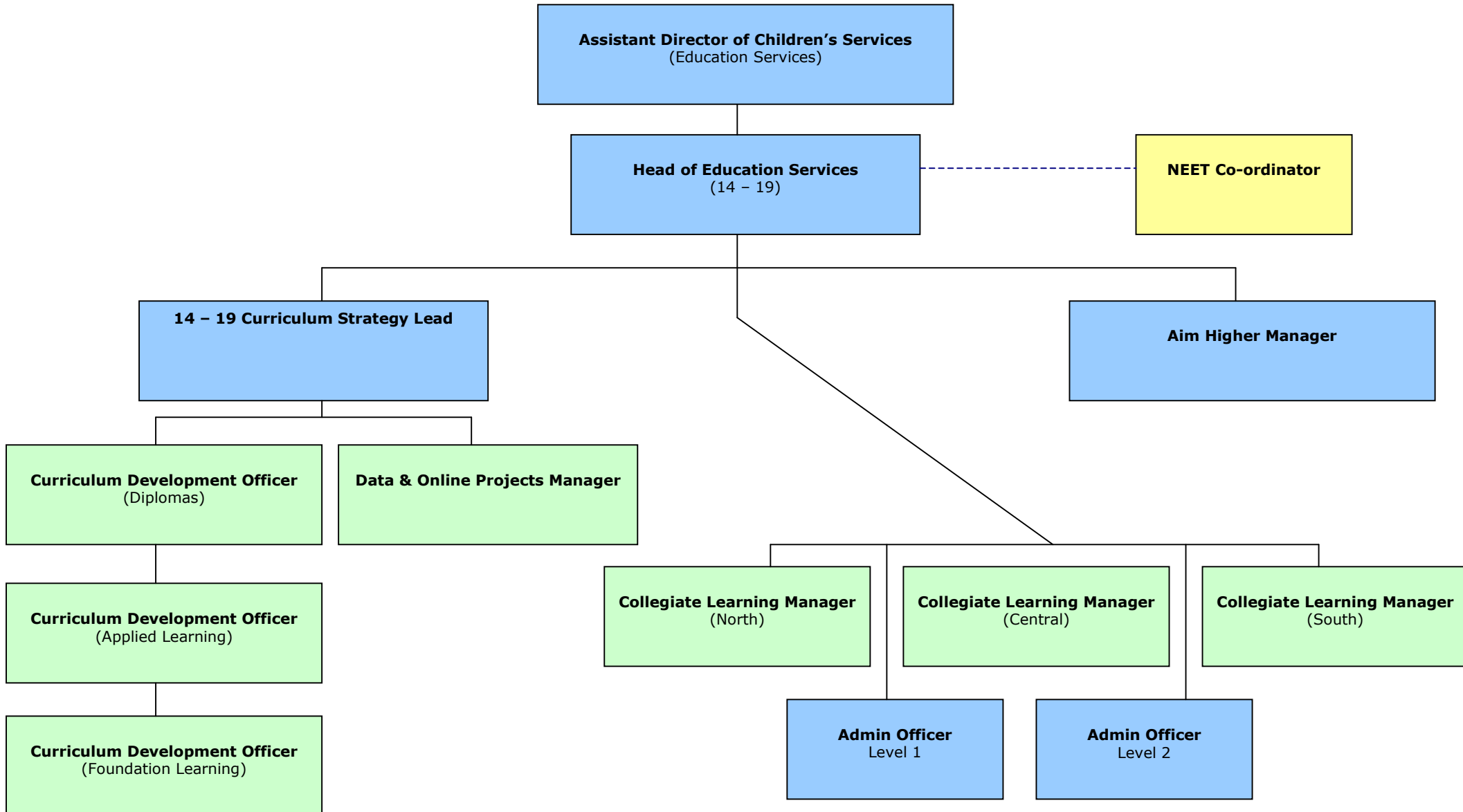
ATTACHED AS APPENDICES

1. Proposed 14 – 19 Team Structure
2. Financial Implications

Appendix 1

**Manchester 14 - 19 + Partnership
Proposed 14 - 19 Team Structure**

-  Established post
-  Not established
-  Links



FINANCIAL IMPLICATIONS

Appendix 2

The additional costs for 2009/10 and 2010/11 associated with the proposed 14-19 Team, together with potential contributions from external sources, are given in Tables 3 and 4 below. Salaries are forecast on a proposed 3% pay award for 2009/10 & 2010/11, the 2009 pay award, when announced, will be met from within the resources available:

Table 3

Salary Related Costs and Funding Streams April 2009 – March 2010							
Post	NJC Scale	Salary	On Costs	Total	Mainstream	External Source	
CDO: Diplomas	Grade 10+10%	46,671	10,345	57,016	34,210	22,806	14-19 Flexible Funding (40%)
CDO: Applied Learning	Grade 10+10%	46,671	10,345	57,016	34,210	22,806	14-19 Flexible Funding (40%)
CDO: Foundation Learning Tier	Grade 10+10%	46,671	10,345	57,016	34,210	22,806	14-19 Flexible Funding (40%)
Collegiate Learning Manager N	Grade 10+10%	46,671	10,345	57,016	46,240	10,776	Aimhigher (18.9%)
Collegiate Learning Manager C	Grade 10+10%	46,671	10,345	57,016	46,240	10,776	Aimhigher (18.9%)
Collegiate Learning Manager S	Grade 10+10%	46,671	10,345	57,016	46,240	10,776	Aimhigher (18.9%)
Aimhigher Manager	Grade 10+10%	46,671	10,345	57,016	0	57,016	Aimhigher (100%)
Data & Online Projects Manager	Proposed Grade 8	35,233	7,503	42,736	32,052	10,684	Aimhigher (25%)
TOTAL		361,930	79,918	441,848	273,402	168,426	

Table 4

Salary Related Costs and Funding Streams April 2010 – March 2011							
Post	NJC Scale	Salary	On Costs	Total	Mainstream	External Source	
CDO: Diplomas	Grade 10+10%	48,071	10,715	58,786	58,786	0	
CDO: Applied Learning	Grade 10+10%	48,071	10,715	58,786	58,786	0	
CDO: Foundation Learning Tier	Grade 10+10%	48,071	10,715	58,786	58,786	0	
Collegiate Learning Officer N	Grade 10+10%	48,071	10,715	58,786	47,675	11,111	Aimhigher (18.9%)
Collegiate Learning Officer C	Grade 10+10%	48,071	10,715	58,786	47,675	11,111	Aimhigher (18.9%)
Collegiate Learning Officer S	Grade 10+10%	48,071	10,715	58,786	47,675	11,111	Aimhigher (18.9%)
Aimhigher Manager	Grade 10+10%	48,071	10,715	58,786	0	58,786	Aimhigher (100%)
Data & Online Projects Manager	Proposed Grade 8	36,210	7,725	43,935	32,951	10,984	Aimhigher (25%)
TOTAL		372,707	82,730	455,437	352,334	103,103	

The above tables do not include the costs associated with the Head of Education Services (14-19) and 14-19 Curriculum Strategy Lead posts, as these are already accounted for within the existing structure. Similarly the cost of administrative support will be met through the Administration Review, supplemented by Aimhigher funding.