

North Lanarkshire Council Report

Education and Families Committee

approval noting

Ref AM/TS

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A Progress Update on the Implementation of Organisational Change in Education & Families

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Executive Summary

In 2018, North Lanarkshire Council took the decision to create a new Education and Families Directorate which brought together a range of services including Education, Children's Services, Social Work and Criminal Justice, as part of an ambitious change programme. A key purpose of the new Education and Families (E&F) Service was to establish integrated systems and structures to improve services and outcomes for children, young people and families.

This report highlights the significant shift made by Education and Families in managing organisational change, showing progress in implementing new workforce structures which have affected all aspects of service provision. This includes the restructuring and streamlining of central services, revision of management structures in schools, and the implementation of an ambitious cluster operating model which facilitates critical collaborative practice across all services.

This approach articulates with the Plan for North Lanarkshire which emphasises the importance of collaborative working in ensuring that all children achieve their full potential. This activity in redesigning service activity has been achieved in line with outcomes required as part of budget decisions taken by North Lanarkshire Council in both 2019 and 2020.

Recommendations

It is recommended that Education and Families Committee:

1. Note the contents of this report.

The Plan for North Lanarkshire

Priority Support all children and young people to realise their full potential

Ambition statement (7) Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe

1. Background

- 1.1 In 2018, North Lanarkshire Council agreed the implementation of *We aspire – A shared ambition for North Lanarkshire*, which signposted a new E&F Operating Model based on systems designed to improve collaborative practice across services to ensure integrated local provision.
- 1.2 In February 2019, E&F Committee approved the strategic direction of the newly formed service. A key feature of the new Operating Model was a review of the service's capacity to support such transformational practice to ensure improvement across the organisation in line with the Plan for North Lanarkshire and the Programme of Work. Integral to this is the development of new workforce arrangements which support collaborative working both within the service and with key partners in ensuring a holistic approach to supporting children, young people and their families.
- 1.3 The Adult Health & Social Care / Education & Families Operating Model was approved by the Council's Corporate Management Team (CMT) in October 2019. The model, which involves the redesign of a number of inter-related services, was an important step towards more radical integration in the future.
- 1.4 A further key driver for the design of the new operating model was the Scottish Government's 2017 consultation '*Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill*'. This encouraged local authorities to devolve as much ownership of systems, resources and responsibility for outcomes to schools as is possible. Furthermore, this agenda influenced the direction of travel in developing the service's cluster operating model which is underpinned by the creation of twenty three new Integrated Cluster Wellbeing Teams and Bases and was approved by Committee in May 2020.
- 1.5 The National Improvement Framework, with its focus on '*delivering Excellence and Equity*', was also an important driver and has helped to shape the revised strategic direction and repositioning of the Scottish Attainment Challenge (SAC) team. The SAC plan for 2020/21 supports schools on a wider universal platform thereby strengthening the empowering clusters model.
- 1.6 Significant policy decisions were taken as part of the Additional Support Needs (ASN) Review in September 2019, and were reinforced by Committee in May 2020. The review highlighted the need to strengthen the '*presumption of mainstream*' and to create a more fluid interplay between mainstream and specialist provision. This further reinforced the need for collaborative practice across services to impact on improving outcomes for all our children.
- 1.7 The new Operating Model is underpinned by *Getting it Right for Every Child* and will also strengthen the service's ability to deliver on wider priorities including addressing child poverty and child protection, mental health and wellbeing, family support and the implementation of *The Promise*.
- 1.8 This review of service capacity to deliver on key aspirations and to meet obligations in line with the budget setting process with a total value of £3.410M, has been underpinned by significant strategic workforce planning across the service. This involved savings associated with the reduction of the central team and a number of savings in 2020, which are detailed below:

- Reconfiguration of Secondary Management Structures
- Creation of cluster ASN Base Units
- Creation of ASN cluster allocations model
- ASN Provision : Funding Follows the Child
- Education and Families Review.

2.0 Report

2.1 Central Team Operating Model

2.1.2 One of the driving principles of the newly established Education and Families Service (E&F) was to design an approach that supported improvement across the whole Directorate and wider partnership working.

2.1.3 In order to strengthen integration of the third tier level, and work towards achieving the £0.389M saving (agreed in the 2019 budget setting process) to reduce the central team, a number of changes were approved by the Council's Workforce Steering Group. This involved the posts of Education Officer being reduced from three to two and re-designated to Senior Education & Families Manager. The Continuous Improvement Service which previously comprised of fifteen Continuous Improvement Officers (CIO), has been reduced to three CIOs, and is supported by the introduction of eight newly established Education & Families Managers.

2.1.4 In line with the ASN review, the remaining three CIO posts will now focus on 'Inclusion' and will play a major role in driving this and the service improvement agenda forward.

2.1.5 In light of the emerging COVID-19 emergency situation, it has become apparent that full implementation of the restructure, as approved by the Workforce Steering Group, should be accelerated, therefore the new structure, as outlined above, will be implemented by 11 August 2020, seven months ahead of schedule. Table 1 highlights the breakdown of the new Central Team operating model.

Table 1 E&F Central Team Operating Model

Executive Director (Education and Families)			
Head of Education & Families (North): Health & Wellbeing	Head of Education & Families (South) : Excellence & Equity	Head of Education & Families (Central) : Improvement & Learner Journeys	Chief Social Work Officer: Head of Children, Families & Justice SW Integrative Practice
Senior Education & Families Manager	Senior Education & Families Manager		Senior Education & Families Manager : SW (2 C&F, 1 Justice)
Education and Families Manager (x2)	Education and Families Manager (x2)	Education and Families Manager (x4)	Education and Families Manager SW (x4)

2.1.6 It is important to note that the reconfiguration of senior management posts within social work will be concluded in the near future with the new structure and roles designed to align closely to those in Education but also to support continued close working with adult services colleagues. Senior Education and Families Managers (Social Work) will have strategic and partnership responsibilities alongside operational responsibilities for both area wide and locality services.

2.2 Secondary Management Structures

2.2.1 Following Council decision on 24 February 2020, a significant amount of work has been undertaken by the service to achieve the savings aligned to 'Secondary Management Structures'.

2.2.2 In supporting this process, the service has undertaken extensive collaborative working with Head Teachers, affected promoted post-holders, HR Business Partners and the Joint Teacher Trade Unions. Consultation via the Joint Negotiation Committee for Teachers has been key to minimising impact and has provided a level of oversight at both school and service level.

2.2.3 The application of the Council's Premature Retirement Scheme has also enabled schools to support early release of affected staff members deemed as surplus in line with their new management structures.

2.2.4 The management restructure of secondary school posts will generate an initial saving of £0.150M per annum. The restructure affected ninety seven posts and actions taken to date include:

- Twenty promoted teachers have had their post resized in line with the National Job Sizing Toolkit for Promoted Post-holders
- Thirty promoted teachers have been appointed to new structured posts following school level, ring-fenced interviews
- Thirteen promoted teachers, who have remained surplus from the new academic session, have opted to engage in redeployment for a period of 3 years, during which time they will undertake commensurate duties and receive cash conservation
- Fifteen promoted teachers have opted out of the redeployment process and will now be regarded as main grade teachers, and will receive cash conservation for a period of three years
- Nineteen promoted teachers have accepted premature retirement and will exit NLC on 10 August 2020.

2.2.5 In implementing the revised management structures as outlined above, the Service has reflected the impact of the teachers' three year salary conservation in the phasing of savings delivery in the current budget cycle. However it should be noted a total saving of £0.8M per annum linked to this proposal will be realised from financial year 2023/24 onwards.

2.2.6 Successful implementation of revised secondary management structures has been significant, not only in working towards achieving service obligations in line with the budget setting process, but also in meeting the recommendations of the ASN Review and in facilitating the implementation of the new cluster operating model.

2.3 Additional Support Needs (ASN) Review and the Establishment of Integrated Cluster Wellbeing Teams and Bases

2.3.1 The ASN Review was reported to the Education and Families Committee in September 2019 and an update paper was reported and approved by Committee in May 2020. This report concluded that the next steps should be:

- The establishment of Integrated Cluster Wellbeing Teams and Bases
- The implementation of the Cluster Allocations Model
- Further consultation on the creation of the Pupil Support Service and Learning Assistant role.

2.3.2 This section of the report provides an update on those next steps and articulates the way in which the new workforce structure designed to support implementation of the cluster model interconnects all establishments, including ASN. This provides a more cohesive, integrated and unified system focusing on more effectively meeting the needs of all children.

2.3.3 Recommendation 9 of the ASN Review proposed that cluster based hubs would support the education of children and young people with ASN in their local community. The Update of the Review of Additional Support Needs committee paper outlined the development of the new model of Integrated Cluster Well Being Teams, bringing together a range of professionals including Cluster Innovation and Improvement Leads (CIIL), Cluster Support Teachers (CST) and a newly designed Pupil Support role.

Figure 1 Integrated Cluster Wellbeing Teams



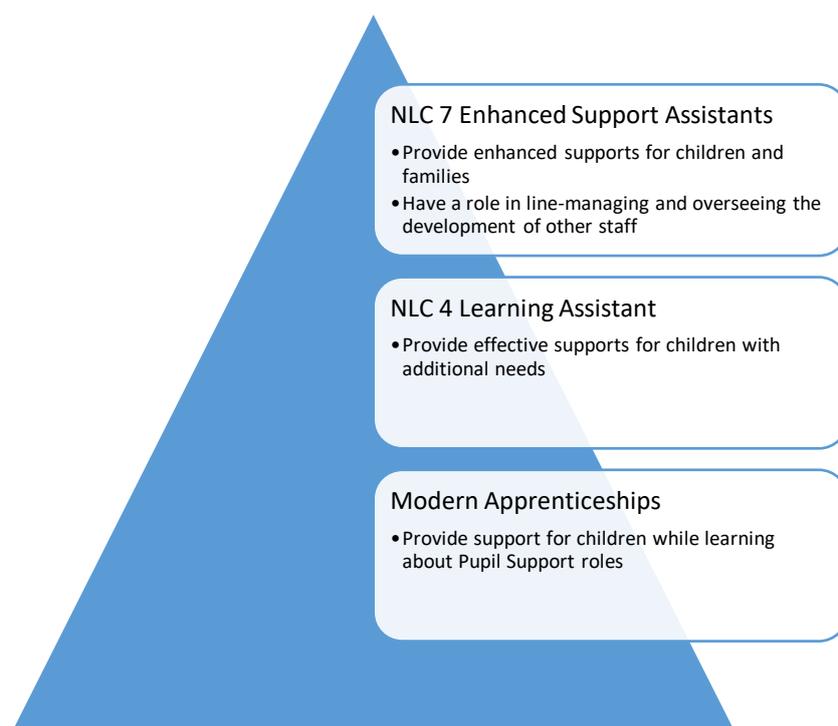
2.3.4 These teams have now been established, achieving a £2.180M saving as a result of the movement of 45 FTE network support staff into the new cluster arrangements. The 45 FTE saving is funded through the realignment of secondary school management structures outlined above.

- 2.3.5 The former network support teachers, are now re-designated as Cluster Support Teachers and will operate from the integrated wellbeing bases from August 2020. By reducing travel across the authority and focussing on a cluster of schools, a more efficient and targeted service will be provided to support children and young people with learning needs. This aspiration is also supported by work within the service to improve joint planning for children and young people with additional support needs including the *Close to Home*, a work stream designed to ensure children with the most complex additional and social support needs can be supported effectively locally.
- 2.3.6 Additionally, 3.8 FTE of the original Network Support Teachers with a specialism in technology will be deployed to the Digital School and 4 FTE with a specialism of supporting looked after children have already been deployed to the Virtual School. This provides additionality and strength to these developing services.
- 2.3.7 Historically, Additional Support Managers provided support to schools across North Lanarkshire. Following a full consultation exercise involving post holders and trade unions, 5 FTE Additional Support Managers have now been redeployed into the post of Cluster Innovation and Improvement Lead (CIIL) and will join the additional ten newly recruited CIILs from 11 August 2020 ensuring that their skills and experience will be fully utilised within the new cluster model. It is important to note that this also fully achieves the approved Council saving of £0.276M.
- 2.3.8 Similar to the approach outlined above in relation to the Secondary Management Restructure, the process was heavily reliant on extensive collaborative working with Head Teachers, affected promoted post-holders, HR Business Partners and the Joint Teacher Trade Unions. Such a transparent and collaborative approach has facilitated the creation of the ambitious new cluster model.

2.4 **Further Consultation on the Creation of the Pupil Support Service and Learning Assistant Role**

- 2.4.1 In the 2020 budget setting process E&F Senior Officers were tasked by North Lanarkshire Council to conduct a review of Classroom Assistants (CA). During April 2020 a preliminary review of CAs was carried out which confirmed the need to further investigate the notion of a single post known as a Learning Assistant (LA) to improve services to children and young people.
- 2.4.1 Since May 2020, further consultation has taken place with the joint trade unions through the Joint Consultative Committee (JCC) mechanism, and work is now underway to develop a new job description which combines key duties of both existing Additional Support Needs Assistant (ASNA) and CA posts. This will support the requirement to provide service delivery from one generic post which will be regarded as a Learning Assistant (LA). A career pathway towards the NLC 7 Enhanced Support Assistant post, shown in figure 1, has been defined with an innovative training package being designed in partnership with the Talent and Organisational Development team as part of the new Learning Management System.

Figure 2 Career Pathway



2.4.2 Consultation will continue through the JCC process to ensure that service obligations as outlined in the budget savings process are overtaken.

2.5 Empowering Clusters Model

2.5.1 The significance of the development of the empowering clusters model is referenced throughout this report. It is an essential driver for change and underpins the Education and Families programme of transformational change. The model for cluster working will ensure that schools and school leaders, supported by redesigned teams and partners will work together to enable real change on behalf of the families and communities they serve. The cluster integrated wellbeing bases will also provide a vehicle for joint planning and service delivery as well as maximising the opportunities for effective early intervention and support. Locality Senior Social Workers linked to each cluster will be a critical part of these arrangements and will link also with wider community planning and partnership structures.

2.5.1 Progress in implementing the model following approval by Committee in May 2020 has been significant.

2.5.2 The key objectives set out in the committee paper '*Empowering Clusters to Achieve Change*' were:

- Confirmation of cluster chairs for each of the twenty three clusters for the period covering August 2020-June 2022
- Recruitment of fifteen Cluster Improvement and Integration Leads (CIILs)
- Design and delivery of an induction programme for cluster chairs and CIILs
- Development of integrated wellbeing bases and wellbeing teams for each cluster.

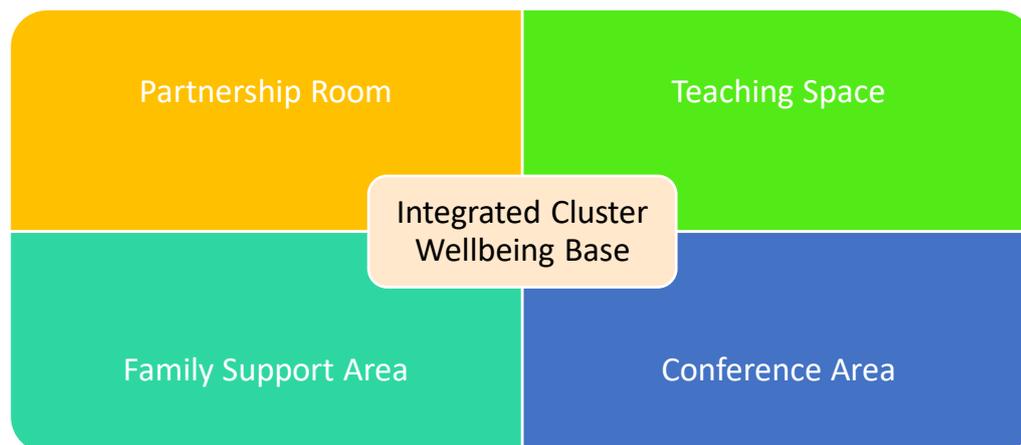
2.5.3 Cluster Chairs and Cluster Improvement and Integration Leads

All twenty three cluster chairs and fifteen Cluster Improvement and Integration Leads have been appointed and allocated across the system.

2.5.4 Integrated Cluster Wellbeing Bases and Wellbeing Teams

The process of establishing twenty three integrated cluster wellbeing bases and teams is nearing completion. The teams will include specialist staff and partners from across services working in close alignment to provide more local solutions and reduce pressure on specialist provision.

Figure 3 Integrated Cluster Wellbeing Base



2.6 Summary and Next Steps

2.6.1 In conclusion, this report provides members with an update on the significant progress made by E&F to plan, develop and implement a more integrated streamlined central team to support an empowered clusters model, offering more effective and more responsive opportunities to improve outcomes for children, young people and families.

2.6.2 The total value of savings achieved through this strategic programme of change is £3.410M. As indicated in paragraph 2.2.5 above, as a result of actions implemented through this transformational change programme, the Service is on track to achieve further savings of £0.650M by 2023/24.

2.6.3 The next steps in fully implementing the Education and Families Operating Model will include:

- A review of Social Work Intensive Services
- A review of Justice Service
- Implementation of the new of Pupil Support Service.

3. Equality and Diversity

3.1 Actions outlined in this report are in line with Fairer Scotland duty guidelines. The actions focus on addressing disadvantage and barriers to success and ensuring that structures, systems and processes align effectively to improve outcomes for children and young people facing such barriers.

3.2 Equality Impact Assessments have been undertaken, in line with council policy, for all of the papers referred to in this report.

4. Implications

4.1 Financial Impact

There are no new financial implications linked to the information contained within this report.

Table 2 below highlights the previously approved savings which are referenced in the preceding sections of the report.

Table 2 E&F Agreed Savings

E&F Agreed Savings Proposals	£m
Review of Secondary Management Structures	0.150
Reconfiguration of Network Teacher Posts	2.180
Funding Follows the Child - ASN Unit Review	0.415
Review of HQ Improvement Service	0.389
Re-alignment of HQ ASN Support Posts	0.276
Total	3.410

4.2 HR/Policy/Legislative Impact

4.2.1 Ongoing workforce changes detailed in Section 2 of the report will be undertaken in line with the Council's Managing Workforce Change – Framework and where applicable will be subject to the job evaluation process.

4.2.2 Consultation with affected staff and joint trade unions will continue to support the application of workforce changes, as detailed in this report.

4.3 Environmental Impact

Actions from the recommendations will contribute to making North Lanarkshire a better place to live and learn in.

4.4 Risk Impact

The risks associated with the implementation the programme of change will be regularly reviewed in line with North Lanarkshire Council arrangements.

5. Measures of success

5.1 Strengthened partnership working enabling greater empowerment of staff to improve outcomes for children, young people and families with appropriate resources deployed to meet needs.

5.2 Achievement of service budget obligations in line with approved savings.

6. Supporting documents

6.1 n/a



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