



Oxfordshire County Council

Consultation on

Proposed organisational re design Children, Young People & Families

Consultation dates

Start date: Tuesday 1 February 2011
Closing date: Monday 4 April 2011

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Section 1 – What has happened so far

Introduction

In introducing this staff consultation document, it is important to reflect on what has happened before today. As I approach the end of my first year as your Director, in just that short time the landscape of our work has been fundamentally changed. Our resourcing challenges are unprecedented, at the same time policy changes, national reviews and new legislation have changed and will continue to change our work. However, there are also significant opportunities for us, evidence from gathering research and from what families themselves have told us about what works in supporting improved outcomes for children.

May 2010 – February 2011

In May, 2010 I discussed with our directorate strategic leadership team, which includes strategic leads, area service managers and other key managers the findings of an internal management review that they had been part of on the changes since the structure was implemented in 2008. There was common agreement that our management structure needed to be improved. Some of the spans of control of a number of managers were too large with managers having direct reports of up to 14 managers and that more clarity of roles and responsibilities would assist our further improvement. We reflected on the number of changes since the 2008 structural changes; these included not just the change in Government but also the many changes affecting our sector including the Lord Laming report and review, new legislation and inspection regime affecting Schools.

In June 2010, following the Government Emergency Budget, Joanna Simons our Chief Executive published Oxfordshire County Council Business Strategy [OCC Business Strategy 2010 - 2015 Summary](#). It set out the improvement journey the council has made over the last 10 years highlighting the performance, partnership and efficiency improvements we have made. It set out the challenges ahead, how we needed to tackle them to ensure that we continue to service the people of Oxfordshire well. This included:

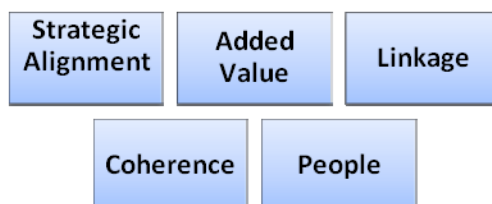
- Reducing management structures starting with senior management and then more generally reviewing the layers and spans of control of managers across the council
- Supporting new ways of working and empowering staff to work differently
- Driving our budget and efficiencies programme
- Keeping a focus on the end user of our services. ¹

The Emergency budget led to some immediate in-year reductions in our funding. Area Based Grants (ABG) and other grants across the Council were cut. For our Directorate this equated to an additional £2.2m which we had to find in addition to our existing savings of £9m within our Medium Term Financial Plan. In 2010 we therefore have to deliver savings totalling £11.2m.

In July 2010, a second paper of the Business Strategy was published which included details of the senior management structure and management review.

¹ Oxfordshire County Council Business Strategy 2010 – 2015 June

In August 2010, Re-designing the Organisation, a document outlining the approach across the Council was published. We, like other directorates, sought to review our management structures using the six tests of organisational effectiveness to guide us:

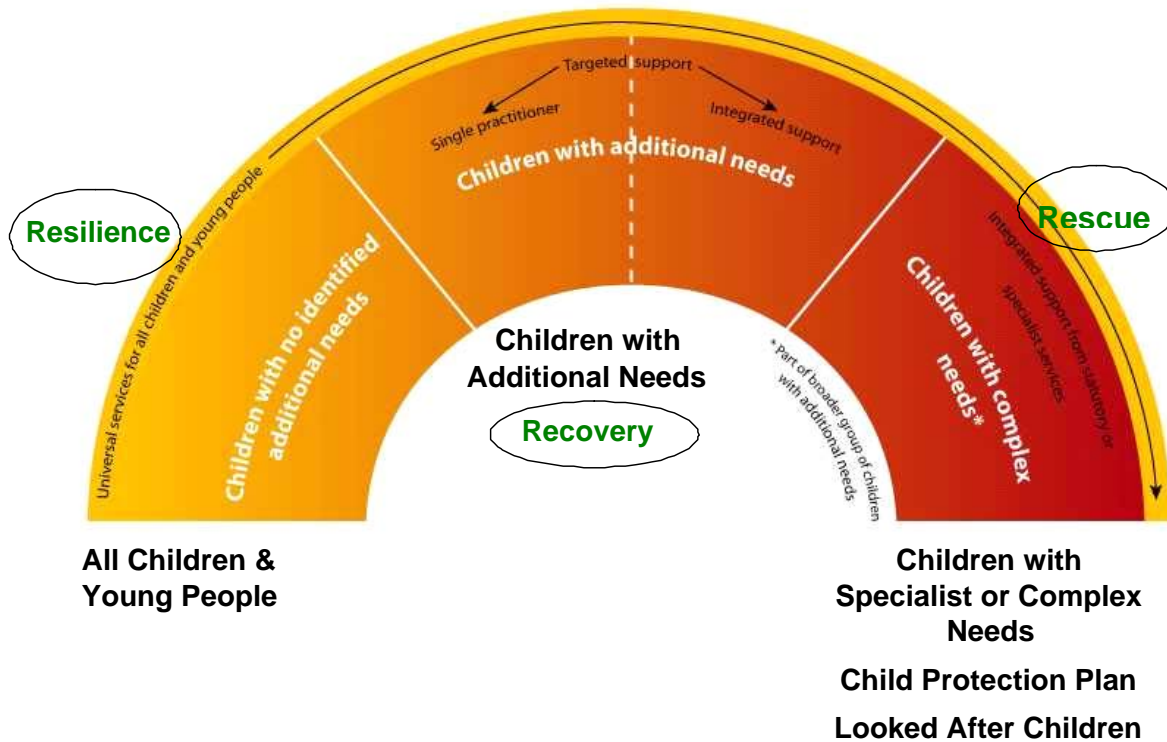


The Service and Resource Planning guidance was also published in August 2010. Each Directorate was asked to focus on how they planned to deliver the provisional targets.

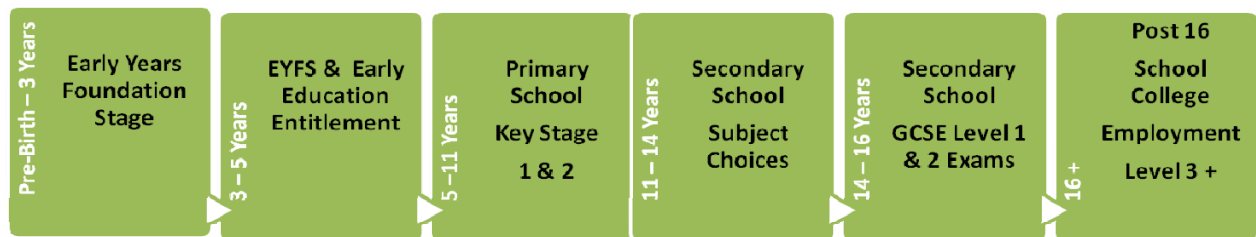
In September 2010, our briefings within the directorate took staff through these significant events and outlined how we were approaching our directorate re-design. This took into account not just the financial reductions but fundamentally reviewing what our statutory responsibilities are, what we should stop doing and how we might redesign our service based on research of when and how to support children, young people and their families. We focused on our guiding principles:

- Keeping children & young people safe;
- Ensuring that children and their families got the right service, in the right place at the right time;
- Providing better life chances – getting a balance of proactive and reactive interventions
- Working with not doing ‘to’ children and their families;
- Sharing rights and responsibilities with children and their families;
- Working at a local level in communities with our ‘Team around the Child’ and ‘Team around the Family’ approaches.

Meeting Children's Needs & Three Rs



Redesign Pathway



In October 2010, all Directorates, as part of the Service and Resource Planning process, prepared their draft Business Strategies. Our business strategy outlined how we were redesigning our services. Also in September & October Oxfordshire Big Debate sessions were held for the public and our youth parliament and sounding boards also held discussions as part of the resource planning process.

The HM Treasury published the National Spending Review and announced a significant programme of public sector reform.

In November 2010, In November I informed all of our staff about the Early Intervention Service proposals.

In December 2010, the provisional Local Government Settlement was published. Our Draft Business Strategy was published and sent to all staff. [Directorate Business Strategy](#). Children's Services Scrutiny and Cabinet discussed the draft business strategies of all Directorates on the 20 and 21 December.

In January 2011, the consultation on the proposed council wide budget for 2011 – 2015 closed. Cabinet approved the budget proposals. The table below shows the total savings proposals for the whole of Oxfordshire County Council and our Directorate savings proposals:

	2011/12 £m	2012/13 £m	2013/14 £m	2014/15 £m	Total £m
Total OCC Savings Proposals	-56.2	-36.3	-14.7	-11.8	-119.0
Children, Education & Families Savings Proposals *	-10.3	-5.5	-1.3	-1.2	-18.3

* final budget to be agreed at Full Council 15 February

In February 2011, the final Local Government settlement will be announced (around mid-February) following debate in the House of Commons. Full Council on 15 February will decide the final budget for the council.

I hope reflecting on what has happened before today is helpful. There has been a significant amount of work being undertaken to develop plans for our directorate that meet the many challenges we face in a way that is designed to take opportunities to reshape our work to:

- Deliver good outcomes for all children and young people
- Secure for the poorest and most vulnerable in society, the ability to improve their outcomes by effectively targeting resources to those most in need
- Engage non-state providers, communities or partnerships in delivering those outcomes locally
- Improve the economic efficiency and effectiveness of our activities.

I would commend the way in which during all of these national and local developments you have continued to meet the needs of our children and young people. I recognise there is significant concern amongst you about what this means for your job. As part of some of our previous budget decisions some staff within the Directorate have already received news that their job is at risk of redundancy.

Features of our structure re-design

The elements of HR Toolkit 10 underpins the structure proposals in this consultation. From being clear about how we develop our strategy, use research and evidence of what works

and achieve better outcomes for children, our entire workforce are supported, skilled and sustained.

Changing our structural redesign is only part of what we need to achieve better outcomes for our children and their families. We will be shaping our organisational development approach to help us work in different and new ways across the directorate.

Our proposed structure will mean that many professionals will be working more effectively together in new teams. We will ensure that this holistic approach keeps professional differentiation but enables a more joined up multi-disciplinary approach to benefit children, young people and their families.

We have drawn on the latest research available through a number of organisations including the Centre for Excellence in Outcomes (C4EO), National Foundation for Educational Research (NFER), Research in Practice (RiP) and the Social Care Institute for Excellence (SCIE), Local Government Association (LGA). Most recently this includes the research messages for Schools and Communities.

We have drawn out some of the **key features** that research has identified to support better outcomes for children and their families:

- Clear strategy, role clarity, accountability and responsibility
- Whole system approach - supported by a clear understanding of what is meant by integrated services/practice, *collaboration*, *co-ordination*, *co-operation*² *co-production*³
- Other agencies/professionals understand their role and contribution to strategy and operational delivery
- Enabling integrated/multidisciplinary/multi-agency practice to support holistic delivery of strategy
- Bringing home and school closer together
- Skills, experience, competence, confidence of workers/practitioners - common core:
 - Effective communication & engagement
 - Child and young person development
 - Safeguarding & promoting the welfare of children
 - Supporting transitions
 - Multi-agency/disciplinary working
 - Sharing information
- Continuing professional development specialist in addition to common core
- Culture of continuous improvement lead from the top, with stronger and supported senior and middle managers
- Effective support for workforce particularly practitioners/professionals through supervision/consultation/group or team consultations/surgeries/allocation discussions etc
- Reflective and evidenced based practice, use of research to inform evidence-based practice, application of learning from all sources of evidence including from case audits, reviews, and case tracking

² National evaluation of children's fund definition, Edwards, Daniels, Gallagher, Leadbetter and Warmington 'Improving inter professional collaborations' (2009, Routledge)

³ Cumins definition of co-production in public sector

- Involvement and participation of children young people and their families.

Re-designing our structure – this staff consultation

Taking into account all of the above, we continue our journey to further improve how we identify and meet the needs of children, young people and their families.

We want to:

- Build good universal services that build the resilience of children and families and prevent their needs from escalating
- Identify early where children or families have additional needs and seek to meet them at the earliest opportunity enabling them to recover and retain their independence
- Ensure that holistic services support children with the most complex needs
- Protect children and where necessary rescue them from situations that are harmful
- Ensure our interventions are based on research of what works at times in the lives of children that are key to achieving successful outcomes for them
- Equip our staff and managers with the appropriate skills, knowledge and confidence to work in multi-disciplinary teams to best provide the above support for our children, young people and their families.

Please read this consultation document and discuss it with your colleagues. We welcome your comments on it and your views on how we could shape our re-design to successfully reshape our work.

If you have suggestions or comments on our proposals we would like to know of them. [HR Toolkit 10](#) helpfully sets out the different ways in which accountability and responsibility can be cut; by function, by geography, by specialism and you may find this helpful to refer to.

As you will know, part of our plans outlined in the OCC Corporate Business Strategy is the development of a joint Quality and Compliance service. This will bring together elements of the Social & Community Services and Children, Education & Families directorates.

The role of this service will be to:

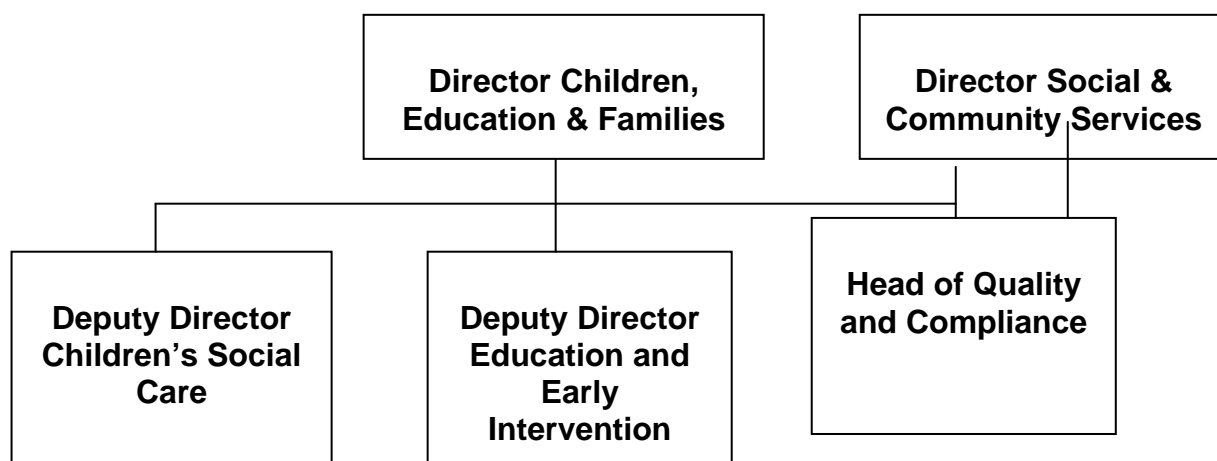
- Support robust needs analysis, performance intelligence to deliver effective service design and commissioning
- Support the development and implementation of outcome focused service standards
- Ensure standard business processes are developed and delivered
- Ensure compliance and consistency of service delivery
- Develop and oversee quality assurance of internal and externally commissioned service outcomes
- Ensure compliance to statutory requirements and regulatory frameworks
- Maintain and deploy business support in partnership with others, to deliver effective commissioning, contracting, procurement to achieve business objectives
- Facilitate user involvement to support delivery, design and review of service objectives.

We will be working on our proposed structure for Quality and Compliance in the coming weeks. Once formulated, relevant staff from both directorates will be invited to consider how these functions are shaped to support the proposed structural redesign.

Consultation Overview

Budget Consultation	Closed 10 January 2011	Full Council decides on Budget on 15 February 2011
Service Consultation	Opens first week in February 2011	Closes in April with final recommendations on service for decision by Cabinet 19 April 2011
Staff Consultation	Opens 1 February closes 4 April 2011	Feedback on staff consultation and final structure issued by the end of April 2011

Structure changes made so far in Children's Services



Meera Spillett, Director, Children, Young People & Families

Section 2 – About this consultation

What this consultation covers

This consultation covers proposals for a new organisational structure for Children, Education & Families (previously Children, Young People & Families). This is set out at section 5 of this document and includes detailed charts showing the new Directorate structure.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?
4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?

In presenting your comments and feedback you are encouraged to look at [HR Toolkit 10](#).

We welcome your views and ideas on new ways of working which will help us achieve the objectives of our [Directorate Business Strategy](#).

You can comment on any part of the structure – including services, teams, individual posts and roles, or the Directorate structure as a whole.

Please note that the post of Director Children Education and Families, Deputy Director Children's Social Care, Deputy Director Education and Early Intervention and Head of Quality and Compliance have already been agreed and are not part of this consultation.

Consultation dates

Start date: Tuesday 1 February 2011

Closing date: Monday 4 April 2011

Where to get more information

The Directorate Leadership Team have organised Countywide briefing sessions, workshops and focus groups during the consultation period, giving you the chance to raise any queries or concerns.

You may also wish to talk to your line manager, or contact Tim Barnett (01865 323368) as HR Lead to the Transformation Team or Andrew Butler, HR Business Partner (01865 815472).

This document is available to view on the intranet at <http://intranet.oxfordshire.gov.uk/links/intranet/cypreredesignconsultation>.

The following is a list of the briefing sessions which will be led by our Director. Please let Liz Franklin know which session you would like to attend by email Liz.franklin@oxfordshire.gov.uk as venues have maximum capacity.

Wednesday 16 February	9.30 am – 12.00 pm	The Lecture Theatre Cricket Road Centre OX4 3DW
	1.20 pm – 4.00 pm	The Civic Hall, Portway, Wantage OX12 9BX
Thursday 17 February	9.30 am – 12.00 pm	The Mill Art Centre, Spiceball Park, Banbury OX16 5QE
	2.00 pm – 4.30 pm	Langdale Hall, Market Square, Witney OX28 6AB
Monday 21 February	10.30 am – 1.00 pm	The Town Hall, St Aldates, Oxford, OX1 1BX

Unions

In the week prior to the publication of this document, the Director and HR Business Partner met with the Branch Secretaries from all of the Unions and Professional Associations to brief them on the consultation content document, the timetable for consultation and when various staff briefings would take place around the county.

Section 3 – Having your say

How to respond to this consultation

You can submit your views by email to CYP&Fconsultfeedback@oxfordshire.gov.uk.

Alternatively you may give your views at any of the briefing sessions, workshops or focus groups that are organised throughout the consultation period.

If you are a Union Member, you may wish to comment through your Union representative(s).

The closing date for consultation is **Monday 4 April 2011**.

Where we have a number of similar comments/questions we will update our FAQ's during the consultation period.

What will happen to my feedback?

All of the consultation responses will be considered by the Directorate Leadership Team, before a final structure is agreed for the Directorate.

All of the comments raised during the consultation period will be put together into a feedback document, which will be made available for employees to access. This document will not identify the person who made any comment.

If you do not want your comments to be included in the feedback document, please clearly mention this in your response. However, also note that this means that you may not receive any response to your comments.

Section 4 – Understanding this consultation document

The Directorate needs to think of new ways of working to improve services. The recent positive assessment recognises that the staff are caring and work hard but despite this the service is not as effective as we would wish. There is a need to ensure that roles are clear, that we have the right skills in the right place and clear structures that aid decision making and delegation. This is in line with the [Council's Business Strategy](#) and the approach to Key Service Manager roles, for which new competencies have been agreed.

The new structures and different ways of working is likely to mean that many jobs will need to change. For some it may result in changes to their existing terms and conditions of service. The reduced number of positions will make it necessary to ask staff to compete for the new roles although some post holders will be eligible to be assimilated to similar posts.

There will, however, be a number of jobs which change little, other than how they are managed, how they work with colleagues or where they are based. In these cases, employees will be asked to work in the new arrangements and they will be notified accordingly. Cabinet have made a clear commitment to ensuring front-line child protection roles are fully supported.

The document sets out which posts are expected to be affected and the staff who may then need to be considered to be at risk of redundancy. The Council will follow fully its procedures to support staff throughout the process and to minimise the number of redundancies, including fully consulting with those affected and undertaking a formal selection process before giving any notice of redundancy. Details of ring fencing proposals will be made available. Those other staff not listed will not need to apply for posts, as their posts will continue (albeit potentially with some small changes).

Job titles

Job titles have been rationalised to make them clearer to our partners, ourselves and the public.

Proposed Job descriptions and person specifications for all tier 3 posts, tier 4 posts and tier 5 will be placed on the intranet shortly. These posts have been assessed through the County's job evaluation scheme. The grades for some of the higher graded posts will be confirmed by the external evaluators (Hay), shortly.

Section 5

Education and Early Intervention Service

The integration of Education and Early Intervention under the leadership of one deputy director aims to improve the connections between services and deliver the Local Authority's role as champion for children, schools and settings.

Our vision as set out in the [Children, Young People & Families Directorate Business Strategy 2011/12-2014/15](#) outlines the development of:

- One integrated early intervention and prevention service capable of working locally with children, young people and families facing exceptional social difficulties; flexibly providing the right length, type and intensity of intervention and skills required to meet needs.
- Quality education effectiveness services, including support and challenge to schools that are underachieving or at risk of underachieving and support for schools to implement the expectations set out in the Education White Paper '[The Importance of Teaching](#)'.

Our proposals and consultation with you are our opportunity to consider how best to configure our services to ensure we deliver outstanding, targeted, outcome focussed services, which offer consistency and equity countywide, ensure that our services are joined up with other council services and that learning and best practice informs all that we do.

These organisational redesign proposals have been developed in accordance with [Oxfordshire County Council's Business Strategy](#) and the [Business Strategy for our Directorate](#) these outlined the following key principles:

- Service delivery which improves the life chances for our most disadvantaged and vulnerable children and young people, narrowing the gap in outcomes
- Raising the achievement of all children and young people is everyone's business.
- Every child can receive their education in the right place at the right time
- Working "with" children, young people and their families, schools and settings, not "doing to"
- Balancing prevention and protection priorities for the most vulnerable children – being proactive as well as reactive
- Clear professional roles and responsibilities – every member of staff knows what they should be doing and why they are doing it
- Multi-disciplinary integrated team working at local levels in communities
- Delegation of decision-making as close as possible to the frontline
- Transparent designation of management responsibility and accountability throughout the organisation
- Elimination of duplication.

The development of [Oxfordshire County Council's Business Strategy](#) now provides us with the opportunity to redesign our management structure across the whole directorate, to achieve a coherent and seamless model which delivers the right services at the right time to all Oxfordshire's children and young people and which is more efficient and cost effective.

The proposals for redesign of Education and Early Intervention services are set out in the structure charts. The proposals cover direct reports to the current Deputy Director Education & Early Intervention (Tier 3 posts) and direct reports below (Tier 4 posts).

The Early Intervention Service is a new service and as such redesign is more extensive with Tier 5 and beyond also covered in this consultation.

Your views and comments are welcome on all aspects of the proposals.

Redesign of Early Intervention Services

Overview

The intention as set out in this proposal is to redesign existing resources to provide, at a reduced cost, **a single integrated Early Intervention Service**. This service will be based on evidence from current research about the most effective way of working with children, young people and their families to support their achievement of good outcomes. The service will be capable of working locally with children, young people, their parents and carers in all parts of the county, providing enhanced universal prevention/early intervention support to children with additional to complex needs, flexibly providing the right length, type and intensity of intervention.

The proposed services will be provided by multi-disciplinary professionals working from seven hubs across the county, utilising young people's centres and maximising the assets within our portfolio. Delivery of the service will be deployed out from the hubs as well as providing venues for activities, training and mobile working bases. Hubs will not be magnets -resources to both urban and rural areas will be deployed to meet social needs and will provide a platform from which multi-disciplinary staff deliver services locally and from other sites and/or on an outreach basis.

It is proposed that each hub will consist of an **experienced manager**, **two team leaders** and a **team of 17 with a mix of experience and expertise from each of the professional backgrounds below**, able to respond to identified needs and draw upon available resources:

- Early Years Development and Parenting
- Health and Wellbeing (Physical, Mental, Sexual)
- Education, Employment and Training (EET)
- Youth Justice/Anti-Social Behaviour

The proposal is that in addition each hub will have **administrative** and **caretaking support** with **two full time equivalent data information posts** working across the county to support all seven hubs.

The proposal has been developed through service user feedback around early intervention service delivery and by a range of practitioners from the Local Authority and partner agencies who have experience and expertise in this area of work. Service users in Oxfordshire in consultation exercises have informed us that they want:

- Help from services when problems first arise and before things deteriorate
- Services which put children and families at the centre and involve them in decision making
- Services which are coordinated across agencies with one contact person
- Fewer assessments reducing duplication and the need for the family to repeat their story
- Services to be organised so that they are easy to access locally
- Services which take a whole family approach

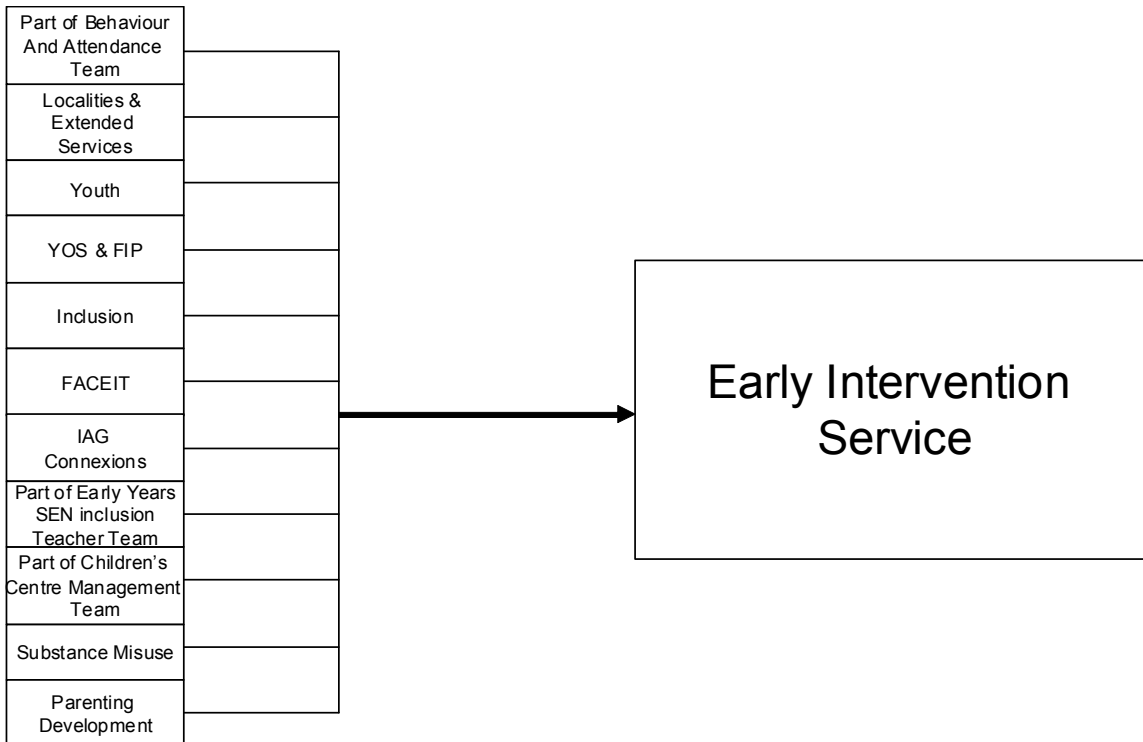
The work of the following current teams will be included in the design of the new service:

- Youth Service
- Youth offending service – preventative services and Family Intervention Project
- Connexions service
- Parenting Development
- Substance misuse
- Part of behaviour and attendance team
- Family and Children Early Intervention Team (FACEIT) and localities
- Extended Services
- Part of the Children's Centre management team
- Part of the Early Years SEN Inclusion Teacher team

The seven proposed hubs will be capable of delivering youth work in the evenings and weekends. The proposed hubs are:

- Banbury Young People's Centre – Wood Green
- Bicester Courtyard
- Witney Young People's Centre
- Abingdon Net
- Didcot Vibe
- Two centres in oxford – most likely to be East Oxford Union Street Young People's Centre and one other venue yet to be proposed.

Early Intervention Service

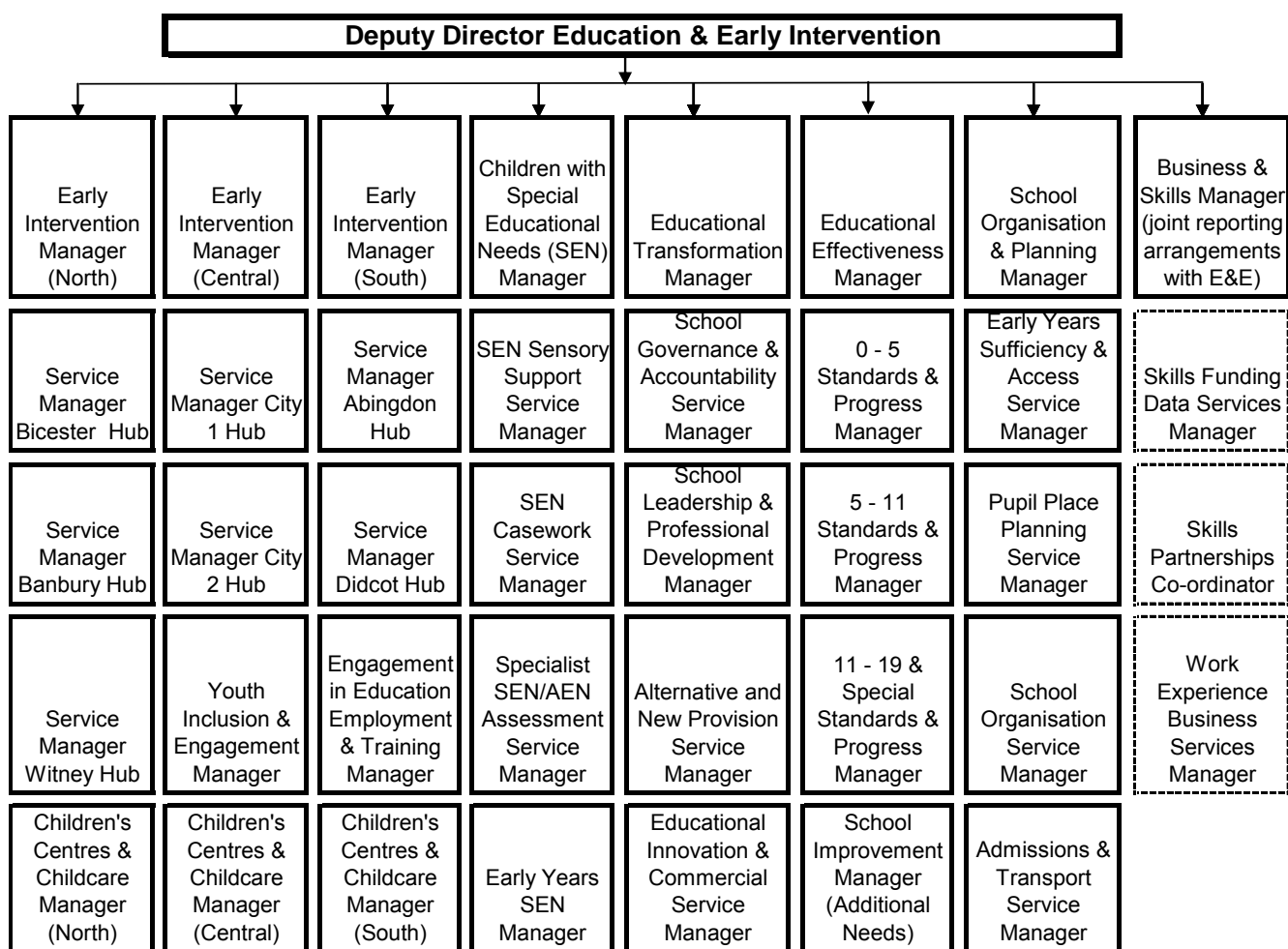


In summary, we are proposing that service budgets are reallocated in the following ways:

- kept centrally to maintain statutory or specialist services
- put forward as part of the overall efficiency savings
- and/or making a financial contribution to the early intervention hubs.

Staff from all services that are being integrated into the hubs will have the opportunity to apply for generic roles. The teams will need to ensure they have the capacity and range of skills and experience to meet the objectives of the Early Intervention teams as set out in the Business Strategy.

The Proposed Structure of Education and Early Intervention Service



Early Intervention Manager, North, Central, South (3 Tier 3 posts)

It is proposed that there will be three Early Intervention Managers based across the county covering the North, Central and South.

The post holders will lead the strategic direction of Early Intervention Services and be responsible for improved outcomes for children, young people and families with multiple problems in an agreed geographical area. They will line manage up to three early intervention hub managers and have responsibility for Children's Centres and Childcare Managers in their identified area. In addition Early Intervention Manager (Central) will have responsibility for Youth Inclusion and Engagement. The Early Intervention Manager (South) will be responsible for the Engagement in Education, Employment and Training. The Early Intervention Manager (North) will maintain an overall responsibility for Children's Centres across the county.

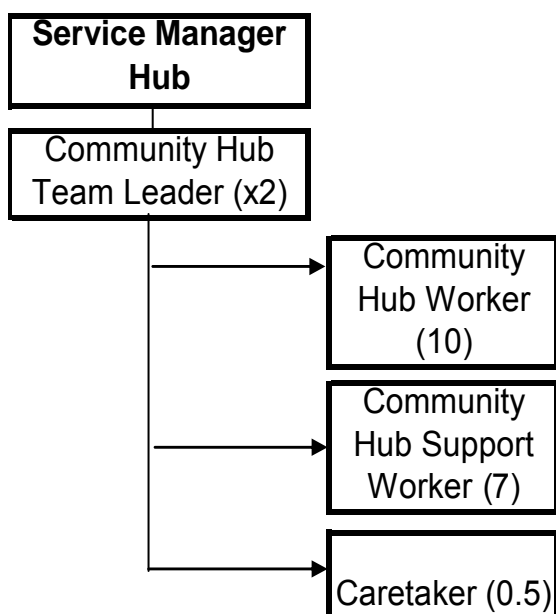
Hub Service Managers (7 Tier 4 posts)

It is proposed that each hub will have one Service Manager whose role will be to set up and manage one hub as part of an integrated early intervention and prevention service. They will ensure that there is a seamless interface across universal, early intervention and specialist services both within Oxfordshire County Council and across partner agencies. The service manager will provide leadership for the hubs to secure its success in developing high quality integrated services for all children, young people and families around seven core delivery themes. In addition each hub service manager will take a specific lead for the county on one of the following core delivery themes:

- Early years development and parenting
- Health and well being
- Employment, Education and training
- Youth justice/anti-social behaviour
- Integrated assessment processes
- Community development
- Workforce development

The service manager will ensure a strategic overview across the communities supported by the hub, actively involving all other partner agencies in service delivery to ensure integrated, inclusive strategic solutions to improve outcomes.

Structure for All Hubs



Hub Team Leader (14 Tier 5 posts)

It is proposed that each hub will have two team leaders. The main purpose of these roles is to support the hub service manager with the operational management of the team, including professional supervision of staff establishing joint working, coordinating referral systems and ensuring evidence – based practice.

Community Hub Worker (70 posts Tier 6)

It is proposed that there will be 10 Community Hub Workers in each hub. The role will be to work directly with individual children, young people and their families through a range of evidenced based early intervention service delivery through common assessment approaches to help improve outcomes in relation to reducing:

- Persistent absence
- Exclusions from school
- Numbers of young people not in employment, education or training
- Numbers of young people offending including first time entrants to criminal justice system
- Teenage pregnancy rates
- Levels of young people admitted to hospital for non accidental injuries including self harm
- Improving foundation stage profile results for vulnerable and disadvantaged groups
- Inappropriate caring responsibilities.

Community Hub Support Worker (49 posts Tier 6)

It is proposed that there will be seven community Hub Support Workers in each hub. The role of the community hub support worker will be to work directly with individual children, young people and their families and support and assist other practitioners to work with families using evidence based early intervention service delivery approach to help improve outcomes in relation to the vulnerability indicators described above.

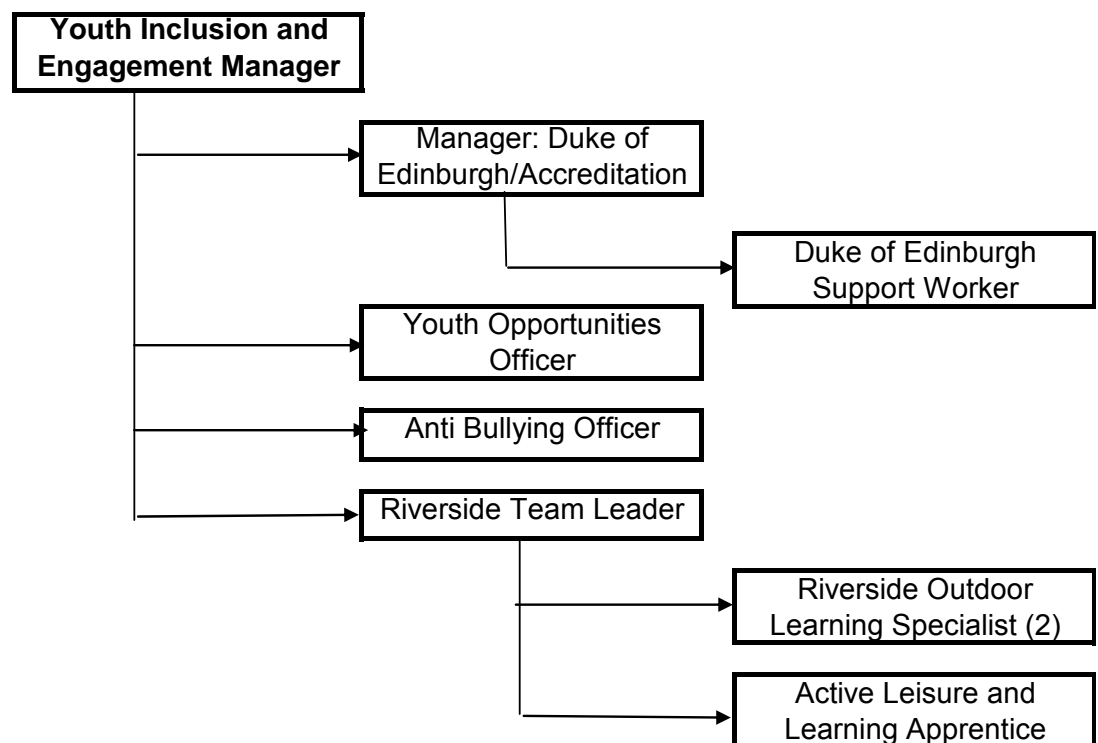
Two new Information Officer posts are being created on a countywide basis to support the performance and information management needs of all the hubs. They will be accountable to the Early Intervention Managers.

Youth Inclusion & Engagement Manager (Tier 4)

We propose to continue with Riverside at Donnington Bridge as a centre working on a county wide basis to provide targeted provision for the hubs for vulnerable groups, and review the possibility of an additional, self-financing universal traded service to schools. We will continue to run The Duke of Edinburgh Award Scheme, possibly seeking to align Prince's Trust activity with this as well.

There will be a small central team to ensure that high quality youth provision is sustained in the hubs, satellites and where other providers operate services; to develop sustainable community led options for youth as part of Big Society; to ensure relevant national and government initiatives are implemented, e.g. National Citizen Service; to meet our duty to ensure access to positive activities; to manager youth inclusion and engagement services e.g. anti-bullying; Riverside Centre; Youth Opportunities and Chill Out; Duke of Edinburgh Scheme; Prince's Trust; Bodyzone/Shade.

Structure for Youth Inclusion & Engagement Services

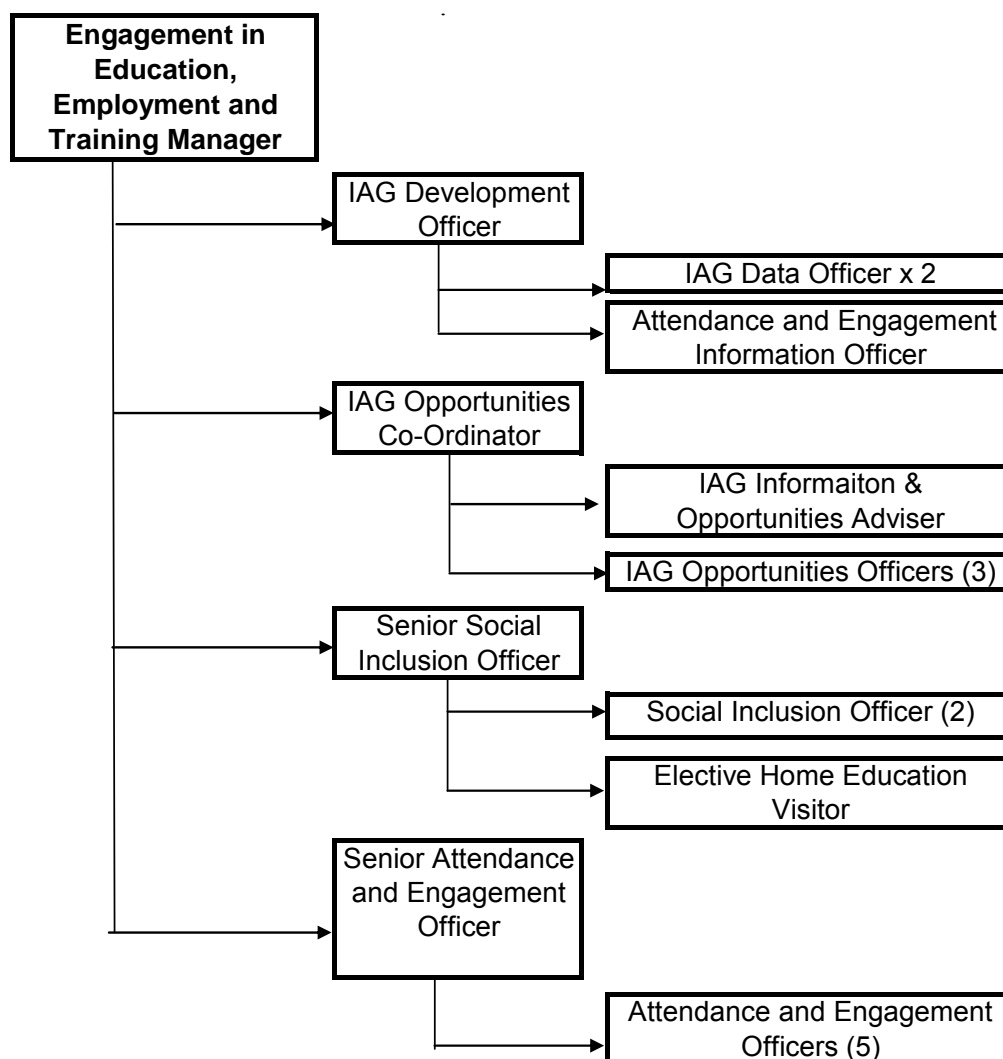


Engagement in Education, Employment and Training Manager (Tier 4)

There will be a central Engagement in Education, Employment and Training Team who will ensure a web site, advice line and data facility linked to a single children's web site which will provide Information, Advice and Guidance on-line. We are planning to re-commission the services formerly provided by Connexions at the end of March 2011, in particular careers, information and advice and guidance for the most vulnerable children in schools, colleges and alternative provision will be externally commissioned in 2011-12. Intensive work for those Not in Education, Employment or Training (NEET), and in particular our most vulnerable groups, will be incorporated into hub teams.

It is also proposed that the Service Manager will integrate the statutory responsibilities and processes in relation to Attendance and Engagement Officers and Social Inclusion Officers. The statutory responsibilities linked to Elective Home Education and tracking/addressing children missing from education will also be included within this service.

Structure of Engagement in Education, Employment and Training



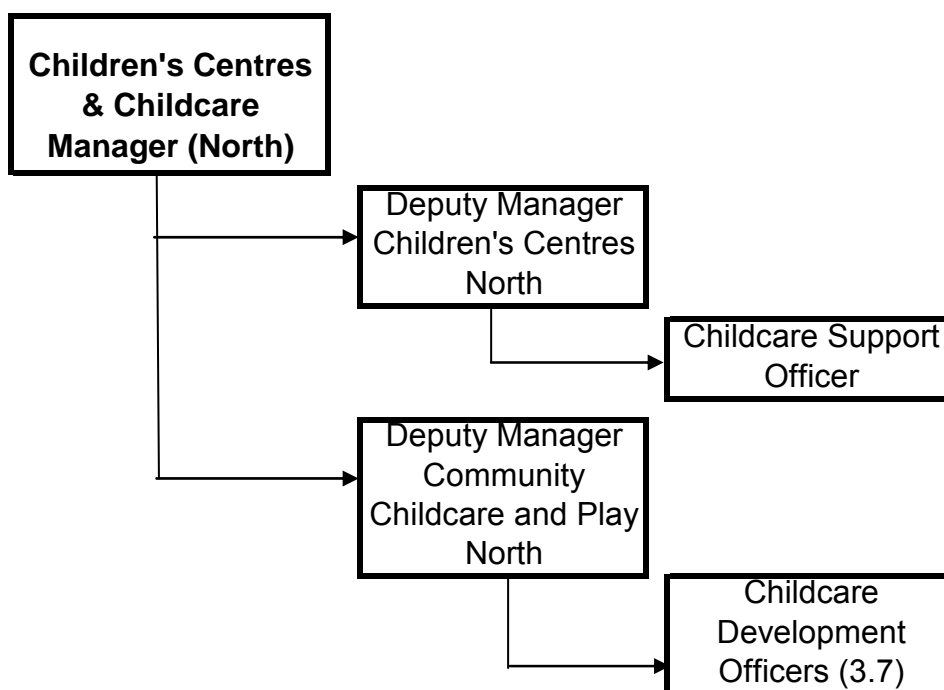
Children's Centres and Childcare Manager (3 Tier 4 posts)

It is proposed that Children's Centres and Childcare teams will be organised on an area basis; North, South and Central.

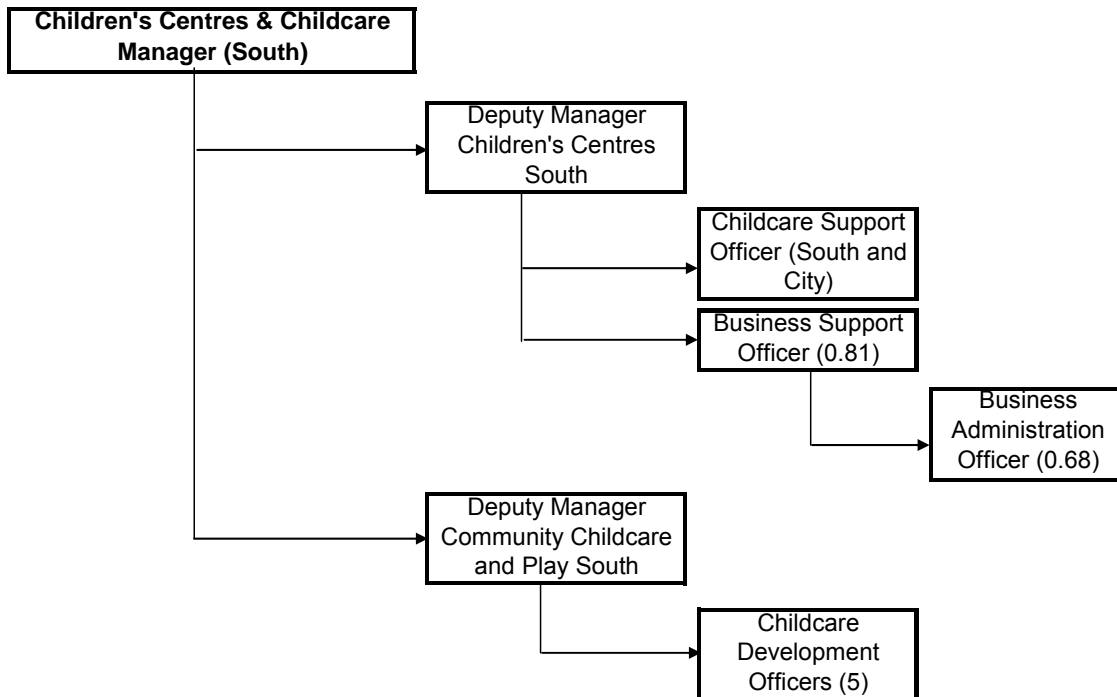
In this proposal funding for Children's Centres, as frontline services, would be protected where possible. For the coming year we will undertake a full review of the delivery of these services across the county, which will be informed by recent national reviews around child poverty, early intervention and the Early Years Foundation Stage and will maintain a small centralised team to oversee this process. This review may lead to further changes in 2012-2013.

It is proposed that Childcare Development teams will become Community Childcare and Play teams. In addition to current function, this would also incorporate the strategic development of play, increasing support to voluntary management committees and mainstreaming the development of accessible childcare for disabled children, young people and other vulnerable groups.

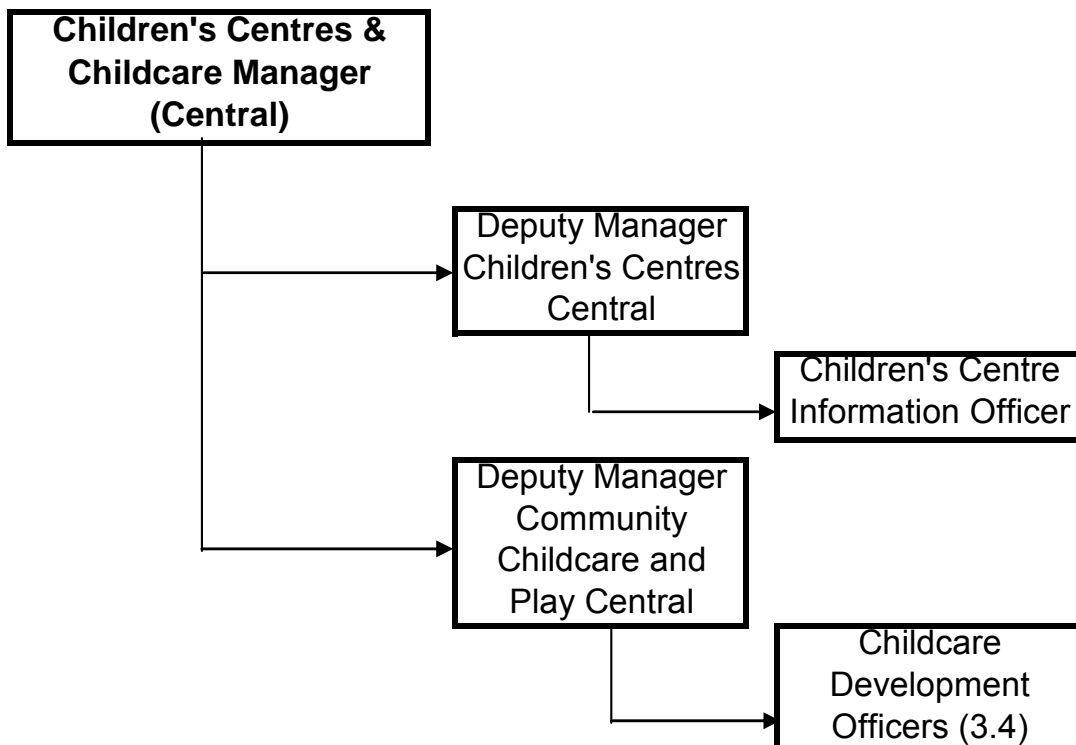
Structure for Children's Centres & Childcare (North)



Children's Centres Structure (South)



Structure for Children's Centres Central



Redesign of Educational Services

Significant whole system change is being made across our educational landscape. Changes will affect schools themselves, their Governors and our role as a Local Authority. Schools will be given greater individual responsibility and freedoms to shape their approach for the benefit of their pupils, with reduced bureaucracy and increased accountability for their own improvement. The changes are outlined in the Education White Paper [The Importance of Teaching](#). These changes represent the most radical reform in Education for some considerable time and they will challenge everyone to work in new and different ways to support their successful delivery.

At the same time there are significant reforms to the funding arrangements for Schools, Academies, Colleges and new types of Schools will be developed including Studio Schools, University Teaching Colleges and Free Schools. The next year will see a review of the National Schools Funding Formula and as from April 2011, there will be a simplified funding mechanism for Schools alongside the introduction of a Pupil Premium to support the needs of children from poorer backgrounds. A number of School grants have been unified and included in the base funding for schools. The previous Government had already planned the ending of many of the initiatives under the School Standards and National Strategies funding streams. As from April 2011, all of the Local Authority elements of these grants will cease.

These changes present significant challenges and but also offer significant opportunities for us to re-design our structure to effectively support these changes and work with our schools to achieve better educational outcomes for our children and young people.

We will retain a key overarching role as strategic champion for parents, children and young people – particularly vulnerable children. We will retain important responsibilities for ensuring the sufficient supply of school places, coordinate fair admissions and development of improvement strategies to support local schools, encouraging collaboration, brokering support and facilitating.

Our proposals support the principle that schools and settings to achieve better outcomes for children, schools will need to work in partnership with each other, with us and with other agencies. We will be focusing on building capacity to facilitate this to share good practice, sustain improvement and deliver consistently high standards. There are many good examples of this work already developing in Oxfordshire which we would wish to build on. Increased numbers of 'good' and 'outstanding' schools should be at the heart of local communities so that all children have access to high quality education without the need to travel or move house. We welcome a diverse approach to achieving this, with different models of school organisation that reflect local need and make best use of research to improve the outcomes for children and young people.

Such collaborative partnerships should provide opportunities to make good progress and offer innovative approaches to ensuring high achievement and success for all, including those with complex and multiple problems to ensure the most vulnerable children become resilient, ready to learn and as successful as their peers.

We will retain the responsibility to support underperforming schools and settings and intervene in those which are seriously failing, or unable to improve their results. New floor standards are being introduced and alongside the Department of Education, we will retain

oversight of improvement plans. Schools will be able to use their individual budgets to commission improvement support and the role of School Improvement Partners will end. Where market failure occurs, it is likely that we will continue to play a significant role to support parents and children in securing a high quality educational place.

It is therefore vital that intervention strategies are focused on those schools and settings most in need of support, whilst also building capacity for other schools to move beyond satisfactorily to good or better. The current LA structures supporting intervention and support for schools and settings, are multi-layered, complex and reflect current responsibilities that are and will change in the coming year. Our proposals will enable a sharper and more clearly defined role to support improvement as well as building and commissioning capacity for schools and settings, with strengths to share their expertise including identification of other useful forms of external support.

The LA's resources will be concentrated on those schools and settings which have the greatest need, working to ensure that all schools have effective leadership which will enable them to become self improving. Monitoring of all schools and settings will ensure the LA is able to predict when schools may become vulnerable and take the necessary measures in a timely manner.

With one in four teachers due to retire over the next three years, it is vital that Oxfordshire recruits and retains high quality leaders and explores imaginative and creative solutions to leadership where traditional leadership systems are not securing effective and sustainable school improvement. Continued involvement in the headteacher appointment process will also assist governors in appointing high quality school leaders. Supporting the recruitment, retention and continuing professional development of our teaching workforce is a significant shared responsibility for us.

These organisational redesign proposals have been developed in accordance with Oxfordshire County Council's Business Strategy and the Business Strategy for our Directorate, underpinned by the following key principles:

- Headteachers and Governing Bodies will be primarily responsible for school improvement
- Schools will be judged against floor standards that assess pupil progression as well as attainment
- The LA will remain a local champion for parents and children ensuring that children have a place in a good local school or early years provision, admissions are fair and vulnerable children supported
- Parents/carers will be able to exercise greater choice in the provision for their child
- Education commissioning (nationally & locally) will need to secure high quality provision
- Schools/settings will need to be able to innovate and will have more curriculum freedoms
- Services around schools and settings will be determined by need
- Our outstanding and good schools will be enabled to become autonomous and will be expected to support other schools/settings
- Bespoke support will be brokered in from other strong schools, outside providers or necessary services

- Alternative provision will be improved and new providers will offer solutions that have not been available within our current system
- Disadvantaged pupils will be supported by schools to improve their attainment and achievement.

The Proposed Structure of Educational Teams

Significant research is now available to support a clear and unassailable case for bringing together a focus on Education alongside Early Intervention. The independent report published on 19 January 'Early Intervention: The Next Steps' by Graham Allen MP [Early Intervention: The Next Steps Report](#) outlines the virtuous circle emphasising that at every key point in life there are early intervention measures that, when effectively applied, can support better outcomes for children and young people. This work fits well alongside our redesign pathway.

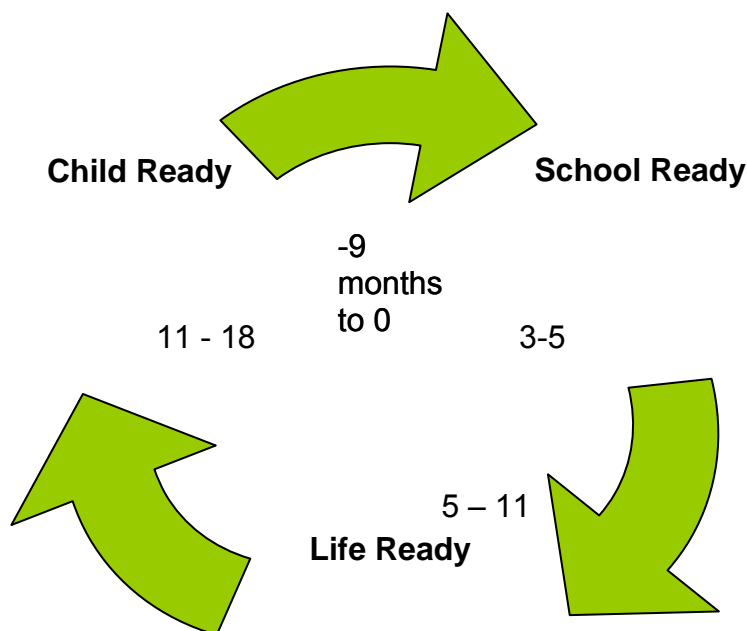


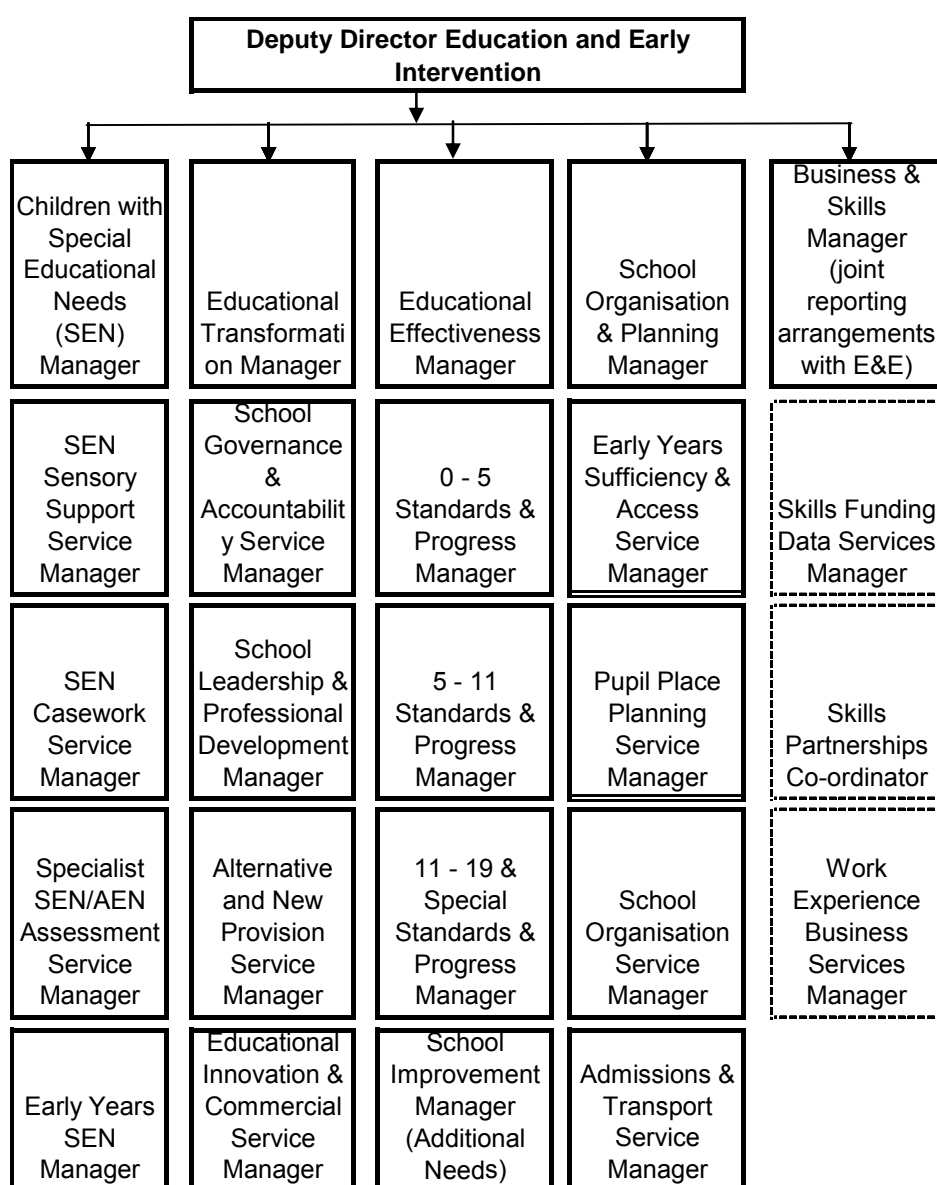
Diagram by Graham Allen MP

In addition there is now significant research evidence available to support a better link between early intervention approaches and education. Over the last year the Centre for Excellence in Outcomes (C4EO) has published a number of knowledge reviews and research evidence relating to Schools and Communities. In January they issued their final summary of the three knowledge reviews exploring the role of schools, school based support and success factors for children and young people. Their final summary draws out the evidence that can be used to support improved practice [Schools and Communities Final Summary](#). Some of their findings are very relevant to our structural redesign and our decision to bring Education and Early Intervention together under one Deputy Director:

- Structures that promote cross service and cross professional learning e.g. by offering multi-agency training, joint planning and pooled resources

- Skilled in inter-agency working, particularly identifying early evidence of children at risk of underachieving
- Provide support and training to encourage schools to carry out innovative activities and to operate in fields outside their traditional area of expertise. e.g. identifying children at risk who need to be referred to other services
- Work with school leaders and teachers to ensure commitment to new ways of working;
- Encourage good communication and partnership working across the Early Years Foundation Stage sector, schools and post - 16 to help develop joined-up transition strategies
- Ensure secondary schools have strategies to engage parents
- Motivate schools that have made less progress by disseminating good practice and hold celebration and achievement events
- Facilitate shared learning through peer to peer support.

Our proposed structure



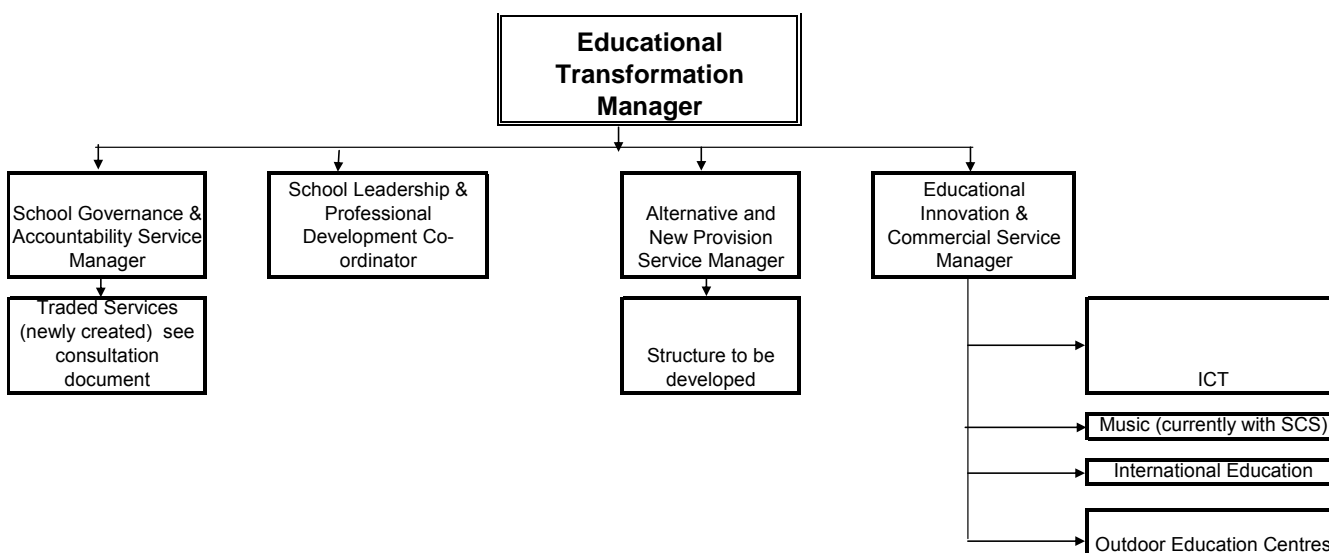
Our redesign is inclusive of wider areas including Tier 5 and beyond though some of this detail is still developing as funding streams and local decisions are made.

It is proposed to have 5 Tier 3 positions reporting to the Deputy Director Education and Early Intervention:

- Educational Transformation Manager
- Educational Effectiveness Manager
- Schools Organisation & Planning Manager
- Children with SEN Manager
- Business & Skills Manager (also reporting to Environment & Economy)

Educational Transformation (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that an **Educational Transformation** team is established to support the radical reforms across our schools and education throughout Oxfordshire. The educational transformation part of the directorate will provide support for school leadership, governance and accountability, co-ordinate improved school workforce developments and develop the new areas of expertise in relation to new forms of School and College provision, alternative provision and areas of commercial development.



Educational Transformation Manager (Tier 3)

It is proposed that this manager would lead strategic direction of the changing educational landscape with particular regard to:

- Develop and sustain collaborative relationships between our LA, schools and settings to promote a culture of outstanding leadership and governance in education
- Promotion of a culture of strong continuous professional development for children’s workforce to enhance and improve the quality of teaching and learning
- Encourage teaching schools and new ways of working based on research evidence of what works for children, young people and their families
- Lead and manage LA roles and responsibilities for new and innovative models of school/educational provision ensuring effective development of a wide range of collaborative models of school arrangements

- Drive a countywide culture of championing vulnerable children and lead improved outcomes for all
- Work closely with the Educational Effectiveness Manager to secure improved outcomes for children and young people
- Work with elected members to ensure countywide protocols are agreed for the appointment and removal of authority governors.

Schools Governance & Accountability Service Manager (Tier 4)

It is proposed that this manager would contribute to the improvement of educational provision and outcomes for children and young people in Oxfordshire by:

- Identification of strategic leadership capacity of Governing Bodies in all Schools
- Identify and prioritise support and intervention for Governing Bodies assessed as vulnerable to improve their success in partnership with colleagues in Educational Effectiveness
- Plan and implement strategies and individual plans to improve the effectiveness of governance, particularly in schools of concern
- Conduct strategic reviews of Governing Bodies where LA or Secretary of State intervention occurs or is likely to occur
- Appoint, support and develop Interim Education Board (IEB) members
- Review compliance by Governing Bodies and Schools with appropriate school governance regulation, including the appointment of LA governors
- Manage traded service for Governors including training, development and clerking services
- Ensure that Governing Bodies are supported, challenged and empowered appropriately to deliver effective improvements in the outcomes for all children, particularly those considered vulnerable or with additional/specialist needs
- Ensure that Governors can effectively fulfil their responsibilities for the performance management of Head teachers
- Strengthen governing bodies' ability to operate effectively in a changing national context ensure they effectively hold schools to account for improved outcomes for children and young people.

Schools Leadership and Professional Development Manager (Tier 4)

It is proposed that this manager would:

- Develop and promote effective countywide strategies for leadership recruitment, retention and succession planning
- Monitor data on leadership supply and demand
- Work in partnership with schools, National and Local Leaders of Education (NLE & LLE), National College and Teaching Schools to develop strategies for leadership, NQT induction and workforce development
- Ensure that leadership appointments or collaborations build capacity to secure effective school improvement
- Broker appropriate support for Schools and educational settings
- Challenge all Oxfordshire schools to become or aspire to being outstanding
- Co-ordinate within the sector dissemination and use of evidence based continuing professional development.

Alternative and New Provision Manager (Tier 4)

It is proposed that this manager would:

- Lead new Local Authority responsibilities for new types of alternative educational provision eg federations, partnerships, trusts, academies, Studio Schools, University Technical Colleges, Free Schools
- Identify and initiate alternative solutions for educational provision ensuring a wide range of solutions for alternative provision
- Ensure the effective discharge of our Local Authority responsibilities in relation to alternative provision (including short stay schools)
- Ensure educational access and support for Looked After Children, and pupils with medical needs/health issues requiring educational access other than at school (Oxfordshire Hospital School and Outreach teachers)
- Take responsibility for supporting the development of new provision types, in particular those designed to meet the needs of challenging and vulnerable pupils
- Improve and sustain the capacity of Schools and educational settings to manage effectively children with challenging behaviour to reduce the need for alternative provision
- Ensure effective co-ordination with Children's Social Care and Early Intervention services for vulnerable children or children at risk of harm
- Facilitate a wide range of research based interventions to support the continuum of provision in schools and educational settings.

Educational Innovation and Commercial Services Manager (Tier 4)

It is proposed that this manager would:

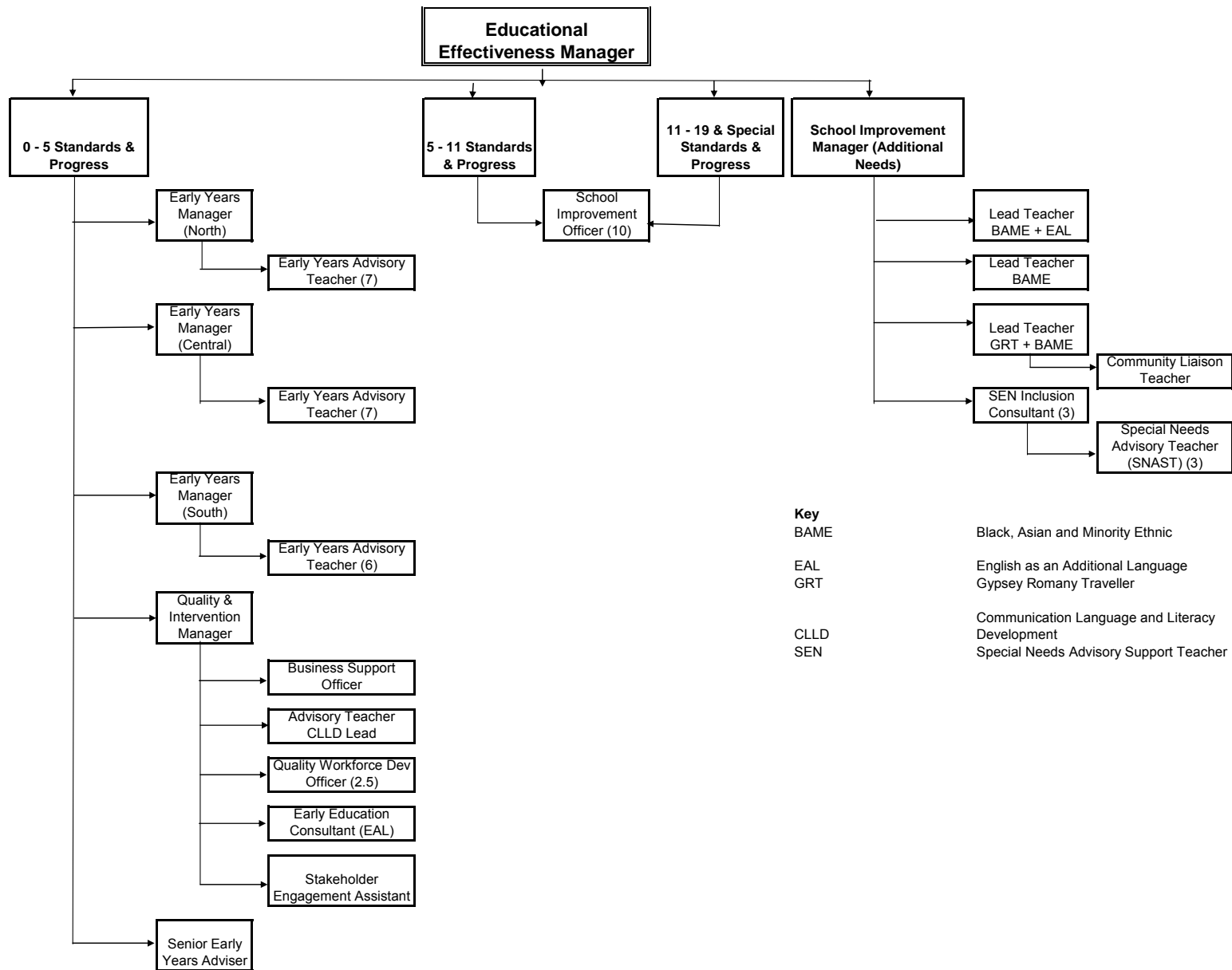
- Work with Oxfordshire Customer Services (QUEST) and Schools to ensure the effective development of business strategies to create financially viable and sustainable services for areas such as outdoor learning, international education, music, ICT and brokerage of quality assured school improvement professionals
- Identify market gaps and develop strategies for utilising innovative commercial solutions to support creative and effective improvement and intervention solutions
- Pursue opportunities for collaboration with other LAs including regional approaches, the private and voluntary sector to deliver creative solutions for school intervention and improvement that effectively deliver improved outcomes for children
- Collaborate across the directorate to ensure the needs of vulnerable children are prioritised
- Develop new brokerage arrangements to support quality assured school improvement is available to the schools market
- Ensure services provided to Schools are effective, efficient and deliver improvements;
- Disseminate market management information to schools to support their effective choice of provider.

NB - The current services of international education, music and outdoor learning are already on planned programmes which prepare them to become fully self sustaining over the next few years. The staff involved in these services are fully aware of these plans and

how they are affected by them. The position of ICT and the Healthy Oxfordshire School Team (HOST) within this directorate has yet to be finalised.

Educational Effectiveness (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that an **Educational Effectiveness Team** is established to meet the LA statutory duties by monitoring the progress of schools, providing support and challenge to those schools where there are, or may be concerns over school performance and vulnerable groups. The team would ensure effective and evidence based early intervention strategies are in place including commissioned intervention for schools that are vulnerable to declining performance, or schools causing concern, enabling them to make rapid and sustained improvement in outcomes for all children and young people.



Educational Effectiveness Manager (Tier 3)

It is proposed that this manager would:

- Develop, lead and manage our strategy for improving the educational performance and outcomes of all children and young people 0-19
- Proactively use all available data and intelligence to identify schools or settings that are making insufficient progress or have reduced capacity to ensure early intervention is commissioned to secure improvement is recovered
- Lead phase related commissioning to bring about rapid and sustained improvement in outcomes for children and young people
- Champion, co-ordinate and deliver effective strategies for ensuring appropriate evidence based interventions to close the gap between the performance of vulnerable children
- Ensure the best possible outcomes for all children and young people and in particular ensure that the needs of vulnerable pupils are met
- Ensure the county-wide strategic identification and coordination for schools' causing concern and that resource was targeted effectively to support these schools
- Work collaboratively with the Transformation team, schools and settings to recommend, monitor and secure new models of provision to maintain, sustain or improve educational effectiveness
- Oversee and take action to rectify deficits or promote better use of schools information for parents and carers
- Lead the effective dissemination of research based evidence to support greater effectiveness of their use at system and individual school level.

0 – 5 Standards and Progress Manager (Tier 4)

It is proposed that this manager would:

- Provide leadership and management of Early Years policy and strategy, research and development, resources, partnership working and business planning to both champion and improve the educational performance and outcomes of all children 0 – 5
- Ensure settings and schools are held to account for improving the outcomes of children 0-5 years old
- Facilitate the use of research to inform commissioning decisions by schools and partners
- Champion the best outcomes for children and promote the use of research based interventions enabling co-ordinated and coherent home and school interventions that demonstrate improvement in outcomes
- Ensure the needs of vulnerable children and families are identified proactively and that interventions provide improvement or recovery for individual children
- Support, challenge and improve all sectors of early education including maintained as well as private and voluntary independent settings
- Ensure there is appropriate challenge, support and guidance for countywide provision to secure high quality early years services in local communities where policies and procedures are consistently applied

- Collaborate and work with other agencies including health to ensure best evidence promotes effective early engagement with new parents to support appropriate emotional and social development
- Ensure effective transition in phases secures improved outcomes for children.

5 - 11 Standards and Progress Manager (Tier 4)

It is proposed that this manager would:

- Fulfil the responsibilities in the other age related standards and progress portfolio for those aged 5 – 11
- Oversee, coordinate and lead countywide strategic plans across primary schools;
- Develop and use effective strategies to identify and address early schools at risk of becoming schools of concern
- Drive improvement of primary schools who are not progressing beyond satisfactory
- Provide phase related leadership over effective early intervention strategies and monitoring for primary schools that begin to cause concern and ensure that they make rapid improvement
- Champion the best possible outcomes for children and young people in the primary phase, provide leadership in the county-wide identification and co-ordination of intervention in primary schools causing concern and ensure that resources are targeted effectively to support these schools
- Take accountability for the delivery of improved outcomes for primary schools including all types of school organisation.

11 – 19 and Special Standards and Progress Manager (Tier 4)

It is proposed that this manager would:

- Fulfil the responsibilities in the other age related standards and progress portfolio for those aged 11 - 19
- Provide phase related leadership over effective early intervention strategies and monitoring for secondary and special schools that begin or are at risk of becoming schools that cause concern
- Ensure underperforming schools make rapid improvement by challenging and supporting effective commissioning of support to address areas for improvement
- Champion and be accountable for the best possible outcomes for children and young people in the secondary and special school phases
- Evaluate the impact of intervention activities and identify review activities where necessary
- Lead commissioning of evidence based programmes to support the sector and engage schools in their use.

School Improvement Manager (Additional Needs) (Tier 4)

The proposal is that this managerial position would provide an excellent opportunity to ensure alignment in this and other key areas of support and intervention for children and young people with additional needs. The manager would:

- Develop and lead specialist strategies designed to improve the outcomes for children and young people with additional or complex educational needs
- Ensure achievement is raised, outcomes are positive for all young people and the gap is narrowed for our most vulnerable children and young people
- Enable Oxfordshire's mainstream and special schools to improve outcomes for children and young people with Special Educational Needs (SEN)
- Collaborate with schools, educational settings, colleges and providers to ensure bespoke provision appropriate to the individual needs of children are effectively delivered
- Broker specific support for schools who are satisfactory to improve their rate and pace of improvement
- Provide challenge and support to schools, early years settings, parents/carers, other agencies and communities improving the achievement, social inclusion and participation of Black, Asian, Minority Ethnic (BAME), Gypsy, Roma and Traveller (GRT) and other groups that are not achieving the outcomes of their peers.

Following a previous restructuring to form the Equality and Diversity Achievement Service (EDAS) in September 2010, further proposals for development of this service has begun and will be out for consultation shortly.

The current posts for SEN Inclusion Consultants (3) and the team of Special Needs Advisory Teachers (SNAATs) will transfer into the new service and will be reviewed following the publication of the SEN and Disabilities Green Paper.

Tier 5 School Improvement Officers (10 Tier 5 posts)

The proposal is to establish a core team of School Improvement Officers whose work will be directed by the Standards and Progress Managers. They will work closely with schools to raise standards, enable the highest possible achievement of all pupils and support all Oxfordshire schools to become or aspire to being outstanding. In particular they will focus on schools that are underachieving or at risk of underachievement to ensure standards are raised, attainment gaps are narrowed and that outcomes are positive for all young people. They would also assist schools that need to prepare for Ofsted inspections and provide support through the inspection.

Early Years Managers (3 area based - Tier 5 posts)

The proposal is to have 3 geographically based managers with managerial responsibility for workforce development officers, EY advisory teachers and local commissioning or contracts. They would support the wellbeing, learning, development and human rights of young children in Oxfordshire and ensure continuous quality improvement of the early years and childcare workforce. They would also target those children and families who are in greatest need, with a particular focus on children with disabilities or early development delay.

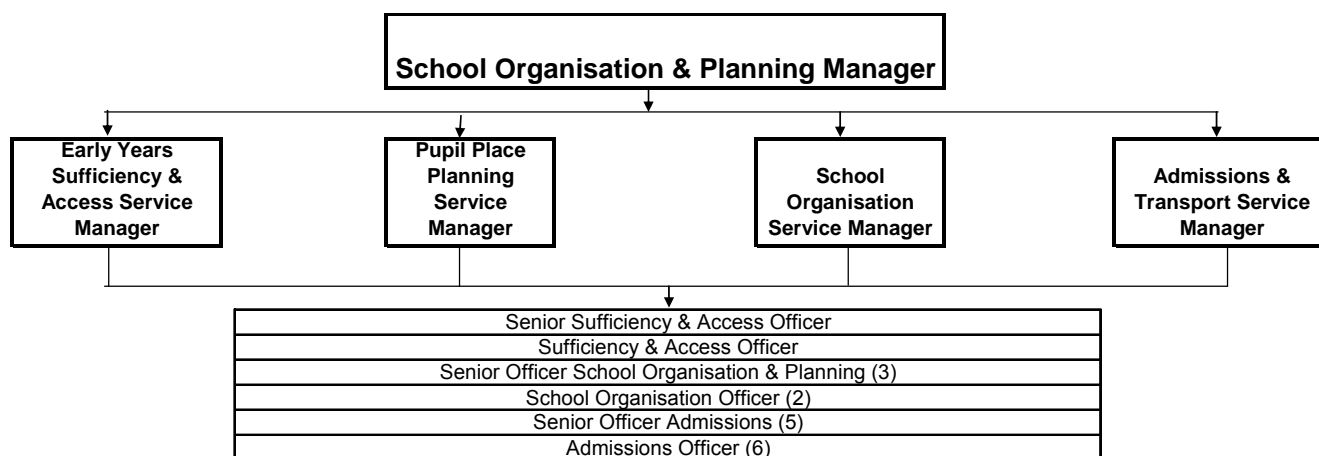
The EY managers would be supported by **Early Years Advisory Teachers (20 area based Tier 6 posts)**. The proposal would involve a number of area based EY advisory teachers who would ensure achievement is raised, outcomes are positive for all young people and the gap is narrowed for our most vulnerable children and young people.

Quality and Inclusion Manager (Tier 5)

It is proposed that this manager will be promoting the wellbeing, learning, development and human rights of young children in Oxfordshire, through continuous quality improvement of the early years and childcare workforce. This is to be achieved through effective use of information to target those children and families who are in greatest need, with a particular focus on children with disabilities or early development delay.

The work of this manager would be supported through a **Senior Early Years Adviser (Tier 6)** an **Advisory Teacher CLLD Lead (Tier 6)**, some **Quality Workforce Development Officers (3 Tier 6 posts)**, a **Stakeholder Engagement Assistant** and an **Early Education Consultant (EAL) (Tier 6)** and **Business Support Officer (Tier 6)**.

School Organisation and Planning (1 Tier 3 post and 4 Tier 4 posts)



It is proposed that a **School Organisation & Planning** team previous restructure has led to improvement of the service. This Team will meet statutory duties connected with the supply of early years and school places (including through opening new schools), school admissions, transport and coordinate the directorate's capital programme. The team will lead the new developments within the directorate and with schools and educational settings to ensure sufficient high quality provision across the county.

School Organisation and Planning Manager (Tier 3)

It is proposed that this manager will:

- Lead strategy for accurate place planning for schools and settings
- Work closely with Property Asset Management to ensure the capital programme meets demand for places and the requirements of the LA capital and asset strategy
- Ensure statutory responsibilities are adhered to with high levels of performance on admissions and educational transport
- Lead the LA's commissioning of new schools and co-ordination of statutory proposals for opening, closing and expanding schools

Early Years Sufficiency and Access Service Manager (Tier 4)

It is proposed that this manager will:

- Lead the work to ensure the County Council meets its statutory duties for sufficient funded places for 2, 3 and 4 year olds, and childcare places for children aged 0 – 19
- Ensure that childcare sufficiency analysis is made according to national requirements and that resources, advice, information and support are targeted to ensure viability and sufficiency of places to meet demand, with a particular focus on access by disadvantaged groups
- Provide support to the School Organisation & Planning Manager on early years organisation matters.

School Pupil Place Planning Manager (Tier 4)

It is proposed that this manager will:

- Provide a service to schools on aspects of school organisation and development of school premises to ensure that the supply of statutory places meets local needs and supports diversity in school provision
- Contribute to ensuring a sufficiency of children's centre, early years and childcare places through provision of advice and liaison with the Private, Voluntary and Independent sector
- Ensure statutory consultations are in place for new schools, expansion of schools and school closures.

School Organisation Manager (Tier 4)

It is proposed that this manager will:

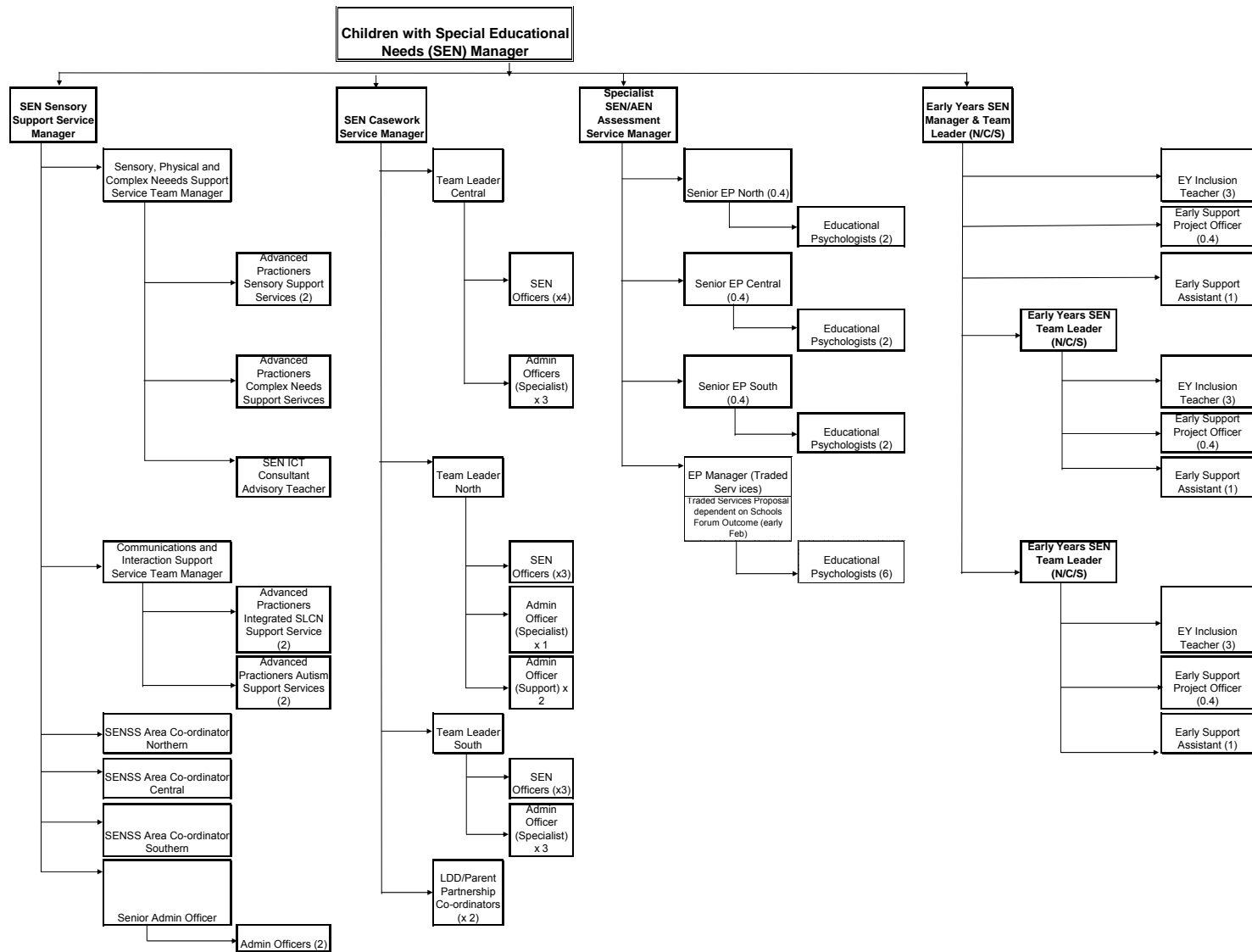
- Target investment for the improvement of educational buildings and sites to support the strategic role of commissioner of places and the raising of educational standards and achievement
- Lead on the commissioning of school places including competitions
- Ensure needs in education premises are identified and prioritised so that resources are used to the greatest effect in raising educational standards. This will need to be done in accordance with the Children, Education & Families Directorate's current investment strategy and national and local initiatives.

Admissions and Transport Service Manager (Tier 4)

It is proposed that this manager will:

- contribute to the highest standards of achievement and inclusion within the policy and budget framework of the Council
- lead on the strategy and policy on admissions in support of improving access and inclusion
- lead on the strategy and policy on home to school transport
- contribute towards improving outcomes for Children and Young People as defined in the Children and Young People's Plan

These managers will be supported by **Senior Sufficiency & Access Officer, Sufficiency & Access Officer, Senior Officer School Organisation & Planning (3), School Organisation Officer (2), Senior Officer Admissions (5), Admissions Officers (6)**, covering tiers 5 and 6.



Special Educational Needs (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that Special Educational Needs services are redesigned to cover statutory responsibilities for children and young people aged 0-25 years.

The proposed structure includes a countywide lead (**Children with SEN Manager**) and service managers responsible for **Statutory Casework, SEN Support Services, Assessment (including Educational Psychology Service), and Early Years SEN.**

The statutory SEN Casework team will remain unchanged. A review of the management structure below the countywide SENSS Service Manager post and Specialist Team Managers (Communication & Interaction, Sensory, Physical and Complex Needs) is underway. This is being managed within the SENSS Service.

The Educational Psychology Service will focus, in the main, on its statutory work as defined in the SEN Code of Practice. There will also be direct links with Early Intervention hubs. It is proposed that there will be a traded arm to the team that will offer bespoke packages to schools/partnerships that may include whole school systems work. The proposed redesigned team will be led by a Service Manager (Tier 4) and there will be one Senior EP at (Tier 5) and seven fte EPs. The proposed traded services model for the equivalent of six fte EPs is being presented to Schools Forum in early February.

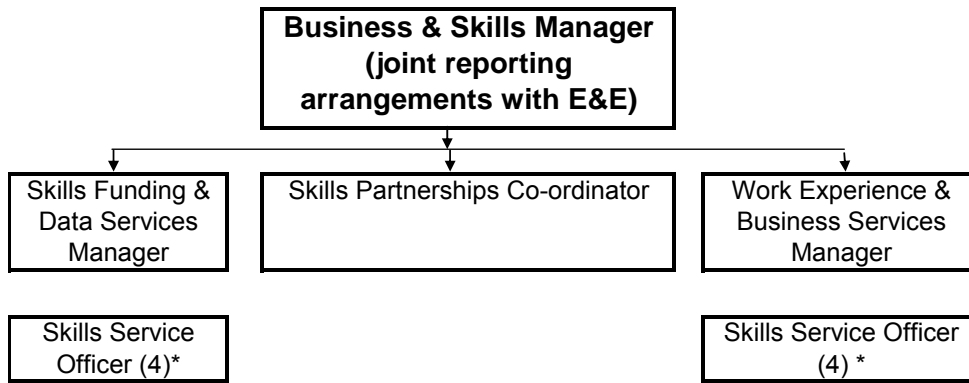
It is proposed that the Early Years SEN team joins the wider SEN services to enable continuity of service delivery, common principles and approaches. The structure below Tier 4 will be reviewed in the light of a reduced team and changes arising from the SEN & Disabilities Green Paper.

Radical changes to the SEN framework are expected in the SEN & Disabilities Green Paper (due February 2011) and this will inform any future transformation of services. The SEN team will play a key part in narrowing the gap in outcomes for children with SEN working closely with other education services, Early Intervention and Social Care teams.

Business and Skills (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that a **Business & Skills** team is established to bring together the 14 – 19 Strategic Development Team, the 16 – 19 Team and the Education Business Partnership Team in order to create a Business & Skills Team that will work across the Children Education & Families and Economy & Environment Directorates to address the strategic issues around skills for young people and the wider workforce. This team will provide the Oxfordshire City Region Enterprise Partnership (OCREP) with the information and support they require to develop a countywide strategy that:

- ensures all residents are able to develop the skills to enable them to successfully enter and remain in the workforce
- assist local employers to develop or access the provision they require to equip the workforce with the skills needed



* Job Description to be developed

Business and Skills Manager (Tier 3)

It is proposed that this manager will:

- Lead the overall skills policy linking with Economic development, Education, Adult Social Care, Learners with Learning Difficulties and Disabilities (LDD) and Social & Community Learning, elected members and the Local Enterprise Partnership
- Coordination of stakeholder group information to align with skills policy
- Coordination of commissioning to align with skills policy
- Develop policy in line with BIS and DFE

Funding & Data Service Manager (Tier 4)

It is proposed that this manager will:

- Develop the Annual Statement of skills needs (Pre 19, workforce, social & Community Learning)
- Manage external commissioning agencies
- Manage minimum contract levels
- Performance monitoring of providers
- Gather economic data
- Provide data to OCREP

Work Experience and Business Service Manager (Tier 4)

It is proposed that this manager will:

- Manage the learner interface with employers
- Ensure all work experience placements are approved and development of a full cost recovery service to provide additional work experience services
- Increase the availability of Apprenticeships
- Manage On line information for businesses and schools
- Increase the number of young people entering pathways in Science, Technology, Engineering and Mathematics (STEM)
- Bring employers together to debate identified needs and encourage collective response
- Manage communications to each sector
- Manage mechanisms to collect intelligence from employers
- Communicate employer needs to OCREP

It is proposed that the **Funding & Data Service Manager and the Work Experience and Business Service Manager** are supported by **Skills Service Officers (8 Tier 5 posts)** Each of these posts will hold specialist responsibilities in relation to advisory support to providers or work experience placements, plus a generic responsibility to coordinate and facilitate specific projects defined by the Oxfordshire City Region Enterprise Partnership, that will bring together stakeholder partners to undertake joint, time limited actions.

Skills Partnership Coordinator (Tier 4)

It is proposed that this manager will

- Facilitate partnership for key stakeholder groups (including LEP skills function)
- Work with stakeholders to agree a skills strategy
- Implement the skills strategy by coordinating partnership activities against agreed projects
- Identify and enable network groups to work around the key priorities of the skills strategy
- Interpret and communicate coordinated information about learners, the education and skills offer and economic data to relevant partners

The benefits of the proposal

Prevention and early intervention is more cost effective and leads to better outcomes for children that prevent their needs escalating until they require more expensive and specialist service delivery. Practice, managerial and cultural change will be essential to support our new ways of working and we propose to invest in appropriate training, development and support for our new model of service delivery, including threshold for support, procedures and redesigned business processes. Research on integrated practice is clear that it is essential to invest in on-going training and support to enable practice and cultural change to embed. We have identified an amount in next year's budget for this purpose.

The LA's resources will be concentrated on those schools which have the greatest need, working to ensure that all schools have effective leadership which will enable them to become self improving. Monitoring of all schools will ensure the LA is able to predict when schools may become vulnerable and to take the necessary measures in a timely manner. Sharper and focused support for schools previously judged to be satisfactory, or currently in an Ofsted category, in preparation for Ofsted inspections will produce better outcomes.

The redesign of the Early Years Team will create a more streamlined structure with fewer management layers. Some functions will be merged within other relevant services of the Directorate or the County Council which will support efficiency, ensure coordinated planning and improved financial management. All services will be targeted at the most disadvantaged children, families, settings and communities.

The work of the educational transformation team will enable the LA to hold autonomous schools, academies and colleges to account through well informed governing bodies that are able to demonstrate appropriate challenge, scrutiny and strategic leadership. It will support the development of new partnerships and collaborations to ensure sustained high quality leadership which will improve outcomes for children. It will enable the role of the LA as broker, commissioner and quality assure of teacher and headteacher leadership development. Bringing together the 14 – 19 Strategic Development Team, the 16 – 19 Team and the Education Business Partnership Team will enable for the first time development of a Skills

Team that will work across CE&F and E&E to address the strategic issues around skills for young people and the wider workforce.

The creation of a Skills Team will support the learning and skills needs of residents, employers and employees of all ages rather than just those aged 14-19. The team will respond to central government policy around the school curriculum, skills and economic development, whilst retaining the council's statutory responsibilities in this area. It will re balance and join up the expertise and human resource more effectively between the CE&F and E&E directorates.

The changes recently implemented in conjunction with the restructuring of Property Services, to create Property Asset Management, will be able to bed in and further improve delivery of the council's corporate Asset Management Strategy whilst reinforcing the clearer delineation between directorate policy implementation ('what, where, when') and the delivery of capital solutions. The benefits of bringing all school organisation functions and policy making together (School Place Planning, Admissions and Home to School Transport) will be further extended to include early years and childcare provision, creating a seamless planning and provision team covering children from age two through to 19.

In addition to the above, through planned reductions linked to duplication of parts of existing job roles there will be better use of resources to deliver cashable savings.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?
4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?

In presenting your comments and feedback you are encouraged to look at Toolkit 10.

Questions for Education and Early Intervention

- How can we develop a more proportionate support to schools in Ofsted categories?
- How do you see Tier 4 manager posts for Early Years, Primary and Secondary phases being most effective?
- It is proposed to have a small centrally based team of school improvement officers. Do you feel this will be a better use of resources than the current area based teams? What will be the benefits?
- What are the key linkages for the Skills Team across and beyond the council?
- Have we got the key functions of school improvement officers right?
- What are the benefits of the Early Years team working more closely with statutory school age focused teams?

- Does the design features for Educational Effectiveness support the new role of schools and LA – What elements could we improve?
- How best can the LA ensure that School Governors are supported in their new role for school improvement?
- How could our proposals for the Early Intervention teams support more integrated service delivery for children, young people and families? What further suggestions do you have to improve our proposals against the outcomes families articulated?
- What do you think are the key workforce development issues in relation to the development of the Hub Service Manager, Hub Team Leader, Community Hub Worker and Community Hub Support Workers?
- How would you suggest that professional supervision supports professionals within the hubs?
- What are your views about engaging partner agencies in the development and service delivery of the Hubs?
- Do you have any views on the proposed management of Children Centres and Childcare Development Teams?
- How can we ensure that there is a seamless interface between universal, early intervention and specialist services to ensure that appropriate support is identified and provided along our pathway?
- Should the EY SEN function join the wider SEN team?
- Given the likely proposal for independent assessors in the forthcoming SEN & Disability Green Paper, do you think that EPs should move to the wider SEN team?
- How could we make best use of clinical roles such as Educational Psychologist and Clinical Psychologists within the Directorate?

PROPOSED POSTS FOR DELETION	FTE	Tier	Grade
Current Post Title			
Aiming High Accessible Childcare Project Manager	G14		
Aiming High Home Childcare Support Officer			G10
Aiming High Project Support Manager			G10
Aiming High Service Development & Contract Officer (0.6)	G10/11		
Anti-Bullying Involvement Officer			G7
Area Manager - Youth Work (Central)	G13		
Area Service Manager - IAE			HAY D / IA26
Area Service Manager - Youth			G15
Area Service Manager - Youth			YC09
Area Service Managers, Children's Centres and Childcare (3)	G16		
Area Service Manager – SEN/LDD			IA19
Area Youth Worker			YOUNAT32
Area Youth Worker			JNC22
Assist Head of BSS			DEP8
Assistant Childcare Development Manager			G13
Assistant Children's Centre Managers x 4.67FTE			G13
Assistant Service Manager (pre court and prevention)			G14
Asst Youth Support Worker			NOTIONAL
Asst Youth Support Worker	JNCL	OC0	4-7
Attendance & Child Employment Officer			G9

Attendance & Engagement Officer x15			G9/10
Behaviour & Attendance Manager	EPPNCP8		SNR5 HEAD11
Behaviour Learning Mentor			G8
Behavioural Support Teacher			TEACHUP
Business Support Officer	GRD11		
Careers Education Development Adviser	GRD11		
Childcare Business Development Strategy Officer			G11
Childcare Development Manager (0.6)			G15
Children's Centre Development Officer – Asian families			G11
Data Analyst	GRD9		
Decision Making & Young People' Worker	GRD7		
Deputy Service Manager Locality Support Services			G14
Detached Youth Worker	JNCLC2		2-25
Diversion Officer	GRD9/11A		
Diversion Scheme Co-ordinator	GRD12		
D of E Area Development Worker	GRD8		
Early years SEN Inclusion Manager X3			IA11
Early Years SEN Inclusion Teachers x3			IA7
Education Social Work Assistant			G7
Education, Training & Employment Support Off	GRD9		
Employment & Training Adviser	GRD7		
ESW Team Manager			G12
Extended Schools and Services Manager			IA19
Extended Schools Development Officer (3)			G12
F2F, OYMS and PAYP Manager	GRD13		
FACEIT Case Worker posts (6)			G10/11
FACEIT Support Worker posts (5)			G8/9
FACEIT Team Manager posts (3)			G13
FACEIT/Young Carers Support Worker posts (2)			G8
Family Intervention Project Senior Practitioner	GRD12		
Family Intervention Project Worker	GRD9/10		
FIP/ETE Manager	GRD13		
Identification & Support Scheme Coordinator.	GRD9/11A		
Identification & Support Scheme Officer	GRD11		
Information Coordinator	NOTIONAL		
Lead Personal Adviser	NOTIONAL		
Locality Coordinators (4)			G12
MAP Assistant Project Worker	GRD5		
Map Development Worker	GRD9		
MAP Project Worker	GRD7		
MI Operation Analyst	NOTIONAL		
Operational Analyst	GRD8		
Out of School Childcare development Officer			G11
Parenting Development Manager	G14		
Parenting Development Officer (2.08)	G11		
Parenting Worker	GRD9		

Parent-Talk Project Manager (0.6)			G11
PAYP Link Worker	GRD9		
PAYP Officer	GRD9		
Project Analyst	NOTIONAL		
Project Manager	GRD9		
Project Officer, Quality & Practice (Children's Centres)			G10
Safeguarding Coordinator	G12		
Senior Childcare Development Officers x3 FTE			G12
Senior Home School Link Workers (1.2)			G10
Senior Practitioner Attendance & Engagement	G11		
Senior Youth Support Worker	JNCL	OC1	7
Service Manager (service support)	GRD13		
Service Manager Supporting Choices / Info	GRD15		
Service Manager, Children's Centres			G16
Service Support Worker	JNCL	OC2	5
Social Inclusion Officer x2FTE			G12
Specialist Attendance & Engagement Officer			G9/11
Strategic Lead IAE			HAY C
Strategic Lead Locality Working and Work Force Development	G17		
Strategic Lead Youth	COC		
Strategic Lead, Children's Centres and Extended Services	COC		
Team Leader (MAP)			JNCLOC27
Web Site Administrator			GRD9
Youth Coach Development Worker			GRD9
Youth Counsellor	GRD10		
Youth Mentoring Supervisor			JNCLOC25
Youth Support Worker			JNCLOC10-13
Youth Worker	JNCL	OC18-22	
Youth Worker IT			JNCLOC18
14- 25 Education Development Manager			IA13
14-25 Education Support Officer			LSC3
14-25 Support Officer			LSC4
16-19 Education Service Manager			LSC8
Advisory Support Teacher for Travellers			TEACHUP
Advisory Teacher - Primary PE			TEACHUP
Advisory Teacher for PSHCE/SRE			IA10
Advisory Teacher ICT			IA13
Advisory Teacher MFL			IA10
Advisory Teacher PSHE/Citizenship (Primary)			IA10
African Caribbean Achievement Officer			GRD9
AimHigher Co-ordinator	TEACHER		
Area Manager OEBP x 2			GRD11
Area Service Manager Early Years x 3			IA21
Area Service Manager School Improvement Lead (Primary) x 2	COC		/ HEAD10

Area Service Manager School Improvement Lead (Secondary) x 3	COB		/ IA30
Business Support Manager OEBP			GRD9
Co-ordinator 16-19 Education x 2			LSC7
Competition Manager x 2			GRD9
Consultant ICT Personalised Learning x 3			IA10 / IA13
Consultant Secondary Strategy ICT x 2			IA13
Co-ordinating Adviser EE (ICT)			IA21
Co-ordinator for School Sport		IA10	
Early Education Development Manager			GRD14
Early Years Bilingual Development Worker x 2			GRD9
Early Years Business & Support Officer (Sufficiency & Access) x 1			GRD11
Early Years Sufficiency & Access Manager x 1			GRD14 / GRD15
Education & Business Partnership Manager x 3			GRD9 / GRD11
Education Adviser (Governance)			IA19
EMAS Consultant x 2			TEACHUP
Employer Engagement Officer x 2			GRD8
Governor Services Consultant			IA13
Head of Northern Area			COA
Healthy Schools Advisory Teacher x 2			IA10
Healthy Schools Co-ordinator			IA10
Instructor (EDAS) x 3			INSTRUCT
Lead Consultant Black African and Caribbean			GRD11
Lead Consultant Primary BME Achievement			TEACHUP
Leading Primary Practitioner (Headteacher) x 2			HEAD22
Leading Primary Practitioner (Teacher) x 6			DEOHD6 / DEPHD9 / ADSKIL7 / ADSKIL8
Learning Support Assistant (EDAS) x 3			GRD4 / GRD5
Marketing & Communications Assistant			GRD8
Mathematics Specialist Adviser			IA19
Nursery Nurse (EDAS)			GRD8
OEBP Manager			GRD11
Osprey Co-ordinator			GRD10
Outreach Worker			GRD10
Partnership Development Officer (EY)			GRD11
Primary Strategy Manager / School Improvement Adviser	HEAD	23	
Project Co-ordinator for 14-19 Strategy			GRD10
Quality Workforce Dev Manager			GRD15
Quality Workforce Development Officer / Recruitment Officers x 4		GRD	11
School Adviser Eng Drama & Media Studies			IA19
School Drug Education Consultant			GRD11
School Improvement Adviser x 8			IA19/IA2/ IA22
School Improvement Partner			IA22

Schools Adviser (RE)			IA20
Schools Adviser Outdoor Education Manager			IA20
Senior Early Years Advisory Teacher x 4			IA14
Senior Lead Teacher (BME Achievement) x 2			TEACHUP
Senior Lead Teacher (GRT Achievement)			TEACHUP
Senior Lead Teacher (Key Focus Groups)			TEACHUP
Service Manager OEBP			GRD14
Senior Early Years Foundation Stage Advisor			IA27
Strategic Lead Early Learning		COC	
Strategic Lead - School Improvement			COC
Strategic Lead 14-19			IA30
Strategic Lead Governance			IA30
Strategic Lead School Organisation & Planning			IA28
Teacher (EDAS) x 12			TEACHUP
Teacher UPS x 2			TEACHUP
Teaching Assistant (EDAS) x 4			GRD4 / GRD5
Travellers Education Outreach Worker			GRD10
Tutor - Language (EDAS) x 7			WELCI / WELCT / ED- NOT
Work Experience Manager			GRD11

PROPOSED POSTS FOR CREATION			
New Post Title	FTE	Tier	Indicative Grade
Active Leisure & Learning Apprentice	1	6	Minimum Wage
Anti-Bullying Strategy Coordinator	1.5	TBC	
Attendance and Engagement Information Officer	1	6	TBC
Children's Centres & Childcare Manager	3		G15
Community Hub Team Leaders	14	5	G12
Community Hub Support Workers	49	6	G7
Community Hub Workers	70	6	G10
Deputy Managers Children's Centres	3	5	TBC
Deputy Managers Community Childcare & Play	3	5	TBC
Duke of Edinburgh/Accreditation Manager	1	5	11
Duke of Edinburgh Support Worker	1	6	G6
Early Intervention Managers	3	3	Hay Evaluation Needed
Early Years SEN Manager	1	4	G15
Early Years SEN Team Leader	2	5	IA7-10
EHE Visitor	1.6	TBC	
Engagement in Education, Training and Employment Manager	1.4	G15	
Hub Service Managers	7	4	G16
IAG Data Officers	2.6	TBC	

IAG Development Officer	1	5	TBC
IAG Information and Opportunities Adviser	1 6	G8	
IAG Information and Opportunities Coordinator	1 5	G10	
IAG Information and Opportunities Officers	3 6	G6	
Riverside Outdoor Learning Specialists	2	6	G10
Riverside Team Leader	1	5	G13
Senior Attendance & Engagement Officer	1	5	TBC
Senior Social Inclusion Officer	1	5	TBC
Social Inclusion Officer	2	6	TBC
Youth Inclusion and Engagement Manager	1	4	G15
Youth Opportunities Officer	1	5	G9
Riverside Team Leader	1	5	TBC
Senior Attendance & Engagement Officer	1	5	TBC
Senior Social Inclusion Officer	1	5	TBC
Social Inclusion Officer	2	6	TBC
Youth Inclusion and Engagement Manager	1	4	G15
Youth Opportunities Officer	1	5	G9
Educational Effectiveness Manager	1	3	Hay Evaluation Needed
0-5 Standards and Progress Manager	1 4	GRD16	
Early Years Manager North	1	5	TBC
Early Years Manager Central	1	5	TBC
Early Years Manager South	1	5	TBC
Quality & Intervention Manager	1	5	TBC
Quality Workforce Development Officer	2.5	5	TBC
Early Education Consultant (EAL)	1	5	TBC
5-11 Standards and Progress Manager	1	4	GRD15
11-19 and Special Standards and Progress Manager	1 4	GRD15	
School Improvement Officer	10	5	TBC
School Improvement Manager (Additional Needs)	1 4	GRD16	
Lead Teacher BAME + EAL	1	4	TBC
Lead Teacher BAME	1	4	TBC
Lead Teacher GRT + BAME	1	4	TBC
Community Liaison Teacher	1	5	TBC
Educational Transformation Manager	1 3	Hay	Evaluation Needed
School Governance and Accountability Service Manager	1	4	GRD15
School Leadership and Professional Development Co-ordinator	1 4	GRD15	
Alternative and New Provision Service Manager	1	4	GRD15
Educational Innovation and Commercial Services Manager	1 4	GRD15	

School Organisation & Planning Manager	1	3	Hay Evaluation Needed
Early Years Sufficiency and Access Manager	1	4	GRD14
Early Years Sufficiency & Access Business Support Officer	1 5	TBC	
Business and Skills Manager (Joint reporting arrangements with E&E)	1 3	Hay	Evaluation Needed
Skills Partnerships Co-ordinator (Joint reporting arrangements with E&E)	1 4	GRD14	
Skills Funding & Data Services Manager (Joint reporting arrangements with E&E)	1 4	GRD14	
Work Experience Business Services Manager (Joint reporting arrangements with E&E)	1 4	GRD13	
Skills Service Officer	8	5	TBC

Deputy Director Children's Social Care

Social Care and Safeguarding

In reshaping our services we have taken into account all the services provided by social care and safeguarding are for children with specialist/complex needs and include:

- Contact, referral and assessment of statutory social care and child protection
- Family support for children and families assessed under the Children Act as Children In Need (CIN)
- Child protection services including support and services to children at risk of significant harm
- Disabled children's services including respite care (day and night)
- Looked After Children (LAC) regulated provision and support, including Fostering Service and Children's Homes
- Asylum seeking children and families
- Leaving care services (until 21, or until 25th birthday if in higher education)
- Children who are carers
- Adoption and Special Guardianship Services

Within our new arrangements all of these services are to be retained but current management arrangements will change.

The delivery of safeguarding and other children's social care services are key priorities for the Council and consequently there will not be any reduction in these front line services.

Proposals

We propose to reconfigure our management arrangements of the service. These changes will maintain clear accountability, improve spans of control and ensure effective prioritisation of workloads.

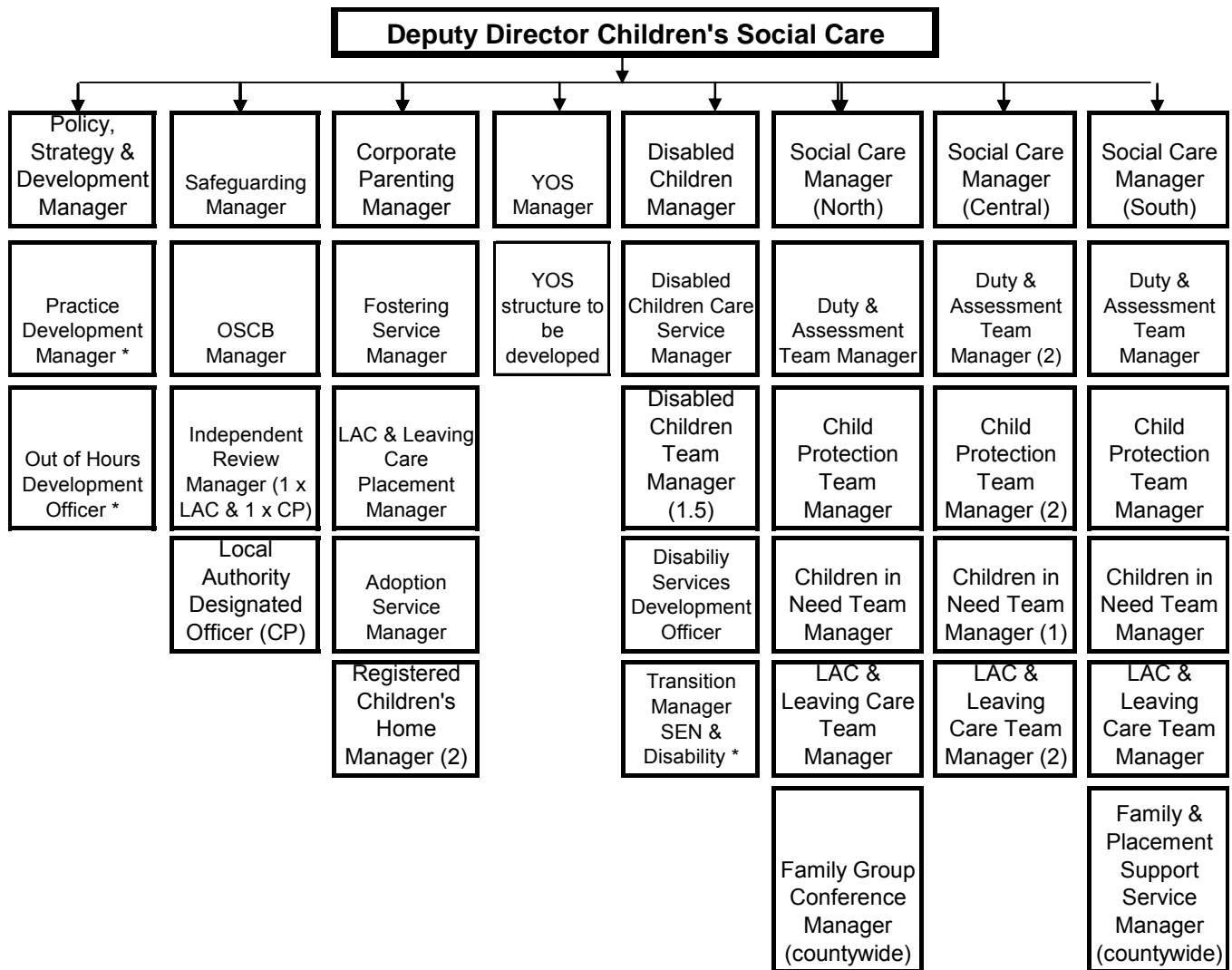
We will, during 2011, continue to develop with the Police, Schools and Health colleagues, joint arrangements to support multi-agency working. We are particularly keen to develop joint investigation services with the police and further develop joint working with health providers.

We will continue to make maximum use of our own internal resources during 2011. The Multi – dimensional Treatment Foster Care (MTFC) service originally funded via a specific grant from Government will continue but be funded from within the Directorate's placement budget. As part of the previous Government's Aiming High for Disabled Children's programme, we received significant financial resource to expand the available short breaks for disabled young people and promote new ways of working across health, social care and other partners. This funding was due to end in March 2011. The Council intends to continue to maintain most of our Aiming High activity. This significantly augments existing mainstream provision and will give us a significant level of resource to provide continuing support for disabled children. Within 2011/12 we propose to explore the possibility of whether a charge (based on ability to pay) should be implemented.

The Management Structure

The proposal is underpinned by the current three area structure where the core functions of Children's Social Care - assessment, care management of children in need of protection, and those looked after, are delivered through the three geographical areas. The aim of this arrangement is to enable the service to concentrate on the core business of protecting children from abuse and neglect and supporting the most vulnerable children.

The proposals remove the position of strategic leads from the service.



KEY

- * Job description to be developed
- CP Child Protection
- LAC Looked After Children
- SEN Special Educational Needs
- YOS Youth Offending Service
- OSCB Oxfordshire Safeguarding Children Board

Social Care Manager

Each geographical area of North and South Oxfordshire along with Oxford City will be led and managed by a Social Care Manager. The main responsibilities of this post will be to ensure the safe and effective delivery of high quality social care services to children living in their area. Each Social Care Manager will also have responsibility for a nominated aspect of the service, for example: Looked After Children, Child Protection, and Children in Need. These responsibilities will be developed when people have been appointed to these posts.

Corporate Parenting Manager

A new position of **Corporate Parenting Manager** is proposed. Its primary function will be to ensure delivery of the Council's Corporate Parenting Strategy and develop and lead implementation of integrated services which improve children and young people's life chances, ensure smooth transition between services at all stages and produce good outcomes for looked after children and young people.

The post will have overall responsibility for leadership and management of the Looked After Children resources of the service, (Fostering, Adoption, Residential Care). It is also proposed that this post holds strategic responsibility for Private Fostering, development of services to care leavers, asylum seeking children, homeless and vulnerable young people and other County wide responsibilities that are yet to be determined.

Under the management of the Corporate Parenting Manager the following posts are proposed. A **Fostering Service Manager**. This post will be responsible for the provision of Fostering and Kinship care, recruitment and retention of foster carers, the Multi-dimensional Treatment Foster Care scheme and a range of placement support services including the ATTACH service. There are no proposals in this consultation document to alter the current configuration of Family Placement teams - this will be considered in the medium term as part of development of the Placement Strategy. An **Adoption Service Manager** will have responsibility for Adoption, post-Adoption and Special Guardianship Services; a **LAC and Leaving Care Placement Manager** post is proposed with responsibility to develop and commission a range of placement and support services for children looked after and care leavers.

Safeguarding Manager

It is proposed that this part of the service is reconfigured to support clear focus on our key safeguarding responsibilities as set out in Working Together 2010, by providing strategic and professional leadership on safeguarding within the Children, Education & Families Directorate. Working in partnership with schools, partner agencies, and the Oxfordshire Safeguarding Children Board (OSCB) the service will be responsible for development and implementation of effective safeguarding policy, procedures, performance management and quality assurance systems across children's services in the Directorate.

The OSCB business management functions will be located within this service area. Review of the business management functions in the OSCB is under way and will inform any changes to the configuration of posts in this arm of the service.

The Independent Child Protection Conference Chairs and LAC Independent Reviewing Officer roles will be separated into discrete teams, both retaining their Quality Assurance functions and

will both be managed within the Safeguarding service area, under the proposed posts of **Independent Review Managers**.

A **Local Authority Designated Officer (LADO)** Unit will be established. It is proposed that LADO duties across the directorate can be brought together in one unit.

Policy, Strategy and Development Manager

It is proposed to establish this post which will have responsibility for strategic and professional leadership to develop Directorate policy and strategy on the development and improvement of services to children and young people in need and their families. The main focus will be to ensure that services to vulnerable children and young people and those in most need are aligned, integrated and co-located where appropriate.

It is proposed to have a **Practice Development Manager** post within this service.

Youth Offending Service Manager (YOS)

It is proposed that the YOS will be structurally located within Children's Social Care to ensure that safeguarding, risk and vulnerability management is integrated effectively within a social care framework.

The detailed management arrangements of Youth Offending Service will be developed later. This will allow the Directorate to take account of any recommendations arising from the planned Youth Justice Inspection that will be undertaken in February 2011.

Disabled Children Manager

It is proposed that the delivery of services to disabled children be managed on a county wide basis. This is to position the service to move towards integration with Health at a later date. The Disabled Children Social Care area teams will remain located in their areas and maintain close working relationships with other social care teams in the areas. The Care Services team will remain as currently configured.

It is proposed that a **Disability Services Development Officer** along with a **Transition Manager** post be developed to address firstly, the delivery of a range of short break and other services and secondly, to develop an effective transition service for young people as they move to adulthood. The detail of these posts will be developed with the establishment of the service.

The Proposed Area Teams Arrangements

The proposed structure brings together the major care management and social work service functions under the leadership of 3 **Social Care Managers**.

There will be in each area a **Duty and Assessment Service** that will operate as the front door service. The Oxford Radcliffe Hospital Assessment Team provides a range of services, and the future configuration of these services will be included for consideration during this consultation period. Consideration in the medium term needs to be given to co-location and multidisciplinary work with Police and Health partners. This work is currently being developed.

Within each area, it is proposed to establish teams with the following functions:

- **Child Protection teams**
- **Looked After Children and Leaving Care teams**
- **Children in Need teams**

This will provide a wide range of services for children who are at risk of significant harm, children and families who are in need of support services, and those who are looked after.

The proposal is that the **Child Protection teams** will be responsible for the management of children subject to a child protection plan, along with all Public Law Outline proceedings in care matters.

The **Looked After Children and Leaving Care teams** will be responsible for working with LAC for whom the long-term care plan is permanent alternative care. This would include children subject to a Care Order and children accommodated by the local authority under section 20 Children Act 1989. These teams would also be responsible for all care leavers, bringing together the current area based Leaving Care team staff with the area based Looked After Children staff.

It is proposed that the **Children in Need Teams** will manage those cases meeting the children's social care eligibility criteria where a service, is required, as defined under Section 17 of the Children Act 1989.

Processes regarding transfer protocols and accessing services via eligibility thresholds will be developed prior to the move to these new organisational arrangements. The objective however, is to develop a range of preventative activities to provide ongoing support and care for this group of vulnerable children.

It is proposed that the **Family Group Conference Service** will be retained and managed county wide by a Social Care Manager on behalf of the two other areas. Members of its staff will be attached to each area, working with Children in Need teams, as a preventive service.

It is proposed that the **Family and Placement Support Service (F&PSS)** will be managed county wide by a Social Care Manager, with members of its staff attached to each area.

The **ATTACH (Attaining therapeutic attachments for children) Team**, currently managed within F&PSS, will be managed within the Corporate Parenting arm of the service.

In the medium term, the Children Young People and Families Directorate wishes to develop its preventative and children in need services, in preparation for improved integration and multi agency services, that could include location within partner services. The separation of the management of child protection from that of the children in need service, is to allow for this future development. This is the primary reason for proposing dedicated Children in Need team, that could facilitate this development work once the new structure is in place.

In order to deliver these proposed changes a number of posts are to be deleted and new posts established. These are shown below.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?
4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?

In presenting your comments and feedback you are encouraged to look at Toolkit 10.

Below are some of the questions which are likely to arise from these proposals. We would particularly welcome your views on these matters. There will be many more questions you wish to ask and there will be opportunities for you to do so during the consultation period, in writing or through consultation meetings.

Assessment

1. Assessment teams currently deal with all initial assessments, core assessments and section 47 investigations on new referrals. It is proposed to retain this model – do you agree? Should locality senior practitioner posts remain based in Assessment Teams?
2. Do we need a separate Assessment Team based in the hospital? If so, should the current model of assessment and child in need service delivery continue or should it focus on assessment exclusively?

Child protection/care proceedings

3. Is it right to separate child in need service delivery from child protection service delivery? What do you see as the issues, pros and cons?

Disabled children

4. Is it right to have a specialist county wide Disabled Children's Service? Are its current thresholds for services the right ones?

LAC and Leaving Care

5. Should Looked After Children teams focus on permanence planning after care proceedings have concluded?
6. Should, as proposed, LAC teams incorporate the Leaving Care service, with personal advisors become integrated into new permanence and long-term LAC teams, working with young people to age 18, 21, or 25?

PROPOSED POSTS FOR DELETION	FTE	Tier	Grade
Current post title			
Strategic Lead – Protection and Prevention		3	COC
Strategic Lead – Children Looked After		3	COC

Strategic Lead - Safeguarding		3	18
Area Service Manager X 5 (4.67 FTE)		3	16
Adoption and Permanence Service Manager		3	16
Service Manager - Family Placement		3	16
Service Manager Strategy, Performance and Development	3		16
Service Manager Corporate Parenting and Quality Assurance	3		16
Service Manager Safeguarding and Quality Assurance		3	16
Service Manager Children's Social Care Homes		3	15
Team Manager Assessment X 6 (4.42 FTE)		4	14
Team Manager Family Support X 4		4	14
Team Manager Children Looked After X 6 (4.19 FTE)		4	14
Team Manager Leaving Care		4	14
Team Manager Placement Duty Team		4	14
Aiming High for Disabled Children Short Breaks Project Manager	4		14
OSCB Training Co-ordinator (Vacant post)		5	11
PROPOSED POSTS FOR CREATION	FTE	Tier	Indicative Grade
New post title			
Social Care Manager	3.00	3	Hay Evaluation needed
Corporate Parenting Manager	1.00	3	Hay Evaluation needed
Policy Strategy and Development Manager	1.00	3	TBC
Safeguarding Manager	1.00	3	Hay Evaluation needed
Disabled Children Manager	1.00	3	Hay Evaluation needed
YOS Manager	1.00	3	Hay Evaluation needed
Team Manager	15.00	4	14
LADO Manager	1.00	4	15
Practice Development Manager	1.00	4	TBC
Independent Review Manager (LAC)	1.00	4	TBC
Independent Chair Manager (CP)	1.00	4	TBC
Fostering Services Manager	1.00	4	16
Adoption Services Manager	0.61	4	TBC
Disability Services Development Officer	1.00	4	12
Transition Manager SEN and Disability	1.00	4	TBC
LAC and LC Placements Manager	1.00	4	TBC
Out of Hours Development Manager	1.00	4	TBC

These changes account for a relatively small number of posts. They are proposed in order to introduce a more effective set of managerial arrangements. Most operational posts within this arm of the service are unaffected by these proposals for organisational change. There will however be changes to the working arrangements, which may include location, for many of our frontline staff. The details of this are to be developed. This will occur as a consequence of the consultation outcomes.

Administrative Support

This consultation document does not include proposals in relation to the essential element of administrative support which is the subject of a separate review. It will be necessary to re-align administrative support so that it best supports the new structure. The re-alignment is likely to result in fewer posts than there are at present. We are conscious that all staff who may be affected by the review will want to know how it might affect them and details of it will be shared as soon as possible. High quality administrative support is essential for supporting the delivery of our directorate objectives. There will be changes in administrative support as a consequence of our final structure re-design.

We are seeking views on how our administrative support is best deployed and will be conducting a review of our administrative support alongside this consultation so that our final structure contains the proposed roles to support our redesigned structure. We will be seeking to include core competencies for our administrative roles that will effectively support all parts of the directorate.

There are currently, several business support models in the directorate. These have built up over time in response to particular service needs. An 'Admin Review' completed some two years ago sought to introduce a more consistent approach to administrative support than had previously been the case (e.g. through introduction of generic job descriptions). This has been very successful in some parts of the directorate, notably the three Areas but some inconsistencies remain.

Which posts will be subject to this review?

All administrative support services for the directorate are in scope. This will extend beyond those posts which have 'administrator' and synonyms of administrator in their title but will exclude those whose role is evidently very specialised.

Job descriptions

It is proposed to keep the current generic job-description but there will be clarity on the competencies and essential requirements of our administrative roles.

Future models

There are *currently* three broad models (or variations of these models) for provision of administrative support in the directorate.

Option 1. Administrative staff that are managed totally, by other (more senior) administrative staff. Where the senior administrative staff are responsible for the majority of an administrator's work, line management, appraisal etc.

Option 2. Administrative staff whose principal work is for operational staff but who are also part of an administrative team managed by other more senior administrators who are responsible for line management, appraisal etc.

Option 3. Administrative staff who are managed, totally, by operational staff. Where the operational staff are responsible for all elements of an administrator's work, line management,

appraisal etc.

There is no agreement about which model is best and, as noted above, a variety of practice has emerged, over time.

Option 1 provides advantages in terms of consistency of practice amongst administrative colleagues. It releases operational staff from management responsibilities for administrative staff and allows them to focus on their operational responsibilities. Management of administrative staff is dealt with by experts in that field (i.e. other more senior managers). This option, combined with the adoption of generic job descriptions, results in 'teams' of staff with an administrative support role and provides the organisation with much greater flexibility and resilience as staff can, within limits, be reassigned as necessary to meet changing demands.

Option 2 arguably provides the best of both worlds but it does so at a price. The lines of accountability are not always clear and there can be tensions between the wishes/preferences/professional views of the operational manager and administrative manager.

Option 3 has the advantage of simplicity and a transparent line of accountability. It does however have the potential for inconsistency of practice amongst administrative colleagues not only in terms of the operational work they support but also and, significantly, for inconsistency of approach in relation to county/directorate wide office and HR practices. Operational colleagues, who may well be expert in their field, may not, necessarily be sufficiently expert in relation to office and HR procedures and practices which *may* leave administrative colleagues isolated. It also dilutes the time available to operational staff for doing the operational work that they are paid to do and in relation to which they are expert.

Conclusion

Option 1 emerges clearly as the preferred option first because it allows operational and 'front line' staff to focus on their area of expertise and secondly because it is the model which provides the greatest degree of flexibility and resilience for the directorate.

At the same time, while there is a lot to be said for the development of a universal model of support across the whole directorate, it is recognised that there *may be* occasions when Option 2 will, be the better option.

It is therefore proposed that we should proceed on the basis of Option 1 wherever possible and Option 2 where not.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?

4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?
5. Which option for the deployment and management of administrative support do you prefer and why?
6. What do non administrative staff want from their administrative support?
7. What do administrative staff think could be done more effectively and efficiently?

In presenting your comments and feedback you are encouraged to look at Toolkit 10.

Section 6 – What happens next

An electronic copy of the proposals will be provided to all of our staff and the relevant recognised unions as part of the consultation process.

Making appointments

The process for selecting who to redeploy to new posts forms part of the consultation and will comply with the [Council's Redundancy Procedure](#). It is proposed to select on the basis of the most appropriate people in terms of current role, cost and match with the person specification including as appropriate, the competencies agreed as part of the Key Service Manager process.

All staff will be given a Staff Preference Sheet at each phase of the appointment process so they can indicate their preferred redeployment option to eligible posts. Interviews will be held for the posts included in this restructure where roles change. Information will need to be provided by those involved therefore, on skills and experience, which demonstrates how the selection criteria are met.

Where posts are unaffected, there is no reduction in numbers or it is believed that there is a considerable overlap between a single existing post and a single new one, then staff assimilations, or "slotting in", will be shown. Further details are being prepared to show which people are proposed to be assimilated to posts and which staff may be eligible to be considered for posts (see information about ring fences below).

Selection for new posts will be from staff identified as being in the ring fence for each post. These ring fences will be within the CYP&F Directorate. The ring fence will normally include posts either on the same grade and/or one grade either above or below. The amount of time someone spends on duties in their current role will be taken into account when deciding on which posts they are ring fenced for (this is usually on a 80:20 ratio but can vary).

If a preference is for a higher graded post or there are more people expressing a preference than available posts, then a competitive selection process will be necessary and staff will be asked to submit a summary of how they meet the selection criteria. If only one person expresses an interest in a post then they would be slotted into the role if they are able to demonstrate that they meet the selection criteria.

It is intended that Tier 3 posts will be appointed to first, then tier 4 posts, with remaining posts to follow. Suitable candidates within the ring fence who are currently paid at the evaluated grade for the post will be given priority. Those managers who are unsuccessful in gaining a tier 3 post will then be considered along with the ring-fenced employees at tier 4 for the new tier 4 posts. Any managers who are not redeployed at tier 4 will then be subject to redeployment or redundancy.

Following the appointments at tiers 3 and 4, the remaining posts will be appointed to. The new structure is shown where it is known, i.e. in Early Intervention, and these reflect a reduction in numbers employed, particularly among managers. New and deleted posts are listed. The structure for the other parts of the Directorate will be published as soon as they are available,

again with new and deleted posts listed. A selection process will take place to achieve these reductions and so staff whose posts are shown as deleted should therefore consider themselves to be at risk of redundancy. Other staff below tier 4 will be unaffected and so these posts will be continuing.

An economic assessment will be undertaken to determine whether pay protection can be applied, in accordance with the current pay protection policy. Pay protection may apply in certain circumstances where it is required to achieve legitimate business objectives.

Every effort will be made to accommodate existing work patterns in line with Council policies. Flexible working and hours may need to be reviewed to ensure operational needs of the new team are met. Staff can express a preference for the same or lesser hours but not normally for more hours. However it may not be possible to accommodate all requests.

If an employee is due to be re-located from their current place of work they will be entitled to claim excess travelling expenses under the disturbance allowance policy for 4 years from the date they relocate subject to the current conditions of the policy

- If people cannot move due to exceptional circumstances their case will be dealt with on an individual basis
- If individuals simply do not want to relocate their contract of employment may be terminated

Transitional arrangements

Staff will continue to work in their existing job roles, under existing line management, in their existing locations until the new structure is in place.

Redundancy

Staff who are unsuccessful in obtaining a post in the new structure will at the earliest opportunity meet with [Job finders](#) and will be supported by the HR Management Advice Team. Displaced staff will be referred to [Job Finder](#) for the duration of their notice period during which time every effort will be made to identify an alternative job within the Council or Partner organisations. Staff are expected to cooperate and engage fully with the [Job Finder Service](#). Unless there are extenuating circumstances the search period will commence 1 week after receipt by the employee of the job finder application form.

While the employee is on job finder they will remain in their current role or undertake temporary work in the interim with Directorate funding. If OCC cannot find reasonable alternative employment then this will normally result in redundancy. Where a post is identified that the Council considers to be a reasonable alternative and the employee refuses to take up this post, any entitlement to redundancy will be lost.

Where someone is offered a substantially different post, either through redeployment or appointment, they may feel uncertain about whether they and the post are suited. To minimise the risk in such situations for both the employee and the Council, a trial period of up to 4 weeks will apply.

The Councils policy is to pay redundancy pay at one and half times statutory weeks on actual pay. Redundant staff will be provided with a calculation of their redundancy pay.

Requests for Voluntary Redundancy

Since there will be significant reductions in the number of posts at senior levels, Tier 3 and 4 managers should talk to their Deputy Director if they wish to put forward expressions of interest for voluntary redundancy on a no-commitment basis. Through this we hope to be able to release some people and meet their wishes. Affordability and the need to ensure we have the right skills and experience for the service in the future means it may not be possible to grant all requests.

Temporary Employees

Employees on fixed term contracts are being consulted in the same way as other staff and have the right to not be selected unfairly for redundancy. There are some exceptions, for example if the temporary employee is covering a vacancy as a result of maternity or sickness then there is no cessation of work, i.e. the post is continuing. In such circumstances, regardless of service length, a redundancy situation does not arise so no payment would be due. Staff need to have two years' continuous service to receive a redundancy payment. Individual circumstances vary and staff are advised to check with Tim Barnett if they are in doubt.

Support for Staff

A range of support is available for staff affected by these proposals and details are on the [support for employees at risk of redundancy](#) page. The page contains information about redundancy and retirement policies, the [Job Finder Service](#), internal vacancies, learning and development options and useful external websites.

[Staff Care Services](#) is available to provide for confidential advice and support where people are experiencing exceptional work-related problems. The Service can be contacted on 01865 815505.

Staff will also be able to discuss matters with their line manager or HR.

Tier 2 and Tier 3 Proposed Structures

