

Ethnic Minority Achievement Service Reorganisation

Consultation Pack

1st May 2012

Dear Colleague

Staff and Trade Union Formal Consultation on the Proposed Reorganisation of the Ethnic Minority Achievement Service (EMAS), including formal redundancy consultation.

You will be aware of discussions relating to potential changes and the proposed reorganisation of the Ethnic Minority Achievement Service as signalled in staff meetings and with Trade Unions in the joint DJC and Stakeholder Reference Group.

Following a research phase with stakeholders, the results of which are summarised in this paper, this formal consultation paper proposes a major change to the current service. The proposal envisages a major reduction in staffing from 22 to 2 posts and up to 20 potential redundant positions.

I enclose a consultation pack which details:

1. the rationale for the proposal;
2. the proposals for the restructure;
3. the process for moving from the current structure to the new;
4. a list of positions at risk of redundancy arising from this proposed re-organisation (Appendix E).

Also included are Frequently Asked Questions which you may find helpful.

These papers will be sent to the home address of any absent employees.

I would like to invite you to attend a formal consultation meeting to initiate the formal consultation on the proposals at 4:00pm-5:00pm on Tuesday 1st May 2012 at Harrow Teachers' Centre. I have also invited trade union representatives to attend.

There will also be the opportunity for you to discuss any concerns on a one-to-one basis, with me or you can contact the HRD Advice Line on 020 8424 1110 for advice on procedural issues.

I confirm the timetable below:-

- Tuesday 8th May 2012 – Open Consultation meeting regarding reorganisation of the Ethnic Minority Achievement Service at the Teachers' Centre from 3:00pm-5:00pm.
- Tuesday 29th May 2012 – Closing date for comments on the consultation.
- Monday 11th June 2012 – Meeting with staff and trade unions for feedback on consultation at Harrow Teachers' Centre from 3:45pm – 4:45pm.

The Council has set a standard for managing change which managers must follow called the ' Protocol for Managing Change'. Copies are available on the Council Intranet site under "Working for Harrow". Staff without Intranet access should request a copy from Pravina Ladhu.

I also confirm that advice and support is available to you from your trade union, the Occupational Health Service on ext 2449 and the Council's Employee Assistance Programme who can be contacted on 0800 716017, quoting reference 71650.

Yours sincerely

Adrian Parker (Head of Education Strategy and School Organisation)

Tel: 020 8736 6506

Email: adrian.parker@harrow.gov.uk

Ethnic Minority Achievement Service (EMAS) Reorganisation

1 Background and Summary

This reorganisation is required as a result of:

1.1 Funding changes

From 2011/12 the previously ring fenced Ethnic Minority Achievement Grant was incorporated into the Dedicated Schools Grant (DSG) by the DfE. Consequently EMAS is now funded by centrally retained DSG. EMAS is one of the services impacted by Academies, as a proportion of the service's DSG funding transfers to academies on conversion. The lack of buy back from the academies, who converted in 2011/12, coupled with the loss of other external grant funding, has already created pressures on service costs and has resulted in some service adjustment, including a significant reduction in staffing. The service is not yet self sustaining financially and it is necessary to look at its viability and make any necessary adjustments in its organisation, traded services and operating model to make it a self financing and effective traded service by 1st September 2012.

The service's council budget contribution is only £32k and given the financial challenges facing the council there is minimal scope to increase this funding.

1.2 Changed National Expectations

There are changed national expectations about the support arrangements for school improvement, specifically the role of the Local Authority as a provider of School Improvement Services. While giving the Local Authority a strong strategic role as champion for parents, families and vulnerable pupils, the government envisages a minimal residual statutory responsibility for School Improvement in the future and only in the form of quality assurance and commissioning intervention in failing schools.

1.3 Harrow Children's Services

The development of a new model for Harrow Children's Services, specifically the establishment of Education Strategy and School Organisation (ESSO), that includes EMAS, and the implementation of the Harrow School Improvement Partnership (HSIP). This reorganisation implies a strategic Local Authority role with support to schools commissioned through HSIP.

As a result the Ethnic Minority Achievement Service will change from 1st September 2012, its activities being shaped by outcomes of the research phase and then this formal consultation.

2.1 Research Phase

Research was undertaken from 27 February to 26th March to inform future proposals. Responses were sought on core strategic activities, leadership of enhanced provision and advice and support to schools, including CPD. The outcomes of this phase have been previously circulated.

2.2 Core Activities

There was a general view that the following should constitute core activities:

- monitoring achievement of BME pupils including Travellers;
- seeking grant funding for projects;
- monitoring advice and support to schools;
- support for Travellers.

2.3 Leadership of Enhanced Provision

There was a general view that EMAS should provide strategic leadership on aspects of enhanced provision. Currently this might include ESOL, Family Learning, Quality Assuring Supplementary Provision, the Harrow Weekend School and Parent Ambassadors training. The range of such activities might vary over time.

2.4 Buy back from schools

Whilst Refugee Achievement and Parent Ambassador support for new arrivals was valued, the buy back from schools is insufficient for this provision to continue in its existing form.

2.5 Advice and Support to Schools including CPD

There was a general view that this should be undertaken by HSIP and Knowledge Centres, with a possible partnership contribution from EMAS.

3 Proposed New Operating Model for EMAS

3.1 As a result of changes to funding, changed national expectations and local reorganisation it is necessary for the Ethnic Minority Achievement Service to be restructured.

Therefore, a future EMAS will be a minimal strategic service funded by a combination of:

- limited Council funding;
- schools' funding through a service level agreement and buy back arrangements, that would replace current service level agreements;
- income from other partners and;
- funds obtained through any bidding process for specific projects.

To better reflect the changed service, it is proposed to rename the service as the 'Enhancing Achievement Service.'

3.2 Existing Structure compared with Proposed New Structure - see Appendix A & B

It is proposed that the restructured EMAS will have two posts. A strategic post, Senior Professional, Enhancing Achievement Service, and a Traveller Liaison/Support Officer.

3.3 Proposed Role Profiles – see Appendix C & D

The proposed role profiles for the two posts are provided as part of this consultation.

4 Proposed Implementation

4.1 All posts will be filled in line with the implementation timetable to be set out in the final proposals (June) and by the processes described in the Council's "*Protocol for Managing Organisational Change*" (PMOC). Depending on the outcome of the consultation on proposed posts and associated role profiles, it is anticipated that appointment to those posts will be through assimilation and/or ring fenced interviews of current staff following a job matching process.

4.2 However, recruitment to agreed posts will not be taking place until after the dates, 31st May for those staff on Teachers' Pay and Conditions and 8th June 2012 for other staff, on which the Council is required to issue redundancy notices in order to give the required 12 week notice for termination of employment on 31st August 2012.

- 4.3** As a result of these developments up to 20 staff will be at risk of redundancy. The list of current positions at risk of redundancy is shown in **Appendix E**.
- 4.4** The PMOC sets out the implications for, and entitlements of, staff issued with redundancy notices, including:
- details of the dismissal/redundancy process, including voluntary redundancy;
 - redundancy payment arrangements, in line with the Council's redundancy scheme;
 - support available to staff, including arrangements for re-deployment and retraining.
- Every effort will be made to redeploy staff under notice of redundancy.**

Individual advice on these issues is available from the HRD Advice Line (020 8424 1110).

5. Timetable

Activity	Timing / Date
Consultation Document issued to staff and trade unions	Tuesday 1st May 2012 4:00pm – 5:00pm Harrow Teachers' Centre
Staff Consultation Meeting	Tuesday 8 th May 2012 3:00pm – 4:00pm Harrow Teachers' Centre
Open Consultation Meeting, including Trade Unions	Tuesday 8 th May 2012 4:00pm – 5:00pm Harrow Teachers' Centre
Individual consultation meetings, by appointment with Adrian Parker and/or HRD representatives.	Friday 11 th May 2012, or at other times by appointment
Close of Consultation	5:00pm, Tuesday 29 th May 2012
Decision feedback to Staff and Trade Unions	3:45pm, Monday 11 th June 2012

Responses to any of the proposals in this consultation document should be sent to Adrian Parker, Teachers' Centre adrian.parker@harrow.gov.uk – by 5.00pm on Tuesday 29th May 2012.

Frequently Asked Questions and Answers in Reorganisation

1. Why does the Ethnic Minority Achievement Service (EMAS) need to restructure? Can't things be left the way they are?

Answer: EMAS needs to restructure because of significant changes to funding which means a much reduced budget and also changes to national and local expectations of school support.

2. Does the consultation mean that my views and opinions on the proposals count and a final decision has not yet been made on how to restructure?

Answer: The research and consultation process means that management are proposing these changes and also proposing how it will be done. A final decision on how the changes are made have not been finalised yet and your views and those of other stakeholders will be considered before a final decision is made.

3. What happens within a restructure?

Answer: In a restructure/reorganisation the staffing structure changes and in some cases this involves the deletion of existing posts and the creation of new posts in line with a new business way of working. Once new posts have been created management will try and match current employees to new posts within the new structure through assimilation or ring-fencing arrangements.

4. Does the deletion of my post automatically mean that I have been selected for redundancy?

Answer: No. Posts that are deleted may be replaced with new posts. If there is a match between the new and old post then where possible you will be assimilated into the new post.

5. What is assimilation?

Answer: Assimilation is the process in a reorganisation whereby an employee whose current job matches a job in the new structure can be offered, without being interviewed, the new position.

6. I am acting up/seconded into a higher graded post which is for a period of less than 1 year. Can I be considered for assimilation into the higher graded post?

Answer: No. Assimilation will only be considered where the reorganisation affects your substantive post.

7. What is ring fencing?

Answer: Ring fencing is a method of selecting people for a post in a restructuring process. Ring fencing is implemented when there are more people who may be assimilated into a post than there are posts available or when no employee's current role profile matches a job in the new structure closely enough to be assimilated, but

there are a number of employees with a part match. Those employees with a part match will have the right to apply for posts in the new structure ahead of any others. Only when the ring fencing process has been completed will any “unfilled” posts be open to others.

8. How would I ensure that Role Profiles are fair and reflect the duties required?

Answer: Role Profiles are part of the consultation process and we welcome your views on them. The Role Profiles will also be provided to the unions to consult on their content and also the grading.

9. What if I am not successful in obtaining a post in the new structure through assimilation or ring-fenced interview?

Answer: You may wish to apply for one of the roles under open competition if they are still available. HRD will support you in this process.

10. What if I do not want to apply for any posts in the new structure or accept a redeployment opportunity and prefer to be made redundant?

Answer: Unreasonable refusal to accept an offer of suitable alternative employment will normally affect an individual’s entitlement to a redundancy payment. The restructuring is not an opportunity for individuals to seek voluntary redundancy but it is an opportunity for the business to re-organise itself to deliver an effective service.

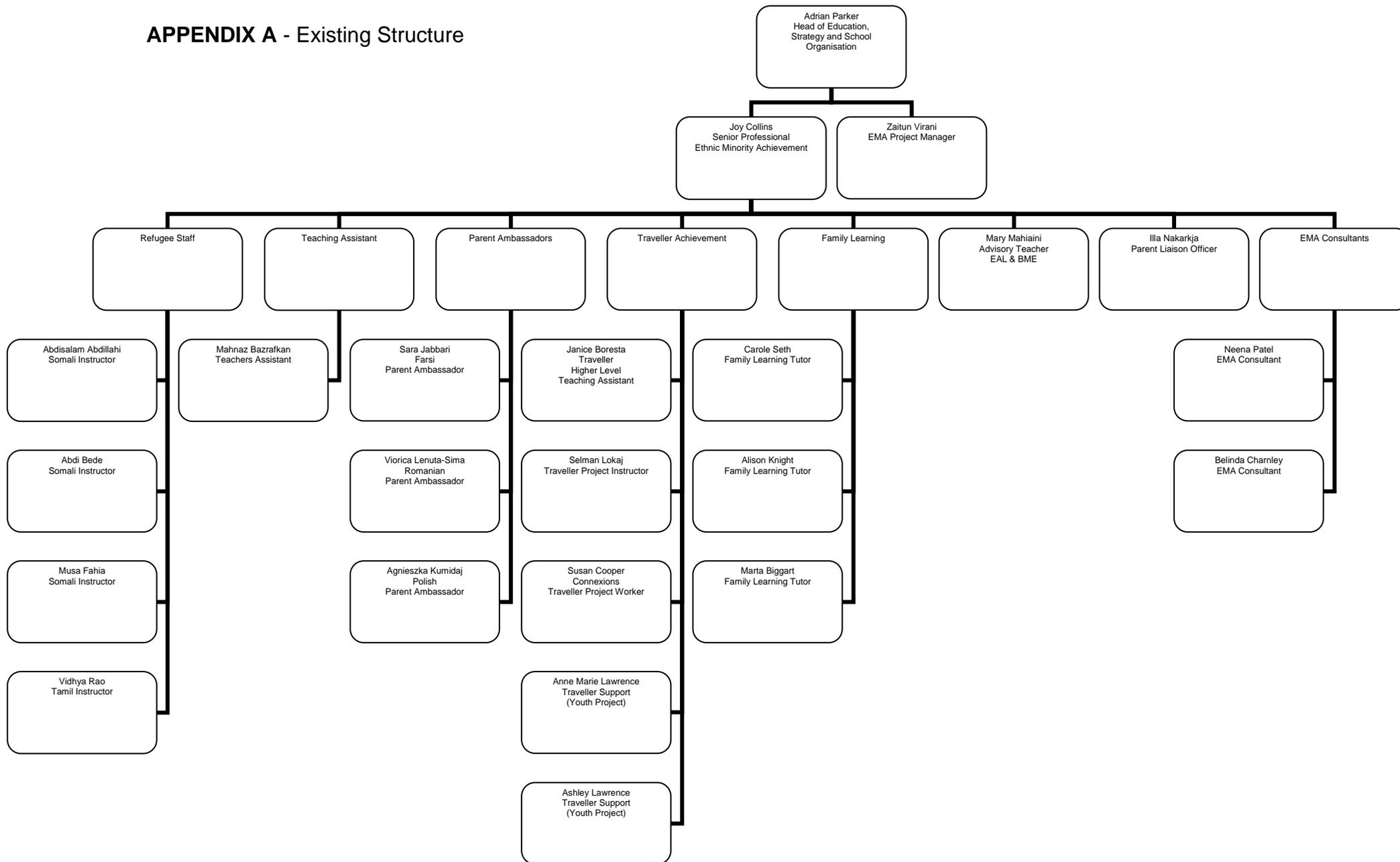
11. What support will I receive through this re-structuring process?

Answer: To ensure that staff are well supported and informed throughout the process, support and guidance will be available from your manager and, if you belong to a union, your union representative. Advice and support is also available to you from the Occupational Health Service on ext 2449 and the council’s Employee Assistance Programme who can be contacted on 0800716017, quoting reference 71650.

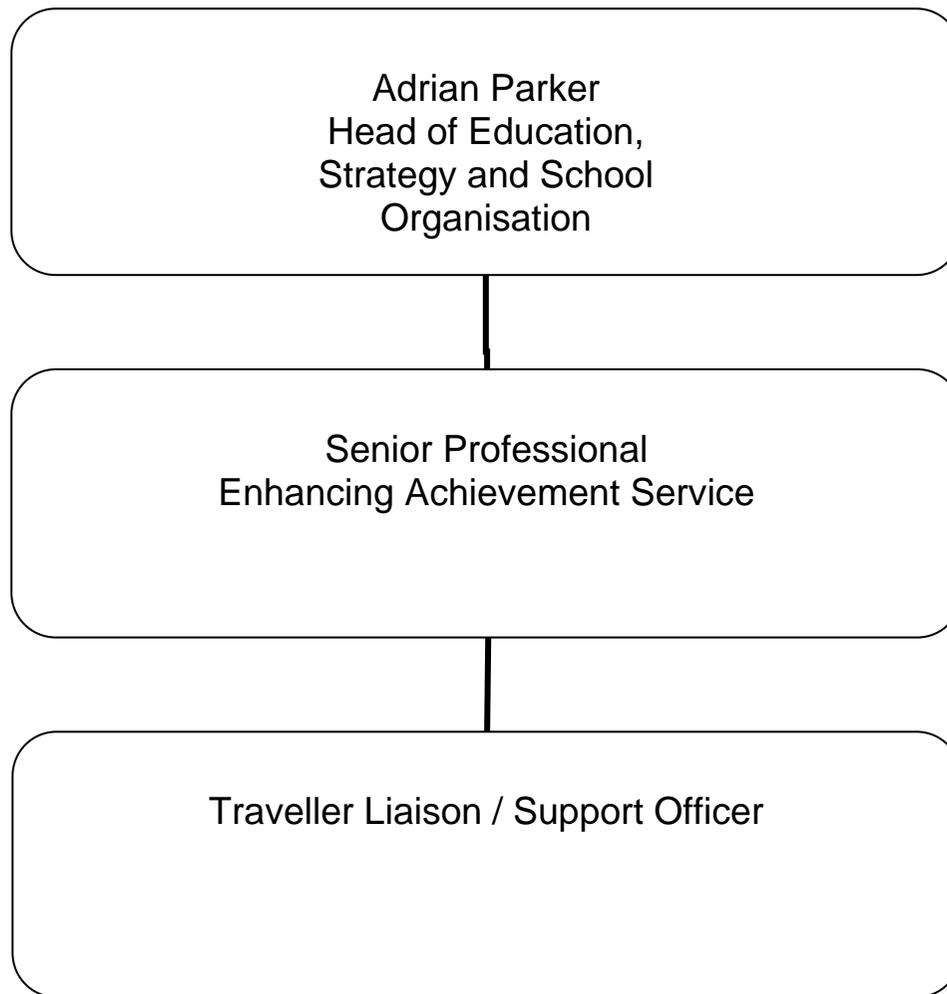
12. What if I feel I have been treated unfairly in the restructuring process?

Answer: If you feel you have been unfairly treated in the process then you should contact the senior manager leading the re-organisation. If still unsatisfied after this then you can raise your complaint through the Dignity at Work Procedure and seek advice through your trade union.

APPENDIX A - Existing Structure



APPENDIX B - Proposed New Structure



JOB DESCRIPTION / ROLE PROFILE

Job Title:	Senior Professional - Enhancing Achievement Service
Grade:	Leadership Group 11-15
Directorate:	Children's Services
Division / Section:	Education, Strategy and School Organisation (ESSO) / Enhancing Achievement Service
Reports to:	Head of ESSO
Date:	April 2012

1 ROLE PURPOSE

To lead on a range of core activities which include:

- Monitoring achievement of BME pupils including Travellers
- Monitoring advice and support to schools
- Support for Travellers
- Seeking funding for projects

2 DIMENSIONS

To provide strategic leadership on core activities and aspects of enhanced provision. Currently these include: ESOL, Family Learning, Quality Assuring of Supplementary Provision, the Harrow Weekend School and training for Parent Ambassadors. The range of such activities might vary over time.

3 CONTEXT

Working within ESSO and in collaboration with HSIP, Knowledge Centres and Schools, the postholder will work to narrow the attainment gap for vulnerable and underachieving pupils.

4 MAIN DUTIES / ACCOUNTABILITIES

List the principal duties/accountabilities of the post and the role specific accountabilities.

Generic Duties/Accountabilities	
1.	To implement and champion, through service and staff development, the Council's Health and Safety, Equal Opportunity and Information Security Policies.
2.	To promote and ensure participation in the Council's IIP, IPAD and training initiatives, information governance initiatives and information management best practice.
3.	To ensure that the post holder complies with their responsibilities as laid out in the Council's health and safety policy and takes an active role in promoting a positive health and safety culture.
4.	To support the operation of local and general elections when requested by the Returning Officer.

Generic Duties/Accountabilities	
5.	To manage provision so that the services are responsive to customer requirements, accessible to all relevant areas of the community and provide value for money.
6.	To be responsible for all personnel matters relating to the management of staff as required.
7.	To formulate annual operational plans and budgets so that there are clear priorities and appropriate resources are allocated to their achievement.
8.	To develop and contribute to longer term (2-3 years) plans for the service managed so that they are developed in line with Council and Government priorities and customer requirements.
9.	To use information technology systems as required, carrying out the duties of the post in the most efficient and effective manner.
10.	To ensure that all expenditure, in the area of budget responsibility, is monitored and controlled and, where appropriate, all income is claimed.
11.	To ensure services link effectively with related service provision, within or external to the Council, so that coherent and value for money services are provided. Where appropriate, and in conjunction with other service providers, to undertake joint planning of service delivery and/or for the closer integration of service provision.
12.	To develop SLAs in line with the Council's procurement and commissioning procedures.

Service Specific Duties/ Accountabilities	
1.	To provide strategic leadership on Enhancing Achievement and aspects of enhanced provision.
2.	To monitor the achievement of minority groups, currently BME & Travellers.
3.	In collaboration with partners across Harrow Council contribute to strategic development to narrow the gap in attainment for vulnerable and underachieving groups.
4.	To maximise funding by seeking additional grant funding.
5.	To manage support for Travellers.

5. SELECTION CRITERIA

Note for applicants – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked 'A' below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Shortlisting will be on the basis of assessing the selection criteria marked 'A'

Knowledge Indicator (Define the knowledge that is essential to the job e.g. particular legislation related to the job)	Method of Assessment
a. Knowledge of leading and managing staff teams.	A. I
b. Excellent understanding of curriculum and pedagogical issues relating to EAL and narrowing the gap in primary/secondary schools, including latest inspection and research findings.	A. I
c. Knowledge of Equalities Act 2010 and the implications for schools and services.	A. I
d. A clear understanding of the diverse nature of Harrow's communities and the implications for attainment of newer arrivals and minority groups	A. I
Experience (Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)	Method of Assessment
e. Successful leadership experience within a school or Local Authority service.	A. I
f. Experience of observing and evaluating teaching and learning and providing feedback.	A. I
g. Experience of strategic planning and project management.	A. I
h. Experience of working collaboratively with head teachers and members of school management teams, advisers and teachers.	A. I
i. Experience of planning and delivering effective training and other professional development programmes which meet identified needs within schools and within the LA.	A. I
j. Experience of managing budgets.	A. I
k. Experience of writing successful bids for additional grant funding.	A. I

Education, Qualifications and Training (Specify only essential qualifications that can be justified and equivalent qualifications gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank)	Method of Assessment
l. Graduate or equivalent status	A
m. Qualified Teacher Status.	A
n. Evidence of further advanced study and / or continuing professional development relevant to the post.	A, I

Skills and Abilities (Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording)	Method of Assessment
o. Ability to communicate effectively and negotiate at all levels, both verbally and in writing, within tight deadlines.	A, I
p. Good coaching/adult teaching skills including ability to analyse need.	A, I
q. Ability to manage time efficiently prioritising as necessary.	A, I
r. Ability to work with strategic partners and develop integrated service delivery.	A, I
s. Effective use of IT and knowledge of standard software.	A, I

Other Essential Factors (Specify criteria directly related to the job e.g. ability to work unsocial hours, physical requirements, distinguish between 'need' and 'convenience' so it is justifiable and not discriminatory e.g. to women or disabled applicants. Include Genuine Occupational Qualifications or Requirements (GOQ's or GOR's) here if an essential requirement)	<u>Method of Assessment</u>
t. Inspire the confidence of Headteachers, senior colleagues across the Council and school management teams through high quality work and personal presentation	A, I
u. Observe and maintain confidentiality.	A, I
v. A commitment to self-development, team working; leading or supporting as required.	A, I
w. Willing to work flexible hours.	A, I
x. Willing to travel to different schools, settings, agencies etc	A

JOB DESCRIPTION / ROLE PROFILE

Job Title: Traveller Liaison / Support Officer

Grade: H5 £20,595-£22,428 pro rata 36 hours per
Term Time only

Directorate: Children's Services

Division / Section: ESSO / Enhancing Achievement Service

Reports to: Senior Professional, Enhancing Achievement Service

Date: April 2012

1 ROLE PURPOSE

To contribute to raising the achievement of pupils from Traveller communities in Harrow by promoting strategies for inclusion and curriculum access. To promote positive links between schools, other agencies and Traveller communities and advise schools and the LA on best practice.

To raise the educational achievement of Traveller pupils in all Key Stages.

2 DIMENSIONS

To liaise with other Traveller Achievement staff in accordance with the postholder's duties and responsibilities.

To lead on specific projects to raise achievement of Traveller and other underachieving pupils.

3 CONTEXT

To provide high quality provision for vulnerable pupils in line with the Council's strategy.

4 MAIN DUTIES / ACCOUNTABILITIES

<u>A</u>	Generic Duties/Accountabilities
1.	To take an active role in promoting equality and diversity within Harrow's diverse community.
2.	To take an active role in promoting a positive health and safety culture.
3.	To participate in the council's individual performance appraisal and development (IPAD) initiatives.
4.	To ensure compliance with the council's information security policies and maintain confidentiality.

	Service Specific Duties/ Accountabilities
Support for Pupils	
5.	Support the assessment and induction of new Travellers pupils.
6.	Support the transfer of pupils to other schools.
7.	Continue to develop knowledge of Traveller culture to support pupils' learning, setting high expectations and building self-esteem. (Support and training will be provided in this area).
8.	Promote the inclusion and acceptance of all pupils, including Traveller pupils.
9.	Encourage pupils to interact and work collaboratively.
Support for the Teacher	
10.	Work with teachers in lesson planning, evaluating and adjusting lesson/work plans as appropriate.
11.	Produce lesson plans, worksheets, etc. reflecting Traveller pupils' needs and culture.
12.	Provide teachers with information on Traveller pupils' background and culture.
13.	Provide regular feedback to teachers by systematically recording progress, achievement and any problems in lessons/ activities.
14.	Monitor progress and provide evidence of progress and levels of attainment.
15.	Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

16.	Establish positive relationships with parents/carers, enabling them to have direct verbal communication with the school.
17.	Through listening to parents, provide teachers with information on Traveller pupils' background and culture.
18.	Ability to take initiative in, for example suggesting curriculum links with Traveller culture.
Support for the Curriculum	
19.	Use ICT effectively to support learning.
20.	Select and prepare resources needed to support learning activities, taking account of pupils' interests and cultural background as well as attainment levels.
21.	Act as a resource to make links for the teacher between the curriculum and Traveller culture.
22.	Provide and develop resources related to Traveller culture, to promote a positive attitude towards Travellers.
Support for the School	
23.	Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
24.	Establish constructive relationships and communicate with other agencies/professionals, in liaison with teachers, to support the achievement and progress of pupils.
25.	Contribute to planning and delivery of projects and out of school learning activities
26.	Accompany teaching staff and pupils on visits, trips and out of school activities and liaise with Traveller parents to address any concerns about these school activities.
27.	Attend and participate in relevant meetings as required.
28.	Support newly appointed other Traveller support staff.

5. SELECTION CRITERIA

Note for applicants – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying.

In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked 'A' below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted.

Shortlisting will be on the basis of assessing the selection criteria marked 'A'

Knowledge Indicator (Define the knowledge that is essential to the job e.g. particular legislation related to the job)	Method of Assessment
1. Interest in contributing to achievement of Traveller pupils	A, I
2. Knowledge of the English education system	A, I
Experience (Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)	Method of Assessment
3. Working in a support role in school	A, I
4. Experience of project development	A, I
5. Experience of effective support work in schools	A, I
6. Experience of effective liaison with schools and other agencies	A, I
Education, Qualifications and Training (Specify only essential qualifications that can be justified and equivalent qualifications gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank)	Method of Assessment
7. Graduate or equivalent status	A, I
8. Evidence of further study	A, I
Skills and Abilities (Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording)	Method of Assessment
9. Ability to manage time efficiently and effectively	A, I
10. Willingness to be flexible and adaptable in working hours	A, I
11. Ability to work with mainstream colleagues	A, I
12. Ability to take initiative	A, I
13. Ability to empathise with families who may have undergone negative experiences of racism	A, I
14. Ability to understand constraints mainstream colleagues are working under	A, I
15. Excellent interpersonal skills	A, I
16. Excellent oral and written skills	A, I

	Name	Position
1.	Joy Collins	Team Leader
2.	Zaitun Virani	EMA Project Manager
3.	Abdisalam Abdillahi	Somali Instructor
4.	Abdi Bede	Somali Instructor
5.	Musa Fahia	Somali Instructor
6.	Vidhya Rao	Tamil Instructor
7.	Mahnaz Bazrafkan	Teachers Assistant
8.	Sara Jabbari	Farsi Parent Ambassador
9.	Viorica Lenuta-Sima	Romanian Parent Ambassador
10.	Agnieszka Kumidaj	Polish Parent Ambassador
11.	Janice Boresta	Traveller Higher Level Teaching Assistant
12.	Selman Lokaj	Traveller Project Worker
13.	Susan Cooper	Connexions' Traveller Project Worker
14.	Anne-Marie Lawrence	Traveller Support (Youth Project)
15.	Ashley Lawrence	Traveller Support (Youth Project)
16.	Carole Seth	Family Learning Tutor
17.	Alison Knight	Family Learning Tutor
18.	Marta Biggart	Family Learning Tutor
19.	Mary Mahiaini	Advisory Teacher ESOL/ EAL & BME
20.	Illa Nakarja	Parent Liaison Officer
21.	Neena Patel	EMA Consultant
22.	Belinda Charnley	EMA Consultant