

APPENDIX 3

EDUCATION, LEARNING & SKILLS STAFFING STRUCTURE CONSULTATION OUTCOMES

1. Staff consultation was conducted between 13 March and 05 April 2019 and comprised three main elements:
 - staff consultation meetings and drop-in sessions
 - publication of current and proposed structure diagrams and related job descriptions
 - an online survey gathering the views of staff in relation to the re-structure proposals and implications of changes for specific job roles and the department as a whole
2. The online survey was made available via Nottinghamshire County Council's consultation hub, receiving responses from fifty-seven staff in total.
3. The survey questions pertained to sixteen proposals, which are summarised below:
 - 1— To increase strategic capacity within ELS by creating new/merging existing leadership roles.
 - 2— To move the Virtual School team from School Improvement to Psychology Services.
 - 3— To increase the Virtual School team's operational capacity.
 - 4— To confirm the allocation of line management responsibilities for the Primary Social, Development team (PSED) to Partnership Development Officers.
 - 5— To confirm the move of the Children Missing Education (CME) function, and transfer the Elective Home Education (EHE) co-ordination role to the Fair Access Team.
 - 6— To confirm that the Place Planning Officers and Place Planning Practitioners working in the Place Planning Team will focus solely upon School Place Planning issues.
 - 7— To revise the PSED Teaching Assistant job description to align with other Nottinghamshire County Council Teaching Assistant posts.
 - 8 — To reduce the Education Improvement Service (EIS) Team Managers from 2 to 1, with the remaining Team Manager responsible for line management of all remaining EIS teams.
 - 9— To create a Special Educational Needs and/or Disability (SEND) adviser post within the Education Improvement team.
 - 10— To increase the operational capacity of Governor Services by creating an additional 0.4 full-time equivalent (FTE) management support post.
 - 11— To increase the strategic leadership of Schools and Families Specialist Services to develop and lead multi-agency teams at Locality level.
 - 12— To increase the operational capacity and effectiveness of schools in meeting the needs of Children and Young People (CYP) with complex SEND through the creation of 7 District Special Educational Needs Coordinator (SENCo) posts.
 - 13— To retain senior teacher roles to lead the Dyslexia Strategy and ICT and designate the third senior teacher role to oversee the development of a coherent team of District SENCos and their interface with Family SENCos, alongside contributing to the development of a county-wide Autism Strategy.

- 14— That the Teaching Assistant (TA) senior practitioner retains responsibility for safeguarding across the Early Years Schools and Families Specialist Services (SFSS) Team and oversees the allocation process for the county-wide early years referrals and initial assessments.

ELS Staff Consultation Findings

4. The majority of consultation respondents supported the proposed changes to the ELS staff structure.
5. The consultation proposal to designate the third senior teacher role to oversee the development of a coherent team of District SENCoS and their interface with Family SENCoS, alongside contributing to the development of a county-wide Autism Strategy, was supported by nearly half of respondents. However, there was clear feedback from the other half of respondents which highlighted concerns about the capacity of one senior teacher to fulfil both functions. Respondents were also clear that the contribution of SFSS to the development of a joint Autism Strategy with Health and Adult Social Care should be the responsibility of the Communication and Interaction Team. It is therefore proposed that this Senior Teacher post should be designated as Senior Teacher District SENCo Lead. The responsibility for contributing to the county-wide Autism Strategy will be fulfilled by the existing Communication and Interaction Team.
6. Overall, two hundred and forty-four free-text comments and queries were received via the survey. These have since been reviewed as part of consultation analysis and will be considered to inform the final decisions regarding the staff restructuring of the Education, Learning and Skills Service.
7. For analysis purposes, comments and queries have been grouped under the following themes:
 - **Equity.** Staff largely welcomed proposals relating to the provision of extra resources and the creation of new capacity within teams (3, 9 and 12); but strongly requested that any additional resources available as a result of the ELS re-structure be distributed equitably across the department. It is proposed that additional capacity will be allocated on a needs-led basis.
 - **Specialism.** Respondents were largely supportive of proposals relating to the creation of new leadership/managerial posts or the transfer of leadership responsibilities to senior practitioners (1, 4 and 11). However, support was given on the condition that any new post overseeing specialist services will have relevant qualifications and/or experience; and that senior practitioners with new leadership duties will retain a caseload to preserve their working knowledge and close alignment with specialist teams. These responses have been used to inform the updated job descriptions in readiness for the enabling process.
 - **Capacity.** Comments on proposals relating to the creation of new managerial roles/the addition of new leadership responsibilities to existing posts (12 and 13) consistently expressed concern that staff capacity would be overstretched. These concerns will be taken into account in regular discussions through support, supervision and frequent Team and Senior Leadership Team meetings (12). The role has been reduced in response to comments made against proposal 13.

- **Locality working.** Some respondents suggested that the proposed emphasis on locality working is already well embedded within teams. The StSS leadership team agreed with this comment. However, the proposals relate more to ensuring that the new ways of working support collaborative decision-making at a local level.
- **Team Structure.** A small number of respondents emphasised the necessity to ensure that there is a healthy balance between managers and frontline posts. This has been taken into account in the current proposals for the final structure (2019).