

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 1 November 2022**

Subject: Educational Services Leadership Structure

1. Purpose

- 1.1 The purpose of this report is to seek Cabinet approval for a change in staffing structure within the Education Services Directorate.

2. Recommendation

- 2.1 **It is recommended that the Cabinet approves the proposed changes to staffing structures within the Education Services Directorate (as outlined in [Appendix 1](#)).**

3. Background

- 3.1 In November 2020, the post of Coordinator Children's Service Planning was deleted and a Service Lead for Children's Service Planning and Child Poverty was appointed. This post has responsibility for coordinating children's service planning and the work on child poverty.
- 3.2 In November 2021, the Council, following the resignation of the Depute Chief Executive and Director – People, established a post of Director of Education and transferred management of Assistant Directors – People to the Chief Executive pending a further review of the structure.. The Director of Education took up post in April 2022.
- 3.3 In September 2022, a management restructure was approved by Council which included the creation of an Assistant Director - Education and formalised reporting arrangements for Assistant Directors – People who previously reported to Depute Chief Executive and Director - People. The post of Assistant Director - Education was appointed internally from the existing Quality Improvement Team resulting in changes to the current Educational Services leadership structure and the removal of one Quality Improvement Manager post.

4/

4. Proposals

4.1 As a result of the management restructure, there is need to realign current posts within the Education Services Directorate to focus on school improvement and children's services, ensuring our continuous improvement within South Ayrshire.

4.2 It is proposed to make the following changes to strengthen the leadership capacity within the Education Services Directorate:

- deletion of 1fte Service Lead Children's Service Planning and Child Poverty post; and
- creation of Quality Improvement Manager - Educational Services.

4.3 The current role of Service Lead CSP is not required to be a GTCS registered post. The current post does not hold any line management responsibility. To provide greater capacity across the service, it is proposed that the role be deleted and the creation of a Quality Improvement Manager post be approved. This post would be required to be GTCS registered allowing the role to have a greater focus across schools and early years centres and also line management responsibility for central staff and Head Teachers. The post would incorporate Children's Service Planning but also have lead responsibility for Additional Support Needs and Inclusion, of which both areas are closely linked in policy and practice.

4.4 The QIM appointment will be responsible for jointly coordinating the work of the Children's Service Planning Partnership with the Health and Social Care Partnership. The remaining responsibilities from the Service Lead post will transfer to the new Communities and Strategic Change Directorate:

- Child Poverty;
- Children's Rights;
- Period Products; and
- Financial Inclusion Strategic Delivery Partnership (this area has recently moved to be chaired by Service Lead CLD and Employability and Skills).

4.5 The Development Officer – Period Products will transfer to the new Directorate of Strategic Change and Communities.

5. Legal and Procurement Implications

5.1 The recommendations within this report are consistent with legal requirements.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 All financial costs associated with this change can be met entirely within existing Education Services budgets including severance costs for the Service Lead role.

	Service Lead Level 16	Quality Improvement Officer	Difference
Cost	£86,889	£96,955	£10,066

6.2 The annual cost difference £10,066 will be met within the existing staffing budget.

Severance	
-----------	--

6.3 Severance costs will be met within existing budget for 2022/23.

7. Human Resources Implications

7.1 The Human Resource implications have been discussed with Chief HR Adviser and will be implemented in accordance with agreed policies and procedures.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 The risks associated with rejecting the proposals would be a reduced leadership capacity in supporting improvement across Education Services and meeting the aims and ambitions within the Service Improvement Plan.

9. Equalities

9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as [Appendix 2](#).

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

12.1 The matters referred to in this report contribute to Commitment 2 of the Council Plan: Closing the Gap/ Reduce poverty and disadvantage.

13. Results of Consultation

13.1 Consultation has taken place with the affected staff and Trade Unions, and no issues or concerns have been raised.

13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking Purposes

14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

Implementation	Due date	Managed by
Deletion of Service Lead post	November 2022	Director of Education
Recruitment of Quality Improvement Manager post	End November 2022	Director of Education

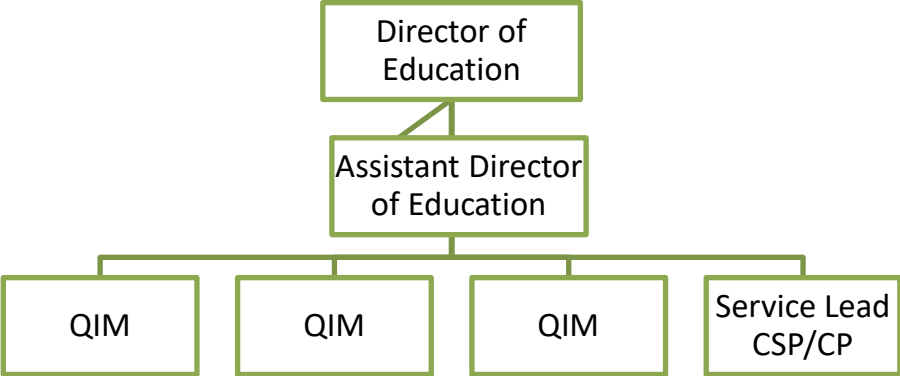
Background Papers **Report to South Ayrshire Council (Special) of 15 November 2021 – [Review of Management Structure](#)**

Report to South Ayrshire Council (Special) of 9 September 2022 – [Review of Management Structure](#)

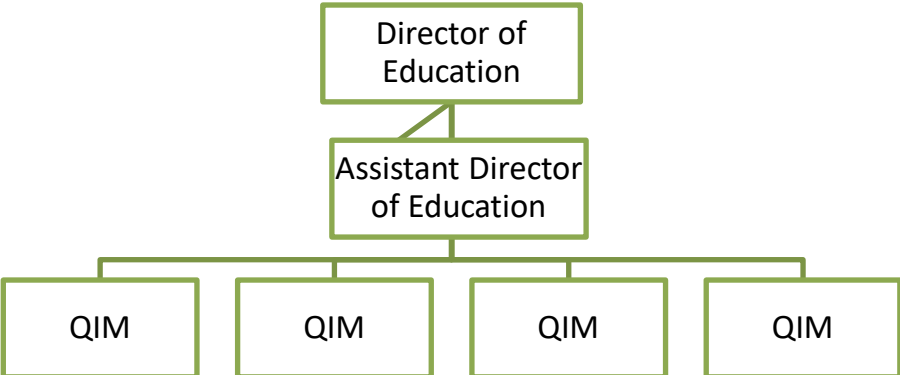
Person to Contact **Lyndsay McRoberts, Director of Education**
County Buildings, Wellington Square, Ayr, KA7 1DR
Phone 01292 616627
E-mail Lyndsay.mcroberts@south-ayrshire.gov.uk

Date: 19 October 2022

Current Structure



Proposed Structure



**South Ayrshire Council
 Equality Impact Assessment
 Scoping Template**

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment’s which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty (‘the Duty’), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider (‘pay due regard to’) how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

1. Policy details

Policy Title	Educational Services Leadership Structure
Lead Officer (Name/Position/Email)	Lyndsay McRoberts (Director of Education) Lyndsay.mcroberts@south-ayrshire.gov.uk

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	No	No
Disability	No	No
Gender Reassignment (Trans/Transgender Identity)	No	No
Marriage or Civil Partnership	No	No
Pregnancy and Maternity	No	No
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	No	No
Religion or Belief (including lack of belief)	No	No
Sex – (issues specific to women & men or girls & boys)	No	No
Sexual Orientation – person’s sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	No	No
Thematic Groups: Health, Human Rights & Children’s Rights	No	No

3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	No	No
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	No	No
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	No	No
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	No	No
Socio-economic Background – social class i.e. parent's education, employment and income	No	No

4. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes Consider the 'Three Key Needs' of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
Eliminate unlawful discrimination, harassment and victimisation	No adverse impact
Advance equality of opportunity between people who share a protected characteristic and those who do not	No adverse impact
Foster good relations between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	No adverse impact
Increase participation of particular communities or groups in public life	No adverse impact
Improve the health and wellbeing of particular communities or groups	No adverse impact
Promote the human rights of particular communities or groups	No adverse impact
Tackle deprivation faced by particular communities or groups	No adverse impact

5. Summary Assessment

Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as Medium and/or High)	YES
	NO
Rationale for decision:	

The proposal does not have significant positive or negative impact with regards to equality therefore an EQIA is not required

Signed : Lyndsay McRoberts – Director of Education

Date: 5 October 2022