

WANDSWORTH BOROUGH COUNCIL

EDUCATION AND CHILDREN'S SERVICES OVERVIEW AND SCRUTINY
COMMITTEE- 15TH NOVEMBER 2016

GENERAL PURPOSES COMMITTEE – 24TH NOVEMBER 2016

EXECUTIVE – 28TH NOVEMBER 2016

Report by the Director of Children's Services on the outcome of the recent Ofsted
inspection of Lifelong Learning and proposed changes to the organisational
structure.

SUMMARY

Wandsworth Council Lifelong Learning delivers adult education programmes to approximately 8,000 learners each year. Following an inadequate Ofsted inspection in December 2014 the service was re-inspected in March 2016. The service received an overall Grade 2 (Good). Ofsted noted particular progress in the following areas: arrangements for safeguarding; management of learning providers; governance arrangements and involvement of senior Council officers and elected members; improved standards of teaching and learning; and, improving the employability and numbers of learners gaining accreditation. A Quality Improvement Plan is in place to sustain and develop this progress and to address areas for improvement.

The report outlines key changes to service delivery which reflect Government priorities. This includes increasing the number of apprenticeship places delivered by the service. It also outlines plans to re-organise Adult Education delivery to ensure that funding is maximised to reach the most disadvantaged and vulnerable learners.

Well organised and efficient administrative, delivery structures and systems will ensure that Lifelong Learning is able to achieve these aims. The paper outlines a review of the current organisational structure with completely revised job descriptions. There will be a reduction of 3.7 full-time equivalent posts (FTE), however more coherent combinations of duties and streamlined line management will enable the team to further develop the capacity and quality of the service.

The Director of Finance comments that the reduction 3.7 FTE posts proposed in this report would not have any impact on the General Fund since costs for this service are externally funded by the Skills Funding Agency. However, potential severance costs arise for which the first call will be on existing budgets.

GLOSSARY

EIA	- Equality Impact Assessment
ESOL	- English for Speakers of Other Languages
FTE	- Full Time Equivalent
OFSTED	- Office for Standards in Education, Children's Services and Skills
PRG	- Peer Review Group
SFA	- Skills Funding Agency
HMI	- Her Majesty's Inspectors

RECOMMENDATIONS

1. The Education and Children's Services Overview and Scrutiny Committee are recommended to support the recommendations to the Executive in paragraph 3.
2. If the Education and Children's Services Overview and Scrutiny Committee approve any further views, comments or additional recommendations on this report these will be submitted to the Executive for consideration.
3. The Executive is recommended to approve the revised staffing structure for Lifelong Learning for implementation from November 2016.
4. The General Purposes Committee are recommended to agree the deletion of 13.2 FTE posts and the establishment of 9.5 new FTE posts.

BACKGROUND

5. Wandsworth Council Lifelong Learning delivers adult education programmes to approximately 8,000 learners each year. The main functions of the service are to deliver:
 - (a) an extensive programme of part-time Community Learning courses;
 - (b) apprenticeships to young people and adults;
 - (c) accredited courses through an Adult Skills budget;
 - (d) work experience and preparation for employment; and
 - (e) maximise income for young people and adults learning in Wandsworth e.g. European monies
6. Community learning, apprenticeships and adult skills form the majority of the provision and these areas are funded by the Skills Funding Agency (SFA). The total funding allocation from the SFA for the 2016/17 academic year is £2,037,221. This includes an Adult Education grant of £1,493,762, an Adult Apprenticeship Budget of £252,367 and £291,092 for Apprenticeships aimed at 16-18 year olds.

7. An inspection of the Wandsworth Council Lifelong Learning team by the Office for Standards in Education, Children's Services and Skills (Ofsted) took place between 8-12 December 2014. The inspection took into account all relevant provision of the service. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and in addition graded 4 specific subject areas.
8. Whilst the service received a number of positive comments, 3 out of 4 subject areas were deemed to require improvement. Arrangements for safeguarding were found to be inadequate, particularly with regard to the management of subcontractors whose role is to deliver some of the specific subject areas for lifelong learning.
9. Since the 2014 inspection the service has implemented a robust post inspection action plan and this resulted in an overall Grade 2 (Good) when the service was re-inspected in March 2016.

OFSTED RE-INSPECTION OF THE LIFELONG LEARNING SERVICE

10. The re-inspection of Lifelong Learning took place between 1-4 March 2016. The service was awarded the following grades:

Overall effectiveness	2
Effectiveness of leadership and management	2
Quality of teaching, learning and assessment	2
Personal development, behaviour and welfare	2
Outcomes for learners	2
Adult learning programmes	2
Apprenticeships	2

Summary of key findings

11. The report confirmed that there has been rapid improvement in the last 15 months where leaders and managers have made substantial improvements since the previous inspection. This has created a culture of high expectations for learners, staff and sub-contractors. The report highlighted particular progress in the following areas:
 - (a) significant review of management arrangements, including the governance arrangements with elected members, senior Council officers and the introduction of new robust monitoring arrangements for all learning providers. These arrangements have included the increased monitoring and in-depth visits to sub-contractors;
 - (b) greater involvement of senior Council officers and elected members has improved the strategic direction of Lifelong Learning and the service now aligns closely with the Council's objectives for local community needs. There are now clearly defined goals and aspirations for learners within the community;
 - (c) comprehensive arrangements for safeguarding;

Lifelong Learning

- (d) revised monitoring procedures to track and monitor progress of all apprentices has resulted in improved success rates;
- (e) very competent and assured tutors and assessors plan and teach good sessions and work effectively with their learners. Learners benefit from good quality classrooms, workshops and resources; and
- (f) developing the employment prospects of learners and improving the number of learners gaining accreditation

Areas for improvement

- (a) the Prevent agenda needs to be widened so all tutors are fully competent in these areas and able to challenge the sensitivities more confidently. The existing Action Plan needs to be continued to help build upon this area of development;
- (b) attendance of learners is improving but overall it needs to improve in community learning courses where the most vulnerable and complex students are often participating; and
- (c) too few learners have access to courses that lead to qualifications in English and mathematics. Generally there needs to be a further increase in the opportunities for accreditation in all employability related courses.

FUTURE DEVELOPMENT OF THE SERVICE

12. The service has successfully developed delivery structures to improve the quality of learning to all participants and this has clearly been acknowledged by Ofsted. However, there continue to be significant changes to adult education and apprenticeships that require the service to continue to adapt delivery and staffing structures to respond to government priorities and funding requirements. These changes include:

Apprenticeships

- Increasing the number of apprenticeships directly delivered with a particular focus on frameworks in: Supporting Teaching and Learning, Business Administration, Customer Service, Health and Social Care, Team Leading/Management. Contracting with quality assured training providers can be used as a way of responding to skills shortages and developments improving local access to apprenticeships.
- Increasing the number of young people participating in Traineeships. Traineeships can be accessed by young people aged 16-23 and provide an important pathway to further education, employment and/or training.

Adult Skills

- Emphasis on increasing the number of adults accessing accredited programmes. In particular: English, Maths, ESOL, Health and Social Care and Employability.
- Improving the engagement of hard to reach learners through community based venues and community groups.

Community Learning

- Re-organising service delivery to ensure that funding is maximised to reach the most disadvantaged and vulnerable learners. This includes adult learners without their first level 2 qualification, the unemployed, learners aged 60 or above and those with learning difficulties and disabilities.
 - Reduced funding for leisure based learning with an expectation that adults who are able to pay for their learning should fund themselves.
13. The nature of funding arrangements for learning providers in the adult education sector has meant that Lifelong Learning has delivered its main priorities with a core team assisted by additional temporary staff. Staffing levels have fluctuated according to opportunities to attract additional monies from the Skills Funding Agency and other sources. This has provided the Council with a flexible way of responding to opportunities and maximising funding for the Borough.
14. The service acknowledges that a fundamental change to the way in which Lifelong Learning is organised is required in order to continue to deliver high quality learning opportunities for young people and adults, and to meet the development priorities outlined in paragraph 12.

PROPOSED STRUCTURE

15. **Appendix 1** lists the current posts in Lifelong Learning. The new structure and designations outlined in **Appendices 2 and 3** and any new or revised job descriptions will be subject to the Council's job evaluation procedure. The main roles will be:

(a) Commissioning Manager

The post-holder will be responsible for the Lifelong Learning management information system and ensuring procurement and contract compliance of all learning providers. This will include producing monthly performance reports on all providers for the Lifelong Learning management team. Additionally the post-holder will have line management responsibilities for the Management Information Officer and the Administration team. The post-holder will report directly to the Head of Lifelong Learning.

(b) Management Information Officer

The post-holder will maintain accurate data for all funded projects across the Lifelong Learning service. The post-holder will co-ordinate the claim process to funders, validate financially claimable outcomes from sub-contractors and support the Commissioning Manager to ensure contractual compliance of all funded contracts. Key to this post will be supporting the Commissioning Manager in data reporting and ensuring claims are completed in a timely manner. The post-holder will report to the Commissioning Manager.

Lifelong Learning**(c) Administration and Marketing Assistant**

This role will support all aspects of data inputting; in particular the creation of new courses, unique learner numbers and other general administrative work across the Lifelong Learning team. The post-holder will also work closely with the Work Based Learning Manager and Community Learning and European Projects Manager to ensure new courses are marketed effectively to attract new learners. The post-holder will report to the Commissioning Manager.

(d) Community Learning and European Projects Manager

This role will ensure the efficient day-to-day functioning of Community and Family Learning across a number of providers in community settings. The post-holder will work with providers, teachers and learners to ensure that all courses meet the expectations of the Council and the Skills Funding Agency. The post-holder will manage the resources allocated to this area of work, as well as developing new resources which will support the quality of teaching and learning and maximising learners' experiences. The post-holder will also develop and run European Projects and will ensure that these projects bring additional resources and support and sustain the core work of the team. The post-holder will report to the Deputy Head of Lifelong Learning.

(e) Information Advice and Guidance Adviser

This is a part-time role dedicated to support adult learners within the community, providing information, advice and guidance, and supporting them to find education and employment opportunities. The post-holder will also meet with young apprentices and provide them with independent information, advice and guidance about what steps they could follow after they have completed their apprenticeship. Their IAG expertise will also be utilised in any new project. The post-holder will report to the Community Learning and European Projects Manager.

(f) Junior Administrator

This role is a Business Administration Apprenticeship role. This role will be providing administrative support to the Community Learning and European Project areas. It will also support apprenticeship initiatives. The post-holder will report to the Community Learning and European Projects Manager.

(g) Work Based Learning Manager

This role coordinates all activities within the work based learning section, including apprenticeships and employability courses. The role is responsible for designing, supervising and maintaining all processes in the areas from employer/learner engagement up to certification and progression. The post-holder will maintain a very close relationship with employers and learners, coordinating the recruitment of young apprentices and ensuring that employers are engaged to train their staff members through apprenticeships and work based learning qualifications. The Work Based Learning Manager works very closely

with the Senior Quality Assurance Officer ensuring that standards and direct claim statuses are maintained for all accredited courses; ensuring appropriate management of exams and maintaining excellent rapport with Standards Verifiers. The Lead Tutor and Internal Quality Assurance Officer, Employer Engagement Officer and a Junior administrator report directly to the Work Based Learning Manager. The post-holder reports to the Deputy Head of Lifelong Learning.

(h) Lead Tutor and Internal Quality Assurance Officer

This role leads the apprenticeship internal delivery team in providing high levels of support, training and assessment to learners. The Lead Tutor ensures that all other tutors are monitored and the quality of their delivery is improved through meaningful continuous professional development and shadowing activities. This role will also be safeguarding the standards of the qualifications, compliance and Ofsted key areas through internal quality assurance activities and sampling of portfolios. The post-holder will line manage all tutors and the Traineeships & Youth Projects Officer. The post-holder reports to the Work Based Learning Manager.

(i) Employer Engagement Officer

This role has the responsibility of creating and maintaining relationships with employers in order to provide advice and guidance on working with apprenticeships and up-skilling existing members of their workforce. The post-holder will work with employers to identify training needs and how apprenticeship funding could be utilised to support existing members of staff to improve the organisation's performance. The post-holder meets regularly with a portfolio of employers to update them on the progress made by individual members of staff and further training needs identified that have arisen since the last meeting. Specific targets are placed in place to ensure that financial and contractual targets are fully met. The postholder reports to the Work Based Learning Manager.

(j) Senior Quality Assurance Officer

The post-holder has responsibility for ensuring that all education and training activities are developed within the context of Ofsted's Common Inspection Framework for post-16 education. The role has responsibility for ensuring that all quality processes are created, developed and maintained including, the self-assessment process and report, quality improvement planning, observation of teaching, learning and assessment and learner/employer voice through surveys. The Lead Functional Skills Tutor reports to this role and the post-holder reports into the Deputy Head of Lifelong Learning.

Lifelong Learning**(k) Lead Functional Skills Tutor**

The post-holder will lead delivery of English, Maths and ICT to all internal apprentices, ensuring that functional skills qualifications are achieved in a timely manner. The post-holder will also work with subcontractors to monitor and develop the quality of teaching and learning in these subject areas, including ESOL. The role also provides coaching to subject specific tutors so that they are better able to support students with their functional skills. The post-holder reports to the Senior Quality Assurance Officer.

(l) Traineeship and Youth Project Officer

The post-holder will work directly with young people on Traineeships, delivering Maths, English and employability skills. There will be a strong focus on preparing young people for the workplace in their chosen vocational area, with progression to further learning, training and/or employment. The post-holder will also work with young people on a European funded programme which promotes engagement in education, employment and training programmes.

FINANCIAL IMPLICATIONS

16. The cost of the current establishment including on-costs is £1,235,880. The expected cost of the new establishment is £981,890, a net decrease of £253,990. This decrease is as a direct result of more coherent combinations of duties and streamlined line management within the department. The saving of £253,990 reflects the service's current reductions in grant funding from the Skills Funding Agency, Adult Apprenticeships and 24+ Loans. The 19+ Apprenticeship's funding was reduced by £166,419.00 and the 24+ Loans facility was also reduced by £77,575. The reductions total £243,994.

EQUALITY IMPACT ASSESSMENT

17. A staffing Equality Impact Assessment (EIA) has been undertaken to ensure that the changes proposed are not to the detriment of any group of staff who share a protected characteristic under the Equality Act 2010 (Appendix 4).

CONSULTATION

18. Representatives of the trade unions formally recognised by the Council (GMB and UNISON) have been consulted on this report and any comments received from them will be reported to the Education and Children's Services Overview and Scrutiny Committee. Consultation has also taken place with the affected staff group in line with the Council's Code of Practice on Managing Staffing Reorganisations.

COMMENTS OF THE ASSISTANT DIRECTOR OF RESOURCES (CORPORATE SERVICES) IN RESPECT OF HR IMPLICATIONS

19. The Acting Head of Human Resources comments that the staffing proposals contained in this report would result in the deletion of 13.2 FTE posts and the

creation of 9.5 FTE in the staffing establishment of the Education and Social Services Department. All new posts will be subject to job evaluation using the Council's Job Evaluation Scheme. Recruitment to the new posts will in the first instance be ring-fenced to the holders of all those posts identified for deletion. Any member of staff who is not successful in securing a post following this process, will be counselled in accordance with the Council's Redundancy and Redeployment Agreement.

COMMENTS OF THE DIRECTOR OF FINANCE

20. The reduction 3.7 FTE posts proposed in this report would not have any impact on the General Fund since costs for this service are externally funded through the Skills Funding Agency. The allocation from the SFA totals £2,037,221 for the academic year 2016/17.
21. Severance costs and costs arising from the early payment of pensions are estimated at £71,000 and will be met from departmental budgets in the first instance or from the Service Transformation Fund if these are insufficient. None of the proposed redundancies will trigger the requirement for a Chief Officer's Remuneration and Compensation Sub-Committee to be convened.

CONCLUSION

22. The service is in a strong position to sustain and develop the improvements which were confirmed in the recent Ofsted inspection. The Government's ambitions and priorities for apprenticeships and adult education have been clearly articulated. It is essential that the Lifelong Learning structure is able to maximise the impact of apprenticeships for employers and apprentices. The more targeted approach of adult education with a sharper focus on increasing opportunities for accreditation, developing employability and promoting well-being also require a different delivery structure. The proposals outlined in this paper are designed to ensure that the service is equipped to deliver current priorities and contracts; and is well positioned to respond to future business development and funding opportunities. Further HR support will be sought to ensure that the appropriate grades are matched to the SSA expectations.

DAWN WARWICK
DIRECTOR OF CHILDREN'S SERVICES

The Town Hall,
Wandsworth,
SW18 2PU.

7th November 2016

BACKGROUND PAPERS

There were no background documents used in the preparation of this report. All reports to the Overview and Scrutiny Committees, regulatory or other committees, the Executive and the full Council can be viewed on the Council's website (<http://wandsworth.gov.uk/moderngov>) unless the report was published before May 2001, in which case the committee secretary, Ms Rachel Williamson tel 020 8871 7857; email rwilliamson@wandsworth.gov.uk, can supply it, if required.

Appendix 1 Current Posts

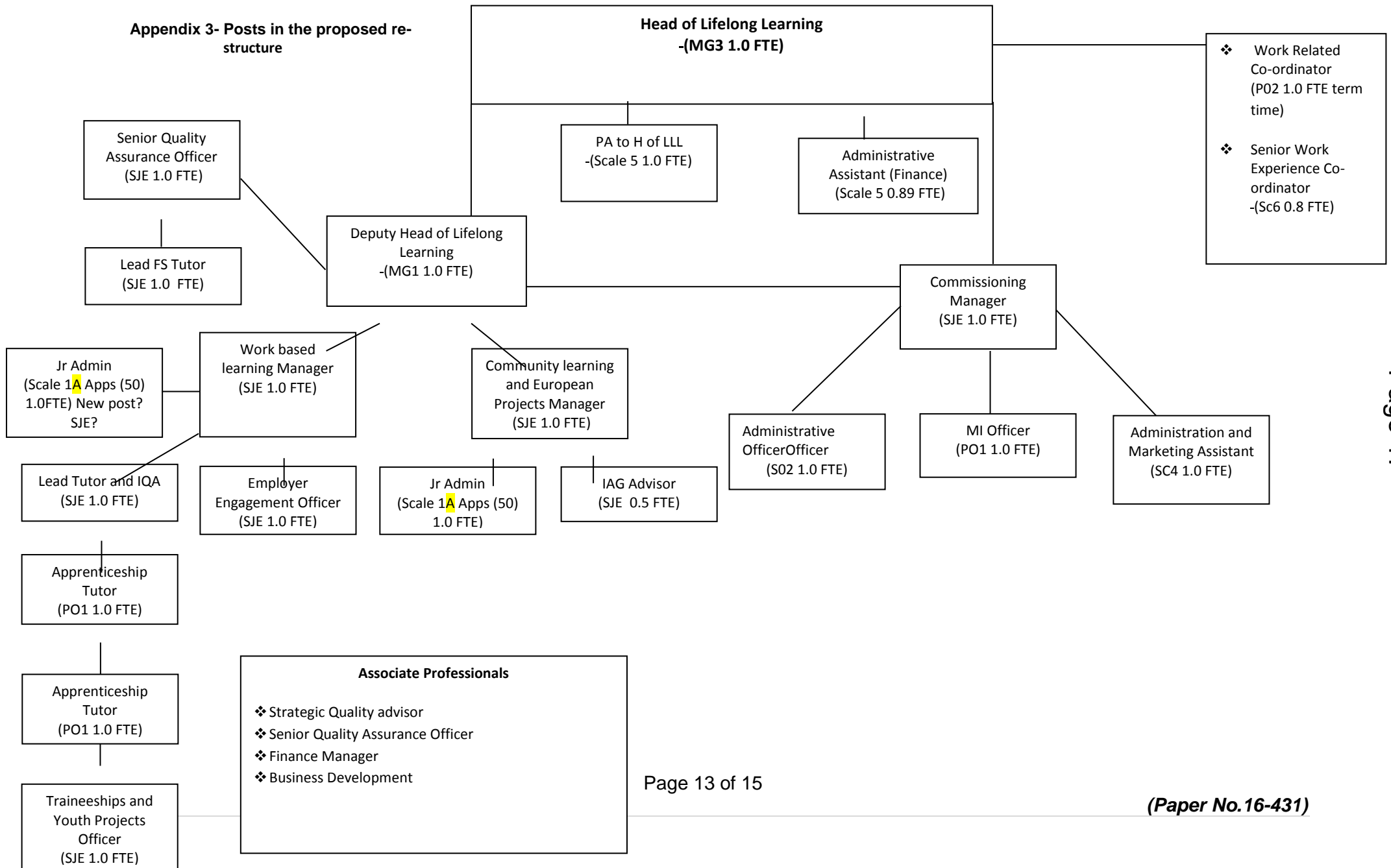
Post Number	Post	Grade	FTE	Proposed action	Status
E6010	Head of Lifelong Learning	MG3	1.0 FTE	No changes	Filled
C0702	Deputy Head of Lifelong Learning	MG1	1.0 FTE	No changes	Filled
ED298	PA to the Head of Lifelong Learning	Sc5	1.0 FTE	No changes	Filled
ED214	Administrative Officer	SO2	1.0 FTE	Delete	Vacant
BAA05	Business Administration Apprentice	Sc1A	1.0 FTE	No changes	Filled
CLL01	European Projects Manager	PO6	1.0 FTE	Delete	Filled
ED251	Community Learning Development Officer (Vacant)	PO3	1.0FTE	Delete	Vacant
ED295	Community Learning Officer	PO3	1.0 FTE	Delete	Filled
CST079	Community Learning Officer (Vacant)	PO3	0.8PT	Delete	Vacant
CL002	Junior Administrator	Sc3	1.0 FTE	Delete	Filled
ED256	Mentoring and Work Related Learning Co-ordinator	PO2	1.0 FTE	Review job description and designation	Filled
CL001	Quality Assurance Officer	PO2	0.4PT	Delete	Vacant
ED246	Quality Officer	PO4	1.0 FTE	Delete	Vacant
ED152	Senior Work Experience Co-ordinator	Sc6	0.8 FTE	Review job description and designation	Filled
ED314	Skills Development and Exams Officer	PO1	1.0 FTE	Delete	Filled
ED313	Skills for Life Co-ordinator	PO3	1.0 FTE	Delete	Filled
ED258	Skills Project Support and Outreach	PO1	1.0 FTE	Review job description and designation	Filled
CST045	Project Officer and Apprenticeship Assessor (Vacant)	PO2	1.0 FTE	Delete	Vacant
ELLE01	Apprenticeship Assessor/Tutor Health and Social Care	PO1	1.0 FTE	Review job description and designation	Filled
ED162	Adult and Community Learning Manager (Vacant)	PO6	1.0 FTE	Delete	Vacant
ED150	Work Related Learning Manager	PO5	1.0 FTE	Delete	Filled
LLAA01	Administrative Assistant	Sc5	0.89FTE	Review job description and designation	Filled
CASTEACH	STLS Assessor/Tutor	PO1	1.0 FTE	Permanent	Filled
CCAS499	MI and Data Officer	PO1	1.0 FTE	Permanent	Filled
CASTEACH	Lead FS Tutor	PO1	1.0FTE	Permanent	Filled
CCAS499A	Teaching and Learning Manager	PO3	1.0 FTE	Review job description and designation	Vacant

Lifelong Learning**Appendix 2 New Posts**

Proposed Designation	Grade	
Head of Lifelong Learning	MG3	1.0 FTE
Deputy Head of Lifelong Learning	MG1	1.0 FTE
Community Learning & European Projects Manager	SJE	1.0 FTE
Commissioning Manager	SJE	1.0 FTE
Work Based Learning Manager	SJE	1.0 FTE
Senior Quality Assurance Officer	SJE	1.0 FTE
Lead Functional Skills Tutor	SJE	1.0 FTE
Junior Admin (Apprenticeships)	Scale 1A?	1.0 FTE
Lead Tutor & Internal Quality Assurance (IQA)	SJE	1.0 FTE
Apprenticeship Tutor	PO1	1.0 FTE
Apprenticeship Tutor	PO1	1.0 FTE
Employer Engagement Officer	SJE	1.0 FTE
Junior Admin (Apprenticeships)	SJE	1.0 FTE
Information Advice & Guidance (IA G) Advisor	SJE	0.5 FTE
PA to Head of Lifelong Learning	Scale 5	1.0 FTE
Administrative Officer	SO2	1.0 FTE
MI Officer	PO1	1.0 FTE
Administration and Marketing Assistant	Scale 4	1.0 FTE
Work Related Coordinator	PO2	1.0 FTE
Administrative Assistant	Scale 5	0.89FTE
Senior Work Experience Co-ordinator	Sc 6	0.8FTE
Traineeship and Youth Project Officer	SJE	1.0 FTE

Posts in bold are the 9.5 FTE new posts.

Appendix 3- Posts in the proposed re-structure



EQUALITY IMPACT ASSESSMENT - STAFFING EIA

To be completed and attached to any procedural document when submitted to the appropriate committee for consideration and approval.

No.	Questions	Yes/No	Comments
1.	Does the proposed change affect one group less favourably than another on the basis of:		
	<input type="checkbox"/> Ethnicity	N	44.4% of the people in the teams affected have a declared origin of "white British", and 65.6% have a declared origin as BME. This compares to the following in DESS as a whole – 51.3% and 48.7%.
	<input type="checkbox"/> Gender	N	86.4%% of the staff in the team are female. This compares to wider DESS figures which show that 79.1% of DESS staff are female.
	<input type="checkbox"/> Religion or belief	Not Known	Information not available
	<input type="checkbox"/> Sexual orientation	Not Known	Information not available
	<input type="checkbox"/> Age	N	83.4% of staff in the team affected are currently under 55. This is higher than the DESS average of 74.6%.
	<input type="checkbox"/> Disability	N	11% of staff in the team affected currently considers themselves to be disabled and have made this known. The wider DESS figure is 8.4%.
2.	What is the less favourable effect?	N/A	
3.	If you have identified potential discrimination or less		

	favourable treatment, are there valid, legal and/or justifiable explanations for this?	N/A	
4.	What alternative options have been considered to minimise the negative impact on these groups of staff (e.g. alternatives to compulsory redundancy such as reduced hours, voluntary redundancy etc)?		In order to minimise the negative impact on the team voluntary redundancy will be considered. The re-structure offers a more efficient operation of some services, enabling better value for money with no impact on service users.
5.	How does any selection criterion being used ensure equality for all groups?		All staff will have the opportunity to apply for the new positions available in the structure. All new posts will be evaluated through the Council system and all interviews will be conducted in line with the Council's interview and recruitment procedures.
6.	What assistance is being provided to ensure all staff are equipped for the selection process?		Staff members have been offered an opportunity to discuss the process, and will be supported by senior management and HR throughout the contracting process.
7.	What alternatives are there to achieving the change guidance without the impact?		The service has not fundamentally changed its delivery structure for a number of years. The service is funded solely from external sources and therefore there is a need to align the structure to meet the needs of the funder and the agreed contractual outcomes. Retaining the current structure would weaken the Service's ability to function in an extremely competitive education and training environment.

This page is intentionally left blank