

## DUNDEE CITY COUNCIL

**REPORT TO: POLICY & RESOURCES COMMITTEE – 13 FEBRUARY 2014**

**REPORT ON: STAFF CHANGES AND EFFICIENCY SAVINGS**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 101-2014**

### 1.0 PURPOSE OF REPORT

1.1 The report details proposals for staffing changes in the early years and primary sectors and efficiency savings in the secondary sector. This will result in a part year saving of £587,000 in financial year 2014-15 and a full year saving of £820,000.

### 2.0 RECOMMENDATIONS

2.1 It is recommended that the proposed staff changes and efficiency savings are approved.

### 3.0 FINANCIAL IMPLICATIONS

3.1 The implementation of the following proposal would result in a part year estimated saving amounting to £587,000 in financial year 2014-15 and a full year saving of £820,000. This saving will be achievable through the merger of the existing Outreach Teams, the redeployment of a number of Early Years Practitioners from the primary sector and the modification of the secondary staffing formula.

3.2 The breakdown of the saving across sectors is as follows:

<b>Sector</b>	<b>Part Year Saving 2014-15</b>	<b>Full year saving 2015-16</b>
Early Years	£99,500	£160,000
Primary	£287,500	£460,000
Secondary	£200,000	£200,000
<b>Total</b>	<b>£587,000</b>	<b>£820,000</b>

3.3 It should be noted however that although the Voluntary Early Retirement (VER) exercise will be run across sectors VER will not be required for these savings to be made.

### 4.0 MAIN TEXT

4.1 The saving in the early years sector will be achieved through the merger of the existing Outreach Teams and a reduction in overall staffing levels. The existing teams provide a range of support for children and young people and offer advice for families. The merger of the teams will create a unified team with the knowledge and skills to support families, children and young people with a range of learning needs. The new team will also link more closely with the range of public and voluntary sector organisations providing similar support and advice for children, parents and carers.

4.2 The saving in the primary sector will be achieved by the redeployment of twenty Early Years Practitioner posts from the primary to the pre-school sector. Additional staff will be required in the pre-school sector from August 2014 as a result of the introduction of the Children and Young People's Bill and the increase in individual entitlement from 475 hours to 600 hours of pre-school education each year. The recent appointment of the School Family Support Workers and the revised Support for Learning formula with an increased weighting for schools in areas of deprivation across the city have increased the level of support within the primary

sector. The redeployment of the Early Years Practitioners into pre-school settings will reflect the commitment to intervention at the earliest opportunity and ensure that their knowledge and skills are used to maximum effect to support and enhance young children's development.

- 4.3 The saving in the secondary sector will be achieved by modifying the secondary staffing formula across all secondary schools. The use of the staffing formula in secondary schools enables senior staff to manage all aspects of staffing including supply cover. Headteachers have the flexibility and the autonomy to manage staffing levels and are ideally placed to make the most appropriate decisions to meet the needs of their school.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

## **6.0 CONSULTATIONS**

- 6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

## **7.0 BACKGROUND PAPERS**

- 7.1 None.

**MICHAEL WOOD**  
**DIRECTOR OF EDUCATION**

**JANUARY 2014**

**DUNDEE CITY COUNCIL**Equality and Diversity Rapid Impact Assessment ToolPart 1

<b>Date of assessment</b> 8 January 2014	<b>Title of document being assessed</b> STAFF CHANGES AND EFFICIENCY SAVINGS
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	This is a proposal to make staffing changes in the early years and primary sectors and make efficiency savings in the secondary sector. This would involve the merger of the existing Outreach Teams, redeployment of a group of Early Years Practitioners from primary into pre-school settings and a modification of the secondary staffing formula.
3) What is the intended outcome of this policy, procedure, strategy or practice?	The merger of the Outreach Teams will create a unified team with the knowledge and skills to support families, children and young people with a range of learning needs. The new team will also link more closely with the range of public and voluntary sector organisations providing similar support and advice for children, parents and carers. The redeployment of the Early Years Practitioners into pre-school settings will reflect the commitment to intervention at the earliest opportunity and ensure that their knowledge and skills are used to maximum effect to support and enhance young children's development. The modification of the staffing formula in secondary schools will provide Head Teachers with the flexibility and the autonomy to manage staffing levels based on their own school context.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	None
5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	No
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education Paul Clancy, Head of Education Lina Waghorn, Head of Education SMT meetings – 25/11/13 and 16/12/13 Star Chamber group of Head Teachers (19/09/13 and 21/11/13)
7) Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No

Part 2

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
<b>Ethnic Minority Communities including Gypsies and Travellers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Religion or Belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>People with a disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Age</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lesbian, Gay and Bisexual</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Socio-economic</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other (please state)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified? <b>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</b></p>	<p>As a result of the introduction of the Children and Young People's Bill and the increase in individual entitlement from 475 hours to 600 hours of pre-school education each year from August 2014. This will apply to all 3 and 4 year old children and those 2 year olds who are identified as vulnerable (known to Social Work) or who are Looked After Children.</p>
<p>2) Have any negative impacts been identified? <b>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</b></p>	<p>No.</p>
<p>3) What action is proposed to overcome any negative impacts? <b>E.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. see Good Practice on DCC equalities web page</b></p>	<p>The new Outreach team will link closely with the range of public and voluntary sector organisations providing similar support and advice for children, parents and carers. The recent appointment of the School Family Support Workers and the revised Support for Learning formula with an increased weighting for schools in areas of deprivation across the city have increased the level of support within the primary sector.</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? <b>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</b></p>	<p>Not applicable</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended? <b>(If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</b></p>	<p>No</p>
<p>6) How will the policy be monitored? <b>(How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.</b></p>	<p>There will be a range of activities including performance reviews, analysis of impact through the school review process and discussion at school level.</p>

Part 4



Name of Department or Partnership: Education

**Type of Document**

<b>Human Resource Policy</b>	<input type="checkbox"/>
<b>General Policy</b>	<input type="checkbox"/>
<b>Strategy/Service</b>	<input type="checkbox"/>
<b>Change Papers/Local Procedure</b>	<input type="checkbox"/>
<b>Guidelines and Protocols</b>	<input type="checkbox"/>
<b>Other</b>	<input checked="" type="checkbox"/>

**Contact Information**

<b>Manager Responsible</b>		<b>Author Responsible</b>	
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<b>Signature of author of the policy:</b>		<b>Date 8 January 2014</b>
<b>Signature of Director / Head of Service area:</b>		<b>Date 8 January 2014</b>
<b>Name of Director / Head of Service:</b>	<b>Michael Wood</b>	
<b>Date of next policy review:</b>		