

**REPORT TO: EDUCATION COMMITTEE  
10 DECEMBER 2007**

**REPORT ON: SCHOOL COMMUNITY SUPPORT SERVICE**

**REPORT BY: DIRECTOR OF EDUCATION AND ASSISTANT CHIEF EXECUTIVE  
(MANAGEMENT)**

**REPORT NO: 654-2007**

**1 PURPOSE OF REPORT**

1.1 This report proposes to seek Committee approval for the introduction of a new School Community Support Service by restructuring and combining the existing Home School Support Service and the Integrated Community Schools Team to form a unitary organisation with a single, revised remit.

**2 RECOMMENDATIONS**

2.1 The Education Committee is recommended to:

- i. note the contents of this report;
- ii. approve the proposal to combine the Integrated Community Schools Team and the Home School Support Service as a School Community Support Service
- iii. approve the proposal to structure the new service as described below
- iv. note that the Director of Education and the Assistant Chief Executive (Management) will arrange for the approval of the establishment changes outlined in this report.

**3.0 FINANCIAL IMPLICATIONS**

3.1 The Education Committee Revenue Budget contains funding for the proposed School Community Support Service staffing structure. Financial information is provided in Appendix 1.

**4.0 MAIN TEXT**

**4.1 BACKGROUND**

4.1.1 The Education Department recognises the invaluable contribution that Home School Support Service workers individually and collectively and at all levels have given to supporting children in need in this city since the service came into being in 1972 as a consequence to a major study of support for schools in relation to underprivileged children (EPA 1968-71).

4.1.2 The Home School Support Service is currently staffed by a combination of qualified Social Workers (Education Support Workers) and non-Social-Work-qualified Education Welfare Officers. Prior to 2004, its distinctive role had been to provide a communication, assessment and intervention link between schools and families. In 2004, an agreement was reached whereby Home School Support Service completed a proportion of Initial Assessment Reports on behalf of the Social Work Department. Until 2005, this intervention concentrated on a more preventative stage with Home School Support Service passing over cases to the Social Work Department when they were made subject to statutory supervision requirements at a Hearing or on the Child Protection Register.

4.1.3 The 2005 independent consultant's report on Children's Services in Dundee stated that *'current deployment [of qualified Social Workers] should be reviewed and priorities determined because it is difficult to justify a large unallocated statutory caseload when a significant number of social workers in the Home*

*School Support Service carry few such cases'*. Following this, an agreement was reached in which Home School Support Service took 43 cases from the Social Work Department, including cases of children subject to statutory supervision requirements and including young people who have gone on to be accommodated. Furthermore, the report recommended that *'all social work staff within the council should be employed by the Social Work Department and their deployment reviewed'*.

- 4.1.4 Since this 2005 joint Education - Social Work agreement, Home School Support Service Education Support Workers have been holding statutory cases. While this agreement has brought benefits in that children and young people have been allocated a Social Worker who otherwise would not have been, a major driver for the change proposed in this report has been the difficulties that the Home School Support Service has found in meeting the requirements of its originally proactive and preventative service remit due to the time devoted to conducting work on statutory cases.
- 4.1.5 A further highly significant driver for change has been the development of multi-agency, school and cluster-based Joint Action Teams which has enhanced joint working in appropriate partnerships with NHS Tayside, Tayside Police, Social Work Department and other agency representatives. Joint Action Teams allocate appropriate support to vulnerable and needy individual children and young people. The Social Work Department, Integrated Community Schools team and Home School Support Service are represented on each Joint Action Team.
- 4.1.6 The proposal in this report seeks to build on integrated service delivery in that context by more effectively integrating the workers in terms of both structure and remits. This proposal will reduce the chances of confusion or demarcation disputes.
- 4.1.7 Joint Action Teams will have an effective definition of the roles and referral processes of all contributory services and an understanding of when and why a case should go to the re-designed Service and when and why it should be allocated to the Social Work Department. Statutory social work responsibilities would not form part of the service provide by the re-designed Service.
- 4.1.8 More recently instituted and also highly effective in its service delivery, the Integrated Community Schools Team, led by the Integration Manager, promotes and supports community approaches to community-based issues affecting individuals and groups, principally through the Cluster Support Teams. It also helps to develop out-of-hours community events to support community engagement and promote community cohesion.
- 4.1.9 Appendix 2 shows the current Home School Support Service staffing model and designation of staff. Appendix 3 shows the current Integrated Community Schools Team staffing model and designation of staff.

## **4.2 NEW SERVICE PROPOSAL**

- 4.2.1 Bringing together the Integrated Community Schools team with a revised Home School Support Service model will facilitate the development of a new approach to supporting children and families in schools and in communities.
- 4.2.2 The new title of the re-designed Service will be the School Community Support Service. The proposed structural model is given as Appendix 4. The new service would incorporate those members of staff currently working within the Integrated Children's Services team. Details of the proposed remit of the new Service are given in Appendix 5.

- 4.2.3 The proposed re-design will facilitate a proactive, consultative and integrated model of practice which will deliver well-considered support and intervention.
- 4.2.4 The School Community Support Service will contribute to a community approach to effective learning and teaching and the management of disruptive behaviour. It will concentrate on improving partnership with parents and provide inclusive individual and group opportunities for children and young people who are identified as at risk of or experiencing social and/or educational isolation or disadvantage. It will also generate strategies for supporting communities through special programmes and targeted events during school closure periods.
- 4.2.5 Workload capacity and task allocation will be enabled by an agreed system of referral supported by professional line management. Co-ordinated within a collegiate approach by the Team Leaders, this will deliver services within the established processes.
- 4.2.6 The remits and job descriptions of Service staff members will allow a city-wide service response that is professional, appropriate and suited to individual, family and community circumstances.
- 4.2.7 The intended impacts of the proposed service are:
- to improve attendance and thereby to raise attainment and reduce potential for social, educational, economic and employment exclusion among those children and young people designated as being within the lowest performing 20% of the total school population
  - to provide targeted support for vulnerable and disadvantaged children, young people and their families
  - to sustain more children and young people in mainstream schools and in their local communities
  - to prevent children and young people entering residential and secure care
  - to enhance existing community support strategies in partnership with partner agencies

#### **4.3 TIMESCALE**

- 4.3.1 Both the current Integrated Community Schools Team and Home School Support Service staff teams will need time to join together to become the new School Community Support Service. It is, therefore, proposed that a transition period from 01 January 2008 to 31 March 2008 will allow the Integration Manager (ICS) and the Principal Officer (HSSS) to work with their staff to establish joint working practices and develop positive and mutually supportive relationships. This time will also be used to ensure that partners are well informed about the changing structure and remit of the new service.
- 4.3.2 On 1 April 2008, the new service will formally come into being and all previous references to Integrated Community Schools Team and Home School Support Service will be subsumed under the title of the new service under the leadership of a Principal Officer (School Community Support Service).

#### **4.4 STAFFING**

- 4.4.1 It is proposed that the Principal Officer (Home School Support Service) be granted early retirement on 31 March 2008 and the new post of Principal Officer (School Community Support Service) (Grade 13: £37,428-£42,103) will be established with effect from 1 April 2008. It is further proposed that the current Integration Manager be appointed to the new post and that the post of Integration Manager be deleted.

- 4.4.2 Currently, there are six senior posts across both teams below the level of Principal Officer. It is proposed that one of these senior posts, a Senior Education Support Worker be deleted. The five remaining senior members of staff will be redesignated *Team Leaders*. It is further proposed that the new Service should have five area teams serving named school clusters each managed by a Team Leader. Each Team Leader would have core duties in the management of their teams and duties associated with a specific cross-city responsibility. These will be:
- (i) Protecting Children
  - (ii) Statutory Care Issues and Offsite Liaison
  - (iii) Attendance and Offenders
  - (iv) Community Support
  - (v) Community Well-being
- 4.4.3 Responsible to the Principal Officer, School Community Support Service, the Team Leaders will manage and direct a team of support workers remitted to countering social and educational exclusion within the context of the schooling environment. These posts have a significant management and leadership responsibility in a vital service. It is proposed that they each be re-graded to PO7-10 (Scale 41-44 - £32,640 - £35,118). Each Team Leader will be expected to deputise for the Principal Officer in relation to their specific cross-city remit.
- 4.4.4 Because of the workload and importance of the work and the demands of providing cross-departmental and inter-agency training and guidance in protecting children, it is proposed that the current Assistant Child Protection Officer be re-designated Assistant Team Leader (Protecting Children).
- 4.4.5 There are currently two further grades of workers: social-work-qualified Education Support Workers and unqualified Educational Welfare Officers. It is proposed that these posts are redesignated Education Resource Worker, graded AP3-4 (£19,311-£24,201) and Assistant Education Resource Workers, graded AP2 (£17,352-£18,783). Education Resource Workers will be qualified, normally to degree level or equivalent and will have had successful professional experience in individual, social and/or community support.
- 4.4.6 Current Education Support Workers will automatically become Education Resource Workers. These workers will continue to be paid as per corporate Social Worker level (AP4/5+1: £21,861 - £27,714) on the understanding that, while they remain with the service, they retain responsibility for statutory cases. An Education Resource Worker who was previously an Education Support Worker who leaves the service after 1 April 2008 would not be replaced by a Social Worker.
- 4.4.7 Educational Welfare Officers will be offered the opportunity to apply for Education Resource Worker posts as they become available within the new Service. A training programme will be established to ensure that existing Education Welfare Officers who do not have the necessary qualifications can become eligible to apply for Education Resource Workers posts.
- 4.4.8 As this will now mean that there will be no requirement to have a Social Work qualification to work at any level within the new Service, a basic grade Education Resource Worker can aspire to leadership positions up to and including the post of Principal Officer. This will assist the Service in attracting and retaining staff.

## **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. The major issues identified are outlined below.

- 5.2 Transport and travel costs will be reduced by having a significant section of the new School Community Support Service workforce allocated to and largely operating within the relevant school cluster catchment areas.
- 5.3 The re-location of the new Service staff to more geographically relevant locations will help reduce pollution from car use.
- 5.4 By focussing its activities on sustaining vulnerable and needy children and young people in education, this proposal will improve access to educational opportunities for those experiencing significant difficulty.
- 5.4 It will, furthermore, target improvements in partnership opportunities for parents/carers. Its intended outcomes are improved attendance and attainment levels of the lowest performing 20% of pupils and enhanced capacity in all nurseries and schools to tackle social and educational inequalities.
- 5.5 By working alongside and supporting both mainstream schools, other Education Department services and in partnership with appropriate partner agencies, whenever necessary, the new Service will improve the long-term educational, social and economic prospects of children and young people and play a key role in ensuring equality of opportunity for all.
- 5.6 Finally, in the context of equality of opportunity, the removal of the Social Work qualified level of worker opens the possibility to all School Community Support Service staff to enter the Service at Education Resource Worker and leave as Principal Officer.

## **6.0 CONSULTATIONS**

The Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance), Head of Finance, Director of Social Work, Head Teachers, relevant trades unions and other stakeholders have been consulted with respect to the proposal brought forward in this Report.

## **8.0 BACKGROUND PAPERS**

None

ANNE WILSON  
Director of Education

09 NOVEMBER 2007

JIM PETRIE  
Assistant Chief Executive (Management)

09 NOVEMBER 2007

**Financial Information**

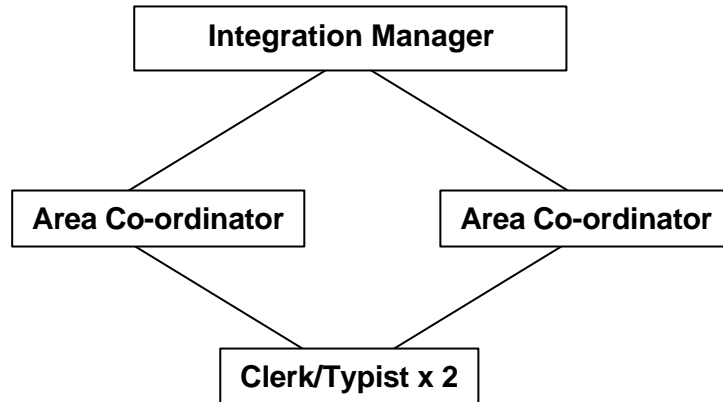
<b>CURRENT STAFFING</b>			
<b>NB</b> These figures include on-costs			
<b>Home School Support Service</b>			
Principal Officer	1	£53,186	
School Attendance Coordinator	1	£41,944	
Child Protection Coordinator	1	£39,846	
Assistant Child Protection Coordinator	1	£37,642	
Senior Education Support Worker (SW Qualified)	2	£77,702	
Education Support Workers (SW Qualified)	10	£345,898	
Education Welfare Officers	10	£231,379	
Admin Officer	1	£20,412	
Clerical Support Worker	5	£64,997	
		<b>£913,006</b>	
<b>Integrated Community Schools Team</b>			
Integration Manager	1	£48,289	
Area Co-ordinator	2	£79,692	
Clerk / Typist	2	£16,552	
		<b>£144,533</b>	
<b>TOTAL COST OF EXISTING SERVICE</b>		<b>£1,057,539</b>	
<b>PROPOSED STRUCTURE - SCHOOL COMMUNITY SUPPORT SERVICE</b>			
<b>From 01 April 2008 - these figures include on-costs</b>			
Principal Officer (School Community Support Service)	1	£53,416	
Administration Officer	1	£20,412	
Clerical Team	7	£81,549	
Team Leaders	5	£220,800	
Assistant Team Leader (Protecting Children)	1	£37,642	
6 SW-qualified Education Resource Workers	6	£207,840	
8 non-SW-qualified Education Resource Workers	8	£242,400	
6 non-qualified Education Resource Workers	6	£139,884	
<b>TOTAL COST OF NEW SERVICE</b>		<b>£1,003,943</b>	
Cost of training for non-qualified Education Resource Workers		£7,871	
<b>ESTIMATED SAVING RESULTING FROM NEW STRUCTURE</b>		<b>£45,725</b>	

## APPENDIX 2

### EXISTING HOME SCHOOL SUPPORT SERVICE ESTABLISHMENT

<b>Existing Posts</b>
1 x Principal Officer, HSSS
1 x School Attendance Co-ordinator
1 x Child Protection Co-ordinator
1 x Assistant Child Protection Co-ordinator
2 x Senior Education Support Workers (SW Qualified)
10 x Education Support Workers (SW Qualified)
10 x Education Welfare Officers
1 Admin Officer
5 x Clerical Support Worker

EXISTING INTEGRATED COMMUNITY SCHOOLS TEAM ESTABLISHMENT

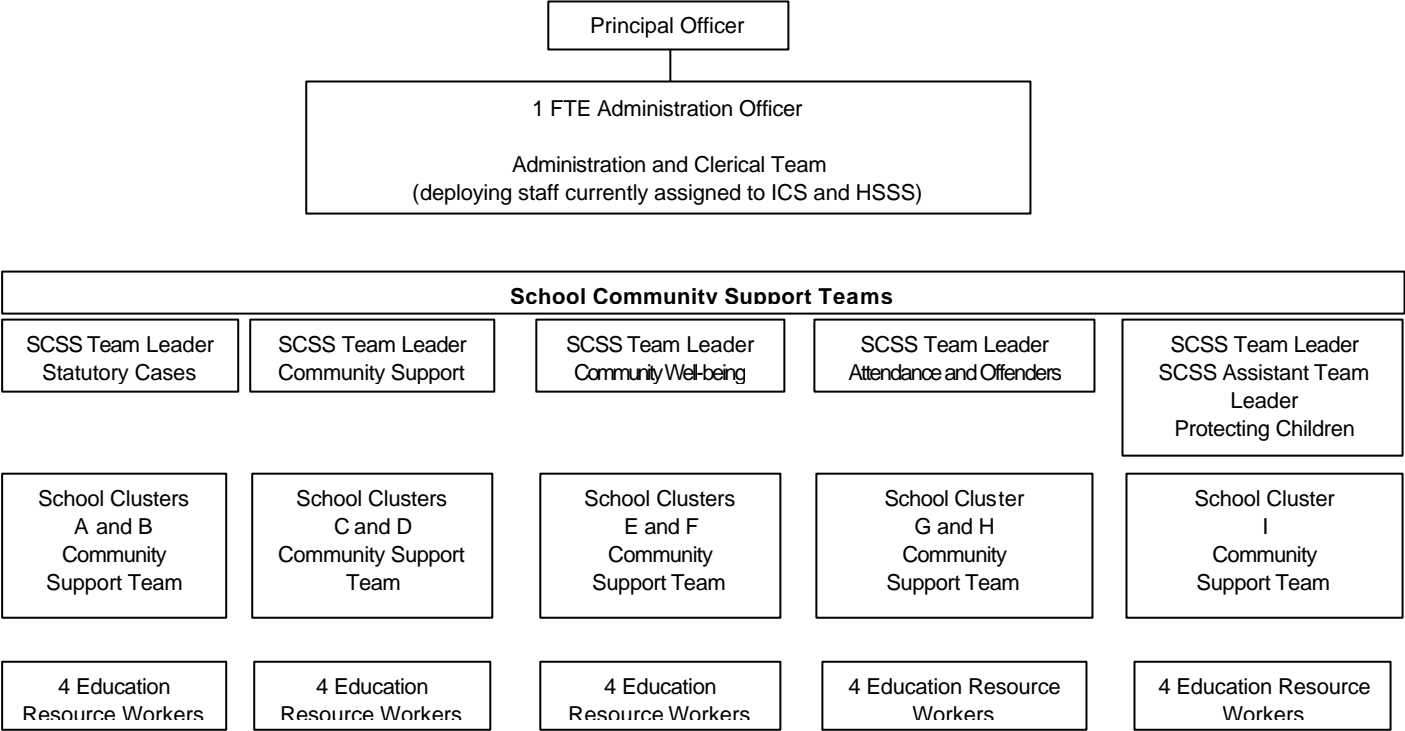


The Area Co-ordinators chair multi-agency Cluster Support Teams and the service supports diverse community activities including breakfast clubs, parent support groups, school holiday sports and leisure programmes and diversionary activities.



**Structural model: School Community Support Service**

NB. This model is based on there being 9 school clusters



## School Community Support Service

### Proposed Remit

The focus of activities undertaken by the School Community Support Service will be to assist school community members and partner agencies in sustaining children and young people in schools by:

- responding to issues and needs of pupils and school communities within an integrated approach to partnership working, developing pro-active initiatives which contribute towards sustaining children and young people in education
- addressing additional support needs of pupils and reducing potential barriers to learning; for example
  - ↳ problems associated with attendance/truancy/school refusal
  - ↳ re-establishing broken or disrupted home-school relationships
  - ↳ school-based concerns expressed by parents/carers
  - ↳ difficult relationships in and out of school (e.g. bullying, isolation)
  - ↳ repeated or unresolved exclusions
  - ↳ sensitive issues (e.g. pregnancies, sexuality)
  - ↳ children experiencing high levels of anxiety
  - ↳ supporting children and young people identified by multi-agency child protection and offending prevention panels
  - ↳ family breakdown/parenting issues
- reporting to the Children's Reporter
- attending Children's Hearings
- contributing to meetings and case conferences
- supporting children and young people individually and through group work in collaboration with partners
- liaising with other agencies, as appropriate, in collaboration with school Guidance, Support for Learning and Management Teams
- contributing to Joint Action Team planning for children and young people
- supporting the Children Missing from Education process
- receiving and appropriately sharing information about children, young people and families with schools and partner agencies
- responding to crisis situations in support of schools, where necessary
- contributing to Cluster Support Team activity
- working in partnership with other providers of programmes, initiatives and developments which contribute towards sustaining children and young people in education
- creating an integrated referral system which would respond on both an individual and collective level

Cross-authority work on Cluster Support Teams and Joint Action Teams, community health and well-being, community planning and partnership development, child protection, attendance and offenders will be specific responsibilities of the five designated Team Leaders.