
Education and Skills Alternative Delivery Model

Service Specification

Service name	Strategic management of the service, including financial management and school place planning
Document owner	Ian Harrison

Contents

1	Not Used	3
2	Service overview	3
2.1	Introduction	3
2.2	Service outcomes	6
2.3	Service challenges	11
2.4	Scope of the service	13
3	Service requirements – FOR THE COUNCIL	15
4	Not used	24
5	Key interfaces / Relationships	24
6	Performance indicators	24
7	Data room documents	24

Document name	Service specification – Strategic management of the service
File path in 4Projects	London Borough of Barnet > Education and Support Services > Education Services > Data Room > Service Information >

	Service Specifications
Version in 4Projects	D
Date uploaded to 4Projects	08/09/2015

1 Not Used

2 Service overview

2.1 Introduction

a) Strategic and financial management

Strategic and financial management of the service covers the strategic functions that support the Council and DCS that are not otherwise included in other service descriptions.

The responsibilities of the following members of the Senior Leadership Team are contained in the service specifications indicated:

- Head of School Improvement – School Improvement non-traded service
- Assistant Director, SEND and Inclusion – SEND and Inclusion service
- Head of post-16 – Post-16 education and skills service

The responsibilities of the following members of the Senior Leadership Team are contained in this service specification:

- Education and Skills Director
- Head of Partnership and Commercial services

These responsibilities include:

- strategic direction and oversight of the contracted service as a whole
- the overall financial management of the service
- the provision of strategic support and advice on behalf of the Council to the Schools Forum
- the education client function for the schools’ capital programme (Note that the management and delivery of the capital programme sits within the Customer and Support Group and is not, therefore, in scope)

- overseeing the demographic mapping of future requirements for school places and advising the Commissioning Group on the strategic planning of provision in order to ensure a sufficiency of school places

DRAFT

b) School organisation and place planning

The School Place Planning function ensures that there are sufficient school places for Barnet's growing population. Under The Education Act 1996, Local Authorities have a duty to ensure sufficiency of school places. This is achieved by providing accurate projections of need which then inform the commissioning strategy for school places, the schools capital programme and regeneration strategies.

The function also produces and presents data analysis and reports on demand for school places for Headteachers' briefings, project groups, consultation events, committees. Data analysis is also provided to support new school projects, including expansions, Free Schools and academies. The function is also responsible for submitting the annual data return to the Education Funding Agency (EFA) which informs the funding allocated to the Borough for place planning.

The School Place Planning function provides project management for school organisation projects (including expansions and amalgamations, but excluding the project management of any capital works) and academy conversions. This includes managing the statutory consultation process and preparing DPRs (Delegated Powers Reports, which are decision reports authorising projects from the Council).

The function also maintains an overview of the capital programme and ensures that capital resources are planned for and used effectively. This is achieved through working closely with the Commissioning Group, Building Services, schools and major project teams to ensure that temporary and permanent capacity is appropriately commissioned, procured and delivered on time and to budget.

The School Place Planning staffing structure consists of one dedicated post:

- 1 School Organisation and Place Planning Officer, full-time, managed directly by the Head of Education Partnerships and Commercial Services

In addition the Director and Head of Service spend a proportion of their time on this function, as does the Assistant Director, SEND and Inclusion in relation to specialist school places for children and young people with special educational needs and disabilities.

2.2 Service outcomes

a) Strategic and financial management

The Education provider is commissioned to deliver services that contribute to the present and future:

- Council Corporate Plan (or its equivalent)
 - Barnet's Children and Young People's Plan (or its equivalent)
 - Barnet's Education Strategy (or its equivalent)
 - Joint Health and Well-being Strategy (or its equivalent)
- i) Corporate Plan and in particular the council's corporate objectives to:
- Support families and individuals that need it through promoting independence, learning and well-being: through high quality early years provision to give children the best start in life, ensuring support for children with SEN and/or disabilities and identifying and meeting the needs of vulnerable pupils.
 - Improve the satisfaction of residents and businesses with the London Borough of Barnet as a place to live, work and study: through ensuring that Barnet's schools are high performing and that every child can access a school that is at least good.
 - Create the right environment to promote responsible growth, development and success across the borough: through ensuring that young people are equipped with the learning and skills to progress into adulthood and that schools work in partnership to identify and meet the needs of Barnet's current and future economy.

In particular the Education provider, together with the Families Delivery Unit leads on delivering the following priority outcomes identified in the Corporate Plan:

- To create better life chances for children and young people across the borough
- To promote family and community well-being and encourage engaged, cohesive and safe communities.

And contributes to the following priority outcomes:

- To maintain a well-designed, attractive and accessible place, with sustainable infrastructure across the borough.
- To maintain the right environment for a strong and diverse local economy.
- To sustain a strong partnership with the local NHS, so that families and individuals can maintain and improve their physical and mental health.

ii) Children's Trust Board's ambition to ensure:

All children and young people in Barnet should achieve the best possible outcomes, to enable them to become successful adults, especially our most vulnerable children. They should be supported by high quality, integrated and inclusive services that identify additional support needs early, are accessible, responsive and affordable for the individual child and their family.

The Education and Skills Delivery Unit contributes to the following objectives:

- Every child in Barnet has a great start in life, with the security and safety to grow in a nurturing environment.
 - Engage families early to ensure children have happy lives at home.
 - Ensure children in need of support are identified early and appropriately supported in their early years.
- Primary: Childhood in Barnet is safe and fun, with lots of opportunities to grow and develop through education, leisure and play.
 - Provide exciting and supportive learning experiences in welcoming schools.
 - Work with schools and families to join up education, health and safety services.
 - Encourage healthy lifestyles and choices to combat obesity in children and young people.
- Secondary: Children and young people feel supported to achieve and engage, while developing their identities and resilience.

- Offer opportunities for engagement and support, recognising the needs of the individual and supporting them to achieve.
 - Work in partnership with schools to address the root causes of exclusion and poor attendance.
 - Build peer support networks among professionals to enable.
 - Preparation for Adulthood: Young people are ambitious for their futures and contribute positively to society.
 - Enable young people to foster ambitious and realistic aspirations.
 - Ensure services are integrated to support young people as they transition to adulthood.
 - Offer relevant and tailored learning and employment opportunities.
 - Early intervention and prevention: Intervening early improves outcomes for children, young people and families, enabling them to thrive.
 - Take a whole family approach to improving outcomes for children and young people.
 - Strengthen early identification and intervene early to improve life chances for those living in the most difficult situations.
 - Keeping children safe: Children and young people are safe in their homes, schools and around the borough, with an ability to develop healthy relationships with others.
 - Educate children and young people on how to stay safe.
 - Targeted, personalised support for those most at risk of not achieving their potential, helping to reduce inequalities
 - Ensure that the families of children and young people at risk of underachievement, support their learning at home.
 - Continue to support children and young people's mental health and emotional wellbeing.
 - Enable those with Special Educational Needs, Learning Difficulties and Disabilities and complex needs to achieve their potential.
- iii) Education Strategy for Barnet's aims for:
- all eligible young children to have access to their statutory right to early education and support in good quality settings.

- all schools to be good or outstanding, as judged by Ofsted.
 - the attainment of children in Barnet schools to remain within the top 10% nationally at primary and secondary stage.
 - all children to make at least their identified expected rate of progress whilst in a Barnet school.
 - skills provision to be market-driven with all young people successfully progressing into education, employment or training.
- iv) Health and Well Being Strategy for Barnet's aims for:
- Reducing obesity in children and young people by working with schools, community groups and parents to promote healthy eating and increase the use of active and sustainable school travel plans and the range of organised physical activities available.

b) School organisation and place planning

- As a result of school place planning analysis advising the DCS on strategies to ensure a balance is maintained between the supply and demand of school places.
- Reports are co-ordinated and prepared, as well as briefings and other materials, for schools, Member Committees (following Council approval and clearance processes), senior leaders, free school proposers and others as required on the current and future need for school places.
- Provision of responses to councillors, MPs, members of the public in relation to school place planning queries
- Co-ordination of the statutory process for commissioning new schools, academy conversions and the school organisation process.
- Revision and updating of Barnet's Planning for New School Places report for the CELS Committee annually.
- Completion of the EFA's annual funding return (SCAP).
- Bids prepared for the Commissioning Group to obtain internal and external funding.
- Monitoring of the Schools Capital budget, including the Schools Maintenance work stream, DDA allocations and allocations to the VA sector.

c) Commissioning priorities/ Outcomes

- The school improvement system will ensure that the Council knows its schools and that all schools are challenged and ambitious for Barnet's children and young people. It will utilise the expertise within the sector in Barnet to challenge all schools to be good or outstanding
- The progress of the most disadvantaged and vulnerable pupils is accelerated in order to close the gap between them and their peers.
- Improve the educational offer to all our looked after children through use of the pupil premium and effective use of the Virtual School.
- All eligible children and young people have a personalised, outcome focused SEN Statement or Education, Health and Care Plan that is regularly reviewed.
- The local offer for children with SEND clearly sets out a comprehensive, up-to-date range of services.
- To meet growing demand for school places for children with SEND we will increase the availability of provision in Barnet and seek to ensure consistently high quality service by making better use of our centres of excellence.
- Reduce the demand for SEN transport through better enabling work and reduce the cost through more efficient and effective service delivery.
- There are a broad range of opportunities available for young people post-16 and they are supported to make well informed choices.
- Young people are equipped with the skills needed by the local, London and national labour markets.
- There is a sufficient supply of school places where they are needed through to 2019/20 and beyond.

2.3 Service challenges

a) Strategic direction and oversight to the service as a whole

Most of the key challenges are set out in other service specifications. Specific challenges for strategic and financial service management are:

- The challenge of championing educational excellence, both across local partnerships and within the council, in the light of the increasingly diverse and autonomous nature of school governance and the increased delegation of funding directly to schools.
- The challenge of balancing the budget funded from the council's general fund and achieving any necessary savings against a background of substantial local authority budget reductions.
- The challenge of balancing the 'Schools Budget' (funded from the DSG and post-16 funding from the EFA, given various pressures including:
 - Substantial demographic growth and thus the need for schools expansions (bulge classes, extra year groups and new schools).
 - The impact of demographic growth and an increase in the incidence of pupils with complex needs, while the High Needs Block in the DSG does not increase in line with these pressures.
- The challenge of ensuring sufficient schools places including specialist provision for pupils with SEND, in the right places at the right time through a programme of expansions, capital investment.
- The challenge of ensuring a sufficiently broad post 16 offer that meets the needs of all pupils across Academies, community schools and colleges.
- The challenge of ensuring that maintained schools have buildings that are well-maintained and fit for purpose against a background of severe constraints on the capital programme.

b) School organisation and place planning

- The challenge to school place planning is ensuring the balance between the over- and under-provision of school places, as both have financial implications for the Council and schools.
- The challenge in the planning of a long term expansion programme in the light of the Free School programme which is commissioned independently by the Department for Education.

Other school place planning challenges include:

- Rising secondary pupil population.
- Managing a limited budget.
- Increased building costs.
- Affordability and availability of land for new schools.
- Opposition to school expansions from parents and local residents.
- Ensuring the establishment of free schools is in areas of high demand.

2.4 Scope of the service

a) Strategic and financial management

Functions include:

- Strategic direction and oversight of the contracted and traded services as a whole.
- The overall financial management of the service, including ensuring the 'Schools Budget' is balanced and controlled.
- The provision of strategic support and advice on behalf of the Council to the Schools Forum.
- The education client function for the schools' capital programme (Note that the management and delivery of the capital programme sits within the Customer and Support Group and is not, therefore, in scope).
- Overseeing the demographic mapping of future requirements for school places and strategic planning of provision in order to ensure a sufficiency of school places.
- Leadership of the delivery of the Barnet education strategy for the council.
- Supporting the Council in knowing its schools by leading the management of the council's relationship with schools including; ensuring meaningful communication and two way feedback, performance monitoring, and the appropriate level of support and challenge to deliver excellent education outcomes.
- Ensuring the right leadership capacity is in place for leading the provision of high quality education in the Borough in the context of an increasing plurality of providers.
- Championing the views and interests of parents and children, especially the most vulnerable.
- Providing advice and support, where appropriate to the Lead Member for Children's Services on education-related matters, in collaboration with the DCS.
- Ensuring that services are operating in compliance with relevant legislation, statutory duties and Council policies.
- Acting as the technical lead and professional adviser to the Council via the DCS on education matters and on matters where education contributes to wider corporate objectives.

b) School organisation and place planning

Functions include:

- Timely provision of current and future demand for school places.
- The production of pupil place projections to inform the council's wider strategic objectives for regeneration.
- Co-ordination of school organisation statutory process (including consultation) and academy conversion process.
- Engaging with Headteachers and others (e.g. Diocesan Board), for example through CAPP (Capital, Assets and Place Planning) and PP (Place Planning) meetings to discuss potential expansions and bulges.
- Prepare and submit annual statutory return (SCAP) to the EFA on pupil projections, school capacity and capital.

DRAFT

3 Service requirements – FOR THE COUNCIL

Ref				
S&FM1	Strategic direction and oversight of the contracted and traded service as a whole	Provide advice to the council via the Director of Children’s Services (DCS) in relation to the development and delivery of the council’s education strategy. .	<ul style="list-style-type: none"> • Termly Director’s briefings for headteachers and governors • Support the DCS in the preparation of education related reports to the Children’s Education, Libraries and Safeguarding Committee and other council committees • Monthly one to one briefing with Chair of Committee 	
S&FM2	The overall management of the ‘Schools Budget’.	Prepare and agree budgets for all cost centres for DSG-funded services’. Put in place robust arrangements for monitoring and controlling all these budgets.	Schools Budget ca.£300m	A balanced ‘Schools Budget’ is produced and does not overspend

Ref				
S&FM3	The provision on behalf of the Council of strategic support and advice to the Schools Forum	Write/check all papers for the Schools Forum and clear with the DCS or his/her nominee Professional Adviser on behalf of the Council to the Schools Forum Using reasonable skill and care prepare the Schools Budget monitor spending in accordance with regulations (Section 251 guidance).	6 meetings a year and possibly additional special meetings	
S&FM4	The client function for the schools' capital programme (Note that the management and delivery of the capital programme sits within the Customer and Support Group and is not, therefore, in scope).	Identify and recommend to council via the DCS, priorities for capital investment, drawing on information from condition surveys, forecasts of demand for schools places, LA plans for SEN specialist provision, LA plans to expand Early Years provision and knowledge of schools and local context. Use reasonable skill and care to assess that the educational and client requirements are appropriately specified and monitoring is in place to ensure these are delivered.	Annual maintenance programme circa £5m (for LA and VA schools) Attendance at monthly corporate Education Capital Board	
		Monitor the Schools Capital budget including the Schools Maintenance programme, DDA and VA allocations.	Monthly monitoring meeting with finance and capital programme delivery team	
S&FM5	Emergency planning	Support the council in its emergency planning and handling of emergencies. Be the main point of contact with schools in relation to emergencies and in co-ordinating a response to emergencies in individual schools or groups of schools.	Ongoing.	
S&FM6	List of functions	Exercise the following functions on behalf of the		

Ref				
		<p>council:</p> <ul style="list-style-type: none"> • Advise the council via the DCS on the strategic direction and oversight of the service as a whole. • The overall financial management of the service, including ensuring the 'Schools Budget' is balanced and controlled. • The provision, on behalf of the Council of strategic support and advice to the Schools Forum. • The education client function for the schools' capital programme (Note that the management and delivery of the capital programme sits within the Customer and Support Group and is not, therefore, in scope). • Use reasonable skill and care in the oversight of the demographic mapping of future requirements for school places and strategic planning of provision to provide a sufficiency of school places. • Leadership of the delivery of the Barnet education strategy for the council. • Supporting the council in knowing its schools through leading the management of the council's relationship with schools including; ensuring meaningful communication and 		

Ref				
		<p>two way feedback, performance monitoring, and the appropriate level of support and challenge to deliver excellent education outcomes.</p> <ul style="list-style-type: none"> • Working with schools to develop the right leadership capacity for leading the provision of high quality education in the Borough in the context of an increasing plurality of providers. • Championing the views and interests of parents and children, especially the most vulnerable. • Providing advice and support, where appropriate to the Lead Member for Children’s Services on education-related matters, in collaboration with the DCS. • Operating the services in compliance with relevant legislation, statutory duties and Council policies as agreed within Schedule 2.3 to this agreement. • Acting as the technical lead and professional advisor to the Council’s DCS on education matters and on matters where education contributes to wider corporate objectives. 		
S&FM7	Providing information and advice to the DCS	Provide information formally and informally on a regular basis to the DCS and his/her retained	Monthly meetings between the DCS and Education and	

Ref				
	and his/her retained client team.	client team to support them in meeting their statutory duties in relation to the services in scope of this contract.	Skills Director. Support for, including preparation of reports for, the Strategic Partnership Board and its sub-boards and attendance of senior managers as appropriate to provide information and specialist advice.	
S&FM8	Collaboration across children's services	Engage with Family Services and health partners to develop services collaboratively to benefit Barnet's children and young people. Work with Family Services and other partners in relation to safeguarding issues in schools.		
S&FM9	Accountability relationship with the DCS	Manage services in line with the 'Protocol on accountability relationship between Cambridge Education and the Director of Children's Services in respect of the statutory functions of the DCS' as included as part of the Supplier Solution in Schedule 4.1 to this agreement.		
SOPP1	Overseeing the demographic mapping of future requirements for school places and strategic planning of	Analysis of pupil projections supplied by the GLA to produce a long term needs analysis and strategy for school places in the borough	School expansion/new schools investment programme Circa £155m 15/16 to 19/20	Ensure there are sufficient school places to meet demand

Ref				
SOPP2	provision in order to ensure a sufficiency of school places.	Work with education staff, Headteachers, other Council providers, the DfE and the EFA to identify locations for school expansions, bulge classes and new schools.	Ongoing	
SOPP3	Completion of statutory returns in relation to school place planning	Completion of annual statutory funding returns (e.g. SCAP) and respond to any queries from the DfE/EFA.	June-July	
SOPP4	Education lead for school places in relation to the council's regeneration programme	Calculation of child yield and school place requirements to inform and shape the council's regeneration programmes and the strategic planning of Council services for children and young people.	As and when required – approximately once or twice a year	Ensure that new school places are fully aligned with council's ambitious regeneration programme and strategic planning of services for children and young people.
SOPP5	Oversee and lead on school organisation proposals and requirements	Manage and deliver all projects to amalgamate schools, expand schools, close schools or make other changes to school organisational or governance arrangements, including conversions to Academy status and independent schools entering the maintained sector. Prepare and publish statutory proposals, once agreed by the council.	Circa 10 a year	

Ref				
SOPP6		Provide responses where appropriate to consultations and requests for information from other organisations and local authorities		
SOPP7	Establishing new schools	Manage and lead on the process for establishing a new school as required by DfE guidance and local and national policies.	Rare – once every three to five years	
SOPP8	Represent the council on school organisation issues	Represent the council at GLA and inter-authority meetings	Circa 5 per year	
SOPP9	Briefings and reports	Prepare school place demand briefings, reports etc. for council committees, FOIs and press enquiries, following the Council's approval and clearance processes	Ad hoc (subject to the level of requests being reasonable)	Updated school capacity and school roll projections spreadsheet at all times
SOPP10	Key contact	Act as key contact for DfE/EFA, Diocesan Boards, Regeneration colleagues, Heads, free school proposers in relation to school place planning, ensuring timely government requirements for data submissions, returns and responses.	As necessary	

Ref				
SOPP11	Pursue funding opportunities	In consultation with the DCS, complete and submit funding bids and using reasonable skill and care actively pursue all funding sources for school maintenance/ expansion / new school projects, with appropriate support from technical experts (surveyors etc.).	Ad hoc – approx. 5 per year	
SOPP12		<p>To the extent achievable using Good Industry Practice exercise the following functions on behalf of the council:</p> <ul style="list-style-type: none"> • Provide advice to the council on the planning of provision of school places to enable to council to fulfil its statutory duty to ensure sufficient places • The production of pupil place projections to inform the council’s wider strategic objectives for regeneration. • Co-ordination of school organisation statutory process (including consultation) and academy conversion process. • Engaging with Heads and others (e.g. Diocesan Boards for example through CAPP (Capital, Assets and Place Planning) and PP (Place Planning) meetings) to discuss potential expansions and bulges annual statutory return (SCAP) to the EFA on pupil projections, school capacity 		

Ref				
		and capital, subject to sign-off by the DCS.		

DRAFT

4 Not used

5 Key interfaces / Relationships

Interface	Details (please add details if there are any particular complexities or expectations)
CSG – finance, HR, IT	
Press Office	

6 Performance indicators

See spreadsheet: 'SKPI performance bands and list of all PIs - 15.9.15'.

7 Data room documents

File path on 4Projects

London Borough of Barnet > Education and Support Services > Education Services > Data Room > Service Information > Service Specifications > Strategic management data room documents

Ref	Document name	Link or file name on 4Projects	Description
5.1	Barnet Education Strategy 2013-2016	Barnet Education Strategy 2013-2016	
5.2	Education Strategy pre-published draft	Education Strategy pre-published draft	
5.3	Education and Skills Quarter 3 2014-15 quarterly performance report	FINALEducation and Skills Q3 PIs 2014-15 updated 29 01 2015	
5.4	Barnet C&YP Plan 2013-16	Barnet C&YP Plan 2013-16	
5.5	CTB presentation March 2015	CTB presentation March 2015	Presentation on progress with the CYPP to the Children’s Trust Board

5.6	Profile of young people in Barnet	https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/profile-of-children-and-young-people-in-barnet.html	
5.7	Annual Report to Parents – March 2014	Annual_Report_to_Parents	
5.8	Equalities Policy	008627_Equalities A4 Booklet (4) APPROVED	
5.9	DfE Schools Forum Operational Guidance	2013_Schools_Forum_Operational_Guide	
5.10	Barnet scheme for Financing Schools	Scheme for Financing Schools Sept 13 final	
5.11	Schools Forum Papers: <ul style="list-style-type: none"> • February 2015 • December 2014 • October 2014 • September 2014 special budget meeting – presentation • July 2014 • May 2014 	<p>Schools Forum Papers for 5th February 2015 Meeting</p> <p>Schools Forum Papers for 4th December 2014 Meeting @ final 28 11 14</p> <p>Schools Forum Papers for 9th October 2014 Meeting @ 29Sep14</p> <p>Schools Budget 2015-16 presentation to SF - 25.9.14</p> <p>Schools Forum Papers for 8th July Meeting - Final 24-6-14</p> <p>Schools Forum Papers 7 May 2014</p>	
5.12	Section 251 budgets and outturn tables	https://www.barnet.gov.uk/citizen-home/schools-and-education/schools-and-colleges/section-251-budget-and-outturn-tables.html	
5.13	DfE School Organisation Guidance 2014	School_Organisation_Guidance_2014	

5.14	Temporary and Permanent Expansions for Sept 2014	Temporary and Permanent Expansions for Sept 2014	Brief summary of school expansions
5.15	Investing in Barnet Schools	https://www.barnet.gov.uk/citizen-home/schools-and-education/schools-and-colleges/investing-in-barnets-schools/investing-in-primary-schools.html	
5.16	SEN Future needs – report to committee	SEN Future needs 26th February 2015 (FINAL) 27th February 2015	Summarises the future requirements for additional specialist places to meet the needs of children and young people with special educational needs and disabilities and sets out a proposed schedule of consultation with schools and other stakeholders regarding the pattern of provision and its governance.
5.17	Briefing for Governors – Spring 2015	spring_term2015_briefing for governors	
5.18	Schools Forums operational and good practice guide	Appendix A - Barnet Schools Forum	
5.19	Supply of Secondary School Places, Cabinet, 20 February 2012	Appendix A - Supply of Secondary School Places Overview and Scrutiny Panel	
5.20	Commissioning School places 2015/16 – 2019/20 (update August 2014)	Appendix A Commissioning School Places 201516 – 201920	
5.21	The structure of the Schools Forum and its decision-making and advisory powers - report to committee	Barnet Schools Forum	
5.22	Nursery school review – update – report	Nursery School Review Update	

	to committee		
5.23	Planning for new school places 2015/16 to 2019/20 – report to committee	Planning for New School Places 201516 to 201920	
5.24	Update report on provision of secondary school places	Report - Provision of Secondary School Places - Appendix B Final 7.3.14	
5.25	Update on Secondary School Places – report to committee	Report to OSC FINAL Provision of Secondary School Places 7 3 14	

DRAFT