

SCHOOL EFFECTIVENESS EIT REVIEW: Baseline Information

BASELINE INFORMATION: Description of current service	Governor Support	Stockton ICT Unit (SICTU)	Workforce Development
<p>1. Who provides the service</p>	<p>A professional team of highly trained (in terms of governance legislation) Support Officers comprising of: 1 Assistant Manager 8 Support Officers (7.12 FTE including Asst. Manager) Administrative Support is bought in through the Administration of Taxation Service equating to approximately £38k</p>	<p>SICTU – Stockton Schools ICT Support Unit Detailed structure chart available as required</p>	<p>Children, Education & Social Care Workforce Development Team Detailed structure chart available as required</p>
<p>2. History how services was formed and why it exists</p>	<p>In 1993 the School & Governor Support Service was the first traded service in Cleveland. Following Local government reorganisation in 1996 SBC assumed responsibility for the Education Service and at the time established a School & Governor Support Service modelled the Cleveland service. The Service was further developed and resulted in 100% buy back from SBC schools.</p> <p>As well as its core function of providing a Support Service to governing bodies, the Service</p> <ul style="list-style-type: none"> • maintains the Learn to Swim programme for primary children, which involves all primary aged children learning to swim 25 meters. The primary function undertaken is co-ordinating and agreeing the primary swimming programme for all primary schools; • consults and co-ordinates the school holidays dates; • advises on parental complaints; • is appointed as Clerk to Schools' 	<p>SICTU was formed in 2002 when the 3 different ICT support elements were brought together. These were SIMS software support, admin hardware support and curriculum support. SIMS and admin hardware were based in corporate ICT which is now Xentrall and curriculum support was in the Education Department (now CESC). The reason for this amalgamation was to provide a single point of contact for schools for ICT support.</p>	<p>The Service initially came together in 2005 and consisted of 4 members of staff covering schools training, advice & support i.e. Initial Teacher Training, NQT training, School Support Staff Training, Implementation of the National Workforce Reform agenda and other national initiatives. In 2008 the Head of Service, implemented the changes which brought the Childcare & Early Years training for the PVI sector and Children's Social Care training into the team. Subsequently following the Adults Social Care EIT review the Adults Social Care training team joined the Workforce Development Team in October 2011.</p>

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	Forum, SACRE, Admissions Forum, Primary Headteachers, Secondary Headteachers and Principals and Deputy Headteacher groups;		
3. How is the service provided?	<p>The Service helps governing bodies to meet their statutory duty by providing an independent Clerk to the Governing Body. In 2003 DfE stated “We recommend that the Governing Body appoints and pays a clerk that is qualified, as a professional clerking service helps governing bodies to be more effective.”</p> <p>Through a Service Level Agreement, the Service offers a variety of buyback options for combined governor support and development.</p>	<p>The service is provided via a web helpdesk system which is accessible from anywhere with an internet connection. Schools log calls through the help desk system themselves, via phone or via email and the SICTU team respond accordingly. Weekly/Daily visits are arranged on a school by school basis depending on a schools individual needs to enable ICT Subject Leaders in schools to be able to communicate with technical staff from SICTU.</p>	<p>Delivery of individual training programmes which are advertised in the:</p> <ul style="list-style-type: none"> • Professional Development Programme for Schools • Workforce Development Children’s Social Care Programme • SLSCB Workforce Development Multi-Agency Safeguarding Programme • Adult Social Care Programme • Childcare & Early Years Programme • Newly Qualified Teacher Programme <p>Delivery of multi-session training via the</p> <ul style="list-style-type: none"> • Graduate Teacher Training Programme and PGCE – which runs from September – July annual, this includes a recruitment & selection process to gain a place – this year we were allocated 24 places via the TDA • Succession Planning training for Senior members of school staff • Diploma in Health & Social Care levels 2, 3 & 5 • Diploma in Leadership & Management – Level 5 • Facilitation of other accredited courses via Stockton Riverside College e.g. Medication Level 5 • Transitional Award in Playwork CACHE Level 3 • Diploma for children & young peoples workforce – optional unit 5 CACHE Level 3

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			<ul style="list-style-type: none"> • Level 3 Special Needs OCN • Level 3 EYFS OCN <p>Acting as the Approved Body for Newly Qualified Teachers</p> <p>Plus Advice & Support to all relevant services via telephone, face to face contact etc</p>
<p>4. What influences impact on the service (political social economical, technological)?</p>	<p>Legislation is the greatest impact on the service, for example:-</p> <p>1944 Act 1980 Education Act School Standards and Framework Act 1998 Education Act 1996 Education (terms of reference) Regulations 2000 Education Act 2002 School Governance (Constitution) England Regulations 2007 School Federation and Collaboration Regulations 2007 School Staffing Regulations 2009 The Schools Forum (England) Regulations 2010 Education Act 2011 School Teachers Pay and Conditions</p>	<p>The service is influenced by educational legislation/ requirements economics and technological changes.</p> <p>The constant changes in the technological environment necessitate the service keeping up to speed with these developments in order support schools effectively</p>	<p>The service is influenced by Government changes / initiatives e.g. Munro report / Education Legislation</p> <ul style="list-style-type: none"> • Education Act 2011 • Social Care Legislation & Reform Board • Dept of Health initiatives relation to Adult Social Care
<p>5. How does the service perform?</p>	<p>The Service is held in extremely high regard by its customers and this can be demonstrated by a number of sources:</p> <ul style="list-style-type: none"> • 100% buyback from SBC schools; • SLAs with two Academies (one cross-boundary) and specific support provided to a third academy; • Customer Survey – when asked how 	<p>Very well, a satisfaction survey is sent out every year and the findings are very good. The perception of Headteachers is the service performs highly efficiently from an educational, financial and technical perspective and we have an excellent client / support relationship.</p>	<ul style="list-style-type: none"> • Taking into account the feedback from evaluations following the delivery of training courses the service performs to a very high standard • The Leadership & Management programmes demonstrate success based on the number of participants that are appointed to Headship within Stockton.

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	<p>governors would rate the overall performance of the Service, governors rated 100% good to outstanding;</p> <ul style="list-style-type: none"> • Audit Commission (last survey SBC participated in was 2008) – the Service has always ranked within the top five Local Authorities, and in 2008 was third; • Benchmarking - In terms of governor vacancy levels the authority is above the national average. 100% of our governing bodies were represented on governor training which again is above the national average. • Comments/commendations – through our constant monitoring of customer satisfaction, our positive comments and commendations are considerable, e.g. 2011 comments have included “A superb service, don’t know what we would do without you”; “Governor Support provide an excellent service”; “An excellent service, thank you for your continued advice and support”; “I believe the service is excellent both in its practical support to governing bodies and in the range of training is offers governors”; “school and governor support operates well at all levels, support officers are available at the end of a ‘phone line and on the few occasions I have needed help it has been immediately forthcoming.” 		<ul style="list-style-type: none"> • The high level of take-up of our training reflects its success. • The performance is also supported as a high performing service by the take-up of other LAs of our programmes
<p>6. What does inspection tell us about this</p>	<p>The last Local Authority Ofsted Inspection in 2001 stated that “The support provided</p>	<p>The APA reported that “<i>Management information is used to extremely good</i></p>	<p>The Graduate Training Programme was inspected by Ofsted in May 2009 and the</p>

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service?	for governors is good. It is very well received by Governors and Headteachers. The clerking and training services are both traded and indispensable".... "The governor support service is working appropriately with governing bodies to improve their capacity to support school improvement"	<i>effect in schools and centrally</i> " at Stockton. The JAR report also stated " <i>The quality of strategic thinking, high levels of reflection and analysis, and excellent use of management information are clearly evident throughout all documentation.</i> "	overall outcome was Good with Outstanding features. Following the 2 week Safeguarding Inspection in 2010 the multi-agency training delivered by the Workforce Development team was complimented.
7. What resources are used?	<ul style="list-style-type: none"> • ICT Hardware, including desktop PCs, netbooks, lpaqs, photocopiers, printers; • Office location / training venue at The Education Centre; • Tutors. 	As well as the necessary technical expertise we utilise a broadband connection to the central server infrastructure based at the Education Centre, various hardware and software.	<ul style="list-style-type: none"> • Equipment e.g. DVD's, training books etc • Trainers professional expertise • Budgets • Grants - TDA, National College • SLAs <ol style="list-style-type: none"> 1. ICT 2. Training venues, Education Centre, Independent Living Centre, Tithebarn House, Billingham Forum, JD Solutions • ICT
8. What assets are used to deliver the current service?	The team are the main asset used to deliver the service.	17 ICT Support staff 63 central servers (41 physical, 18 virtual and 4 Apple mac servers). 1 Transit Van	<ol style="list-style-type: none"> 3. 22 Workforce Development Staff 4. ICT <p>Question 7 & 8 interlink</p>
9. Are there any limitations or barriers affecting the delivery of the service?	On the basis that the service continues to be bought in by schools, there are no limitations.	On the basis that our excellent service is continued to be valued by schools, no.	There are no current limitations or barriers to the service however for 2012/13 there is some uncertainty around grant funding from TDA & National College for the delivery of the Graduate Teacher Programme / Succession Planning training and the uptake of Service Level Agreements with schools.
10. If the service is outsourced or provided by a third party, how are service standards monitored?	Not applicable.	N/A	Not applicable

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<p><u>Challenge</u></p> <p>11. Could the service be provided through a different mechanism?</p>	<p>Yes, it could be outsourced to a commercial provider or other Local Authorities, or provided in-house by school staff (not the Headteacher or a governor). There are, however, a number of statutory responsibilities incumbent on the Local Authority to provide:</p> <ul style="list-style-type: none"> • Appointment of Local Authority governors; • Appointment of Parent and Staff Governors; • Instrument of Government. <p>Other duties carried out by the Service, on behalf of the Local Authority, e.g. primary swimming, parental complaints, Schools' Forum, Admission Forum, SACRE, would need to be undertaken.</p>	<p>Yes as long as it is what schools want. Providing an educationally focused support service is one of the reasons this support solution works so well. Schools recognise how well the service works and performs as a one stop shop for ICT support in schools.</p>	<p>Yes - Services could be provided by external training companies/colleges/providers</p>
<p><u>Customer</u></p> <p>Baseline</p> <p>12. Who are the customers what are their needs now?</p>	<p>Governors are volunteers from all socio economic groupings who are required to undertake a complex and onerous role of being the strategic managers of schools. They are judged in the new Ofsted framework under the overall Leadership and Management section. Being strategic managers, governors are responsible for appointing senior staff (Headteacher, Deputy Headteacher), staffing structures, approving and managing budgets, setting priorities for the school and continually monitoring and evaluating their implementation. Governors are the accountable body for every aspect of the school.</p> <p>Individual governors including Chairs and</p>	<p>Primary Schools, Secondary schools and Academies are our customers. Their needs are for advice, support and guidance for the development and support of ICT based provision. This includes regular pre-arranged support visits as well as help desk support. Advice, support and guidance in the use of MIS systems including associated add ons, eg school dinner money, communication systems and VLE integration. Advice on and the purchasing of hardware/software with a view to best value. Design and implementation of whole school networks incorporating where appropriate server virtualisation. Advice and guidance on</p>	<p>Schools</p> <ul style="list-style-type: none"> • Whole school staff – continuous professional development to support the implementation of school improvement plans and contribute to improved outcomes for pupils • GTP – to train students to gain Qualified Teacher Status • As Approved Body for NQT - ensure that all submitted documentation from schools complies with national requirements • Early intervention support and guidance for NQTs who are not making satisfactory progress towards meeting the core standards. • Leadership & management <p>Childcare & Early Years</p> <ul style="list-style-type: none"> • Independent & private nurseries

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	<p>Vice Chairs, and Governing Bodies require training and development, advice and support to undertake their role and this is provided through the SLA.</p> <p>Headteachers including acting as a conduit for information and advice; support them in dissemination of information to their governing bodies; and that their school meets all statutory requirements.</p>	<p>wireless device implementation tailored to the school environment. Help and Support with Microsoft Office Systems. Web Site hosting design support and development. Apple mac support including integration with windows networks. Advice and guidance in the use of cloud computing.</p>	<ul style="list-style-type: none"> • Childminders • Playgroups • Out of School Provision • Crèches <p>Continuous Professional Development for staff, providing updates on legislation and access to mandatory training</p> <p>Social Care – Adults</p> <ul style="list-style-type: none"> • Residential Care workers - local authority, independent and private sectors • Social Workers • Mental Health practitioners • Care workers <p>Access to mandatory training & continuous professional development to contribute for improved outcomes for clients</p> <p>Social Care – Children</p> <ul style="list-style-type: none"> ▪ Residential Care Workers ▪ Social Workers ▪ Field Workers ▪ Family Support Workers ▪ Residential Care Officers ▪ Social Care Managers <p>Continuous Professional Development for staff to contribute for improved outcomes for young people</p> <p>SLSCB – Multi-Agency Safeguarding</p> <p>Members of workforces who work with children/young people and/or their parents/carers e.g. youth workers, GP'S, police, nurses, school staff, faith groups etc</p> <p>There are different levels of training dependent on the level of involvement with children/young people. Parents/carers Professional advisers & Lead Designated Officers for Safeguarding.</p>

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13. How are service users consulted and how do their views shape deliver?	<p>We use a wide range of consultation mechanisms, including:</p> <ul style="list-style-type: none"> • Customer Surveys • Customer comments cards • Focus Groups • Governors' Forum • Termly Briefings • At governing body and committee meetings <p>All consultation feedback is used to shape service planning and delivery. For example feedback has resulted in timings of governor training sessions to ensure that governors can access morning, afternoon and evening; use of IT/Learning Platform for circulation of papers; to ensure individual needs are met when circulating papers.</p>	<p>There is an ICT Working Group that meets half termly. Schools have a yearly meeting with the Schools ICT Support Manager and a satisfaction survey is sent out on a yearly basis. Feedback from all of these are used provide a better service.</p>	<ul style="list-style-type: none"> • Qualifications Audit • Visit to Settings • Training Needs Analysis • Audit of training needs • Evaluation & feedback on future training needs • Appropriate course delivered/developed
14. How satisfied are the customers?	<p>Extremely. 100% buyback, with the addition of two academies who approached the Service for support. The School & Governor Support Service is highly regarded by its customers:</p> <p>Comments Cards</p> <p>“The Service is fantastic. A valuable commodity to the running of our meetings”</p> <p>“As ever – an excellent service, much appreciated by governors”</p> <p>“Governor Support provides an excellent level and breadth of support of support for governing bodies. Both training, formal</p>	<p>Very Satisfied, schools have always had the opportunity to procure their ICT support from external sources, during the time SICTU have been in operation we have never lost a Stockton school. The satisfaction of Stockton schools has spread to Middlesbrough hence the amount of Middlesbrough schools now procuring our support.</p> <p>Survey comments:</p> <p><i>“Your staff are brilliant, always ready to help and I feel I can ask even the stupidest of questions if I don't understand</i></p>	<p>Very satisfied - taking into account the feedback from evaluations and compliments received</p>

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	<p>support are very effective” “I have found the service well informed, good quality and reliable.” “I find the service you provide excellent, I feel it is a vital role which provides a support service that enables me to be the best I can be as a governor. The training is current, well delivered and covers all that is needed” “Governor Support is of a very high standard. Briefing sessions, clerking service, training, HR briefings are of a high quality. Availability of Officers to answer telephone queries is much appreciated”</p>	<p><i>anything.”</i> <i>“The SICTU team provide an excellent service to our school. Guidance and support is of the highest standard”.</i></p>	
<p>15. How do you communicate with your users?</p>	<ul style="list-style-type: none"> • Termly Bundle; • Termly briefings; • Email contact; • Telephone contact; • Learning Platforms; • Face to face; • At meetings; • Governor Roadshows (Middlesbrough Mela, Preston Park events); • Attendance at parents evenings; • SBC events. 	<p>Technicians discuss daily requirements whilst on site, we have a centralised help desk system, a support telephone number and we email all schools.</p>	<ul style="list-style-type: none"> ▪ E-mail ▪ Face-to-face ▪ Telephone ▪ Training events ▪ Conferences ▪ Network meetings ▪ Websites ▪ SBC Events ▪ Governor roadshows
<p>16. How are these services promoted / marketed?</p>	<ul style="list-style-type: none"> • Promoted within the Education Centre and other SBC outlets through wide distribution of leaflets detailing how to become a governor. • New Governor Induction Packs include information on services provided and access to. • Termly Training and Development Programmes • At Your Service Leaflets widely 	<p>Face to face through visits and via emails. Flyers were produced to market the service to external schools but they have never been used because we have been in-undated with request for new SLA's from Middlesbrough schools purely by “word of mouth”</p>	<ul style="list-style-type: none"> ▪ Training programmes ▪ Network meetings ▪ Websites ▪ Flyers ▪ E-mails ▪ Service Level Agreements

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	distributed within the borough. <ul style="list-style-type: none"> • Website; • Service Level Agreement. • New Headteacher induction. • Training and Development for new and existing governors. • Governors Forum • At Governing Body meetings. 		
17. What do viewpoint surveys / internal audit reports tell us about the service.	Audit commented that the service provides a professional, low cost support service to governing bodies, under a SLA. The audit was undertaken in June 2011.	The recent audit report produced in August 2011 stated SUBSTANTIAL ASSURANCE : Overall, there is a sound system of internal controls; however, the implementation of suggestions or agreed recommendations would further strengthen those controls.	
Challenge 18. Are there customers who could use the service but don't?	Possibly, there is one Academy in Stockton who doesn't buy-in, although we have recently provided specific support to a meeting. Opportunities for further cross-boundary trading.	Yes over the past year the quality of service provided to Stockton Schools has filtered to Middlesbrough and almost half of the Middlesbrough Schools will be supported by us by April 2012. There is potential for this to expand further.	Yes: <ul style="list-style-type: none"> ▪ Some childminders ▪ Minority of schools ▪ Independent & Private Adult Services ▪ Other LAs ▪ Independent schools
19. Are there customers using the service who shouldn't be?	No	No	No
20. Who are the customers of the future and what are their needs? And	Governing Bodies will continue to be the customers of the future and their needs will continue to be directed by national legislation and local policy.	Any educational establishments are the customers of the future, SICTU is specialised in providing quality Educational Support however these services could easily be utilised elsewhere eg in the private sector if necessary too.	The customers of the future will be the same however the services could be extended to other local authorities/providers and the needs would be as stated above
21. what is the likely demand for these services in the future?	Current buyback is 100% (plus two academies), and it is anticipated that demand for the future would be at this level. At this point we have had no	Schools will always require ICT support in the future, the challenge is to provide the best quality of support at the best value. There will be more demand from schools	It is anticipated that the demand on the service in the future will be the same and could increase following government changes in legislation. How this is delivered

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	<p>indication from customers that they will not be buying into the SLA; in fact many customers have already verbally indicated they couldn't do without the service. Demand would only reduce if schools were unable to meet the costs of the SLA, or if they felt they were no longer getting value for money.</p>	<p>outside the LA in the future.</p>	<p>will be dependent on the level of buy back for schools.</p>
<p>22. What do complaints / compliments tell you about these services?</p>	<p>Compliments are detailed under 5 above, and further evidence as below: Comments Cards: "Excellent Service, very supportive, efficient and generally helpful. Specific staff who work to support our governing body have a very good level of knowledge" "Excellent Service" "I am happy with the service you provide. You are very reliable and trustworthy". Governor Support and Natasha White our GB support officer provide an excellent service, their support has been invaluable in helping me undertake my duties as a governor" "As a governor I feel that the advice and support provided by School and Governor Support is invaluable" <i>Comments such as these detailed above therefore tell us that the service is highly regarded and valued by its customers.</i></p>	<p>The service is performing well.</p>	<p>That the service is performing to a high standard and is valued by the customers</p>
<p><u>Aims & Objectives</u> Baseline 23. Is the service required by statute?</p>	<p>Aspects of the service are required by statute:</p> <ul style="list-style-type: none"> • Appointment of Local Authority governors; • Appointment of Parent and Staff Governors; • Instrument of Government. 	<p>No</p>	<p>The service is not required by statute but there are some elements which are delivered that are e.g. Section 13 of the Childcare Act 2006 requires local authorities to secure the provision of information, advice and training whether delivered by them selves or by others to meet the needs</p>

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	<p>With regard to Swimming:- There is a statutory responsibility for the LA to ensure that all children can swim 25 meters on leaving primary school.</p>		<p>of local provides (extract from Statutory Framework for EYFS) NQT – The Appropriate Body (LA), along with the headteacher/principle, is jointly responsible for the supervision & training (professional development) of the NQT during induction and has the main quality assurance role. (Extract – Statutory Guidance on Induction for Newly Qualified Teachers in England)</p>
<p>24. Is there a level of statutory service?</p>	<p>Yes. as above</p>	<p>No</p>	<p>Yes:</p> <p>Early Years</p> <ul style="list-style-type: none"> • Training and support in meeting the requirement of EYFS • Support in entering the childcare market and in meeting the registration and regulatory requirements <p>NQT</p> <ul style="list-style-type: none"> • Register NQT with GTC • Provide NQT with a named contact • Confirm and monitor contractual entitlement • Maintain records and assessment reports • Ensure schools/governing bodies are aware of and capable of meeting their responsibilities • Early intervention support and guidance for NQTs who are not making satisfactory progress towards meeting the core standards. • Decide whether the NQT as met the core standards at the end of the period and notify relevant parties • Decide whether to extend an NQT's period of induction

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25. Is the service responsive or proactive or a mixture?	Mixture – the service responds to customer need, however is proactive in its operation of the governing body administration processes, e.g. governor appointments, meeting preparation.	A mixture of both, reactive if an urgent problem arises. Proactive as set visits are arranged and software and systems are installed to provide alerts on issues and problems before they arise.	The services are both responsive and proactive
Challenge 26. Is the service needed?	Yes. There is a legal requirement to appoint a Clerk to every Governing Body and a list of functions in accordance with regulations, e.g. regulation 11, regulation 13(1) of the 2002 Education Act Section 39(2).	Yes – to ensure that schools have appropriately trained staff with the levels of skills and knowledge which will enable them to effectively carry out their role in the work place SICTU have the skills and knowledge to facilitate this need.	Yes – to ensure that staff from all agencies/services/settings, have appropriately trained staff with the levels of skills and knowledge which will enable them to effectively carry out their role in the work place. The Workforce Development team have the skills and knowledge to facilitate this need.
27. What would happen if the service was not provided either in whole or part?	Schools would need to make alternative arrangements to appoint a Clerk and seek advice and support as the service, on their behalf, keeps abreast of national and local changes and is a tried and tested product built around its statutory functions as Clerk to the Governing Body. This would reduce the LA's overall knowledge and intelligence of governing body performance and thus supporting them to improve.	Schools would need to go to another LA or a private company eg Mouchel/Northgate. If this was the case then expertise maybe lost, the new provider wouldn't have the intelligence or history to provide continuity of service.	Opportunities for professional development for staff could cease to be available. Current national and local initiatives could be overlooked in some settings Some services/settings could see a decline in expertise
28. How would the service react to new pressures what capacity would be required to deal with additional / new demands?	As the service is fully traded, any additional demands from schools and other customers would be self financing and therefore the staffing complement would be reviewed accordingly.	The service would react well to new pressures as we have already proven when the £60k provided by the LA was taken off us. Extra staff would be needed if extra schools were taken on from other LA's	The service has undergone a number of changes in the past few months and provision of service has continued and where possible enhanced e.g. SLA with schools. The incorporation of Adult Social Care team

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29. Who provides a similar service to this using a different delivery mechanism e.g. external partnerships, shared services etc?	12 North East authorities all provide a governor support and development service to their schools and governing bodies.	There are many different IT companies providing ICT Support to schools in other LA's	There are a large number of private sector organisations who offer Training & Development Ongoing discussions relating to a Tees Valley Workforce still to be clarified in respect of Social Care & Safeguarding
<u>Relevance / context</u> 30. How does the service fit with the overall aims of the council?	The service assists in meeting the Council's aims as follows: Putting People First - Our customers are our number one priority. By empowering Governing Bodies we enable them to serve their school communities to best of their ability and by doing so fulfil young people's aspirations. Managing Resources – Being a fully traded service it is important that we offer our service efficiently and effectively that is valued by our customers. Working with Others – Working with outside agencies and other services within SBC contributes to the aim of working together in partnership. Striving for Improvement – through providing specialised advice, support, training and development to governing bodies to empower them to challenge their schools to strive for continuous improvement. Performing Well – a testament to the performance and capability of all staff within the service is the 100% buyback and	Children and Young Peoples Plan Business Unit Plan Service Improvement Plans	As per the Children & Young Peoples Plan LSCB Safeguarding Plan & Strategy Children's Trust Management Board Business Unit Plan Service Improvement Plans

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	<p>extremely positive customer feedback.</p> <p>Securing the future – we contribute to ensuring governors operate and have the appropriate training to enable them to fulfil their responsibilities in respect of safeguarding.</p>		
<p>31. Who does the service contribute to key policy areas?</p>	<p>Development Priority CESC-CYP6 – by ensuring that governors are appropriately informed and trained and developed in all aspects of safeguarding as required for their roles.</p> <p>Development Priority CESC-CYP7 – conduit between the Local Authority and governing bodies to share and promote information on improving outcomes for children in public care, e.g. Corporate Parenting Strategy presented during autumn term 2011, raising governors' awareness of their roles and responsibilities.</p> <p>Development Priority CESC-CYP13 – by working with parents and other community members to become governors and providing the opportunity for development into the role.</p>	<p>The service provided ensures that schools have the key ICT Services to support staff and pupils in raising attainment.</p>	<p>The service ensures that the workforce have access to appropriate and relevant training opportunities to support staff in delivering the expected outcomes for their school/work place settings e.g residential homes, private nurseries</p>
<p>32. what policies, plans and strategies impact on the service e.g. statutory, policy, function, other services?</p>	<p>Government legislation has had and will continue to impact on service delivery, to ensure governing bodies continue to be supported in line with statutory requirements.</p>	<p>Individual schools ICT plan, Business Unit Plan, Central Government Initiatives, eg Harnessing Technology, Computers for Pupils etc</p>	<p>Children's Workforce Strategy Children's Training & Development Group Education Act / Legislation Framework for EYFS Social Care – DfE & Dept of Health legislations/initiatives</p>

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33. Are there any political judgements / decisions involved in determining the level of service?	Schools and academies have dictated the level of service offered and purchased support and development packages appropriate to their schools need.	National government Policy in relation to Education. Key decisions are taken by headteachers and governing bodies as to the level of service accessed	National Government Policy in relation to Education, Employment Law, Safeguarding legislation re the safety of children
<p><u>Financial / Resource considerations</u></p> <p>34. What are the capital and revenue costs of the service?</p>	<p>Total cost of service £417k</p> <p>Income generated - £380k +</p> <p>SBC net cost £37k*</p> <p>*SBC currently funds statutory requirements of service</p>	Total cost of the service is £808,000 which is wholly funded via SLA's with schools.	<p>Schools: NQT Service Level Agreement 2011/2012 Academic Year: £23,900 Schools – £448,448 (£79,000 grant /£44,827 SLA funding)</p> <p>Social Care – Adults £442,321 Social Care – Children's £177,038</p> <p>Childcare & Early Years £515,709 (out of this 25% has been put aside towards the EIG review)</p>
35. What is the level of 3 rd party expenditure?	Consultants to provide accredited training on Safer Recruitment. Approximately £3k per annum	External consultants are used one at £550 per day and one at £350 per day plus various ICT licences.	External Consultants/providers: Schools: £8,800 GTP - £27,000 (Grant funding) Childcare & Early Years £10-15k Social Care Adults - £100,000
36. What contracts or other arrangements are in place (spend analysis)	A letter of agreement with external provider as and when required.	SLA's with external schools. Contracts with Capita, Eset, Iron Mountain, Landesk, Stuart Todd and Hepwood Digital Ltd Budgets – see commissioning/contract data as previously supplied	Letters of Agreements with external consultants/providers as Q35 See commissioning/contract data as previous supplied

SCHOOL EFFECTIVENESS EIT REVIEW: Baseline Information

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37. What is the council commitment to the contracts / other arrangements?	None – other than to meet statutory training requirements for governors.	SLA's with schools run until 31 st March 2013.	SLA's with schools until April 2011 & August 2012 Part budgets used to deliver training – Social Care / Safeguarding
38. Do you have any charging policies?	Costs covered from Service Level Agreement.	Yes, rates for server installs and bespoke requests.	SLA costs – <ul style="list-style-type: none"> • Workforce Development Support for Schools SLA under 250 pupils £800 over 250 pupils £950 for 2010/11 £1,600 up to 250 pupils & £1,900 over 250 pupils £1,900 for 2011/12 • NQT SLA – 3 Levels costs - £750, £450 & £250 • Charges for delegates if not part of schools SLA accessing a training session – full day £150, half day £95.00, twilight £50
39. How have Gershon efficiency savings impacted on the service and how were the service planning to meet Gershon efficiency targets?	<p>Efficiency savings have been made year on year and have been seen as a priority to the service. The number of meetings which are covered by the service has increased, however the staffing costs have reduced due to efficiencies made in management structure August 2011.</p> <p>In addition to this the use of ICT equipment and software (net books, learning platform) has also contributed to savings in staff time and postage costs.</p>	We have taken on extra schools from other LA's and therefore have appointed more staff but the schools to staff ratio now means we are more efficient. SICTU have been working on moving services that are held in individual schools into central solutions that schools can share in order to save them money in the future.	Efficiency savings have been made by delivering extra training sessions with the same number of staff & in some cases where staff have reduced number of hours worked.
40. How will the current financial climate affect the service?	In current climate staffing costs are static.	Not sure, schools will still need a service but may reduce the amount of support they get in the future if budgets are cut drastically.	If budgets / SLAs reduced then the service provided may need to be reduced to reflect this.

SCHOOL EFFECTIVENESS EIT REVIEW: Baseline Information

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<p><u>Challenge</u></p> <p>41. How can you demonstrate that the service is cost effective?</p>	<p>The service is involved in local and national benchmarking exercises.</p> <p>The service compares well in many aspects including percentage of schools buy backs and in terms of filling governor vacancies. This is despite receiving minimal base funding to cover statutory requirements.</p>	<p>Benchmarking compared costs to SLA's from other LA's and from private companies offering the same service.</p>	<p>Benchmarking – compared costs to other external training providers both private and public sector and we compare favourably</p>
<p>42. Do external contracts offer value for money?</p>	<p>Only external contract with Governors East Learning (GEL), an online training provider for governors. During the procurement process GEL was assessed by LA Officers as the best value in terms of quality, content and cost.</p>	<p>Yes effective procurement processes are in place to test the market.</p>	<p>Yes effective procurement processes are in place to test the market</p>
<p><u>Service Drivers</u></p> <p>43. What do you need to change and why?</p>	<p>Consideration may have to be given in the future to service delivery models including providing an arms length service.</p>	<p>Continue to provide efficient support through investment in new technology to benefit the continuing changing requirements of schools</p>	<p>Positive response to changes in legislation Consider differing methods of training delivery</p>
<p>44. What are the main drivers of change?</p>	<p>The main drivers for change are:-</p> <ul style="list-style-type: none"> • Government policy and legislation • Academy Programme • Free Schools • Local Policy and Decisions <p>However, the main driver for the Governor Support and Development Service is to continue to provide a high quality service that schools and academies value and therefore continue to invest in.</p>	<p>Education legislation, changing financial environment, change in technology, Academies, Free Schools</p>	<p>Education legislation, changing financial environment, Academies, Free Schools, Teaching Schools</p>