

Aberdeen City Council Delegated Authority Business Case

The [Delegated Authority Business Case Flowchart](#) will assist you with this process, including guidance on the informal consultation stages

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DATE 9.11.20

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TITLE OF BUSINESS CASE Restructure of ASN and Outreach Services

1) Summary of Request

What is being proposed?

This proposal outlines changes to the educational management and leadership structures of some of the Additional Support Needs and Outreach Services within Aberdeen City. The services to which this proposal pertains include:

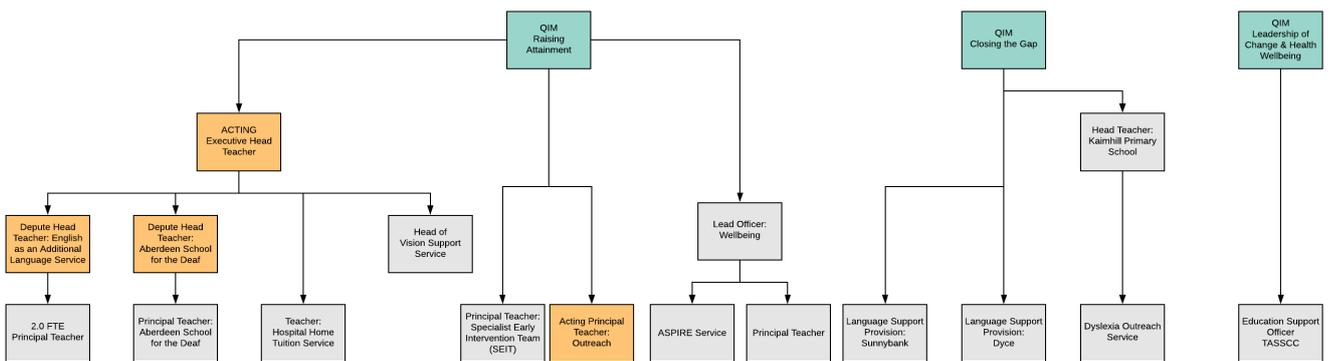
- Aberdeen School for the Deaf
- ASPIRE
- Dyslexia Outreach Service
- English as an Additional Language Service
- Hearing Support Service
- Hospital Home Tuition Service
- Language Support Provisions
- Specialist Early Intervention Team (SEIT)
- TASSCC
- Vision Support Service

2) Structure Change Requested

Change to Structure Requested	Job Title	Full Time Equivalent (FTE)
Establishment of permanent job	Head Teacher ASN & Outreach Services	1.0
Conversion of fixed term job to permanent status	N/A	
Establishment of fixed term job	N/A	

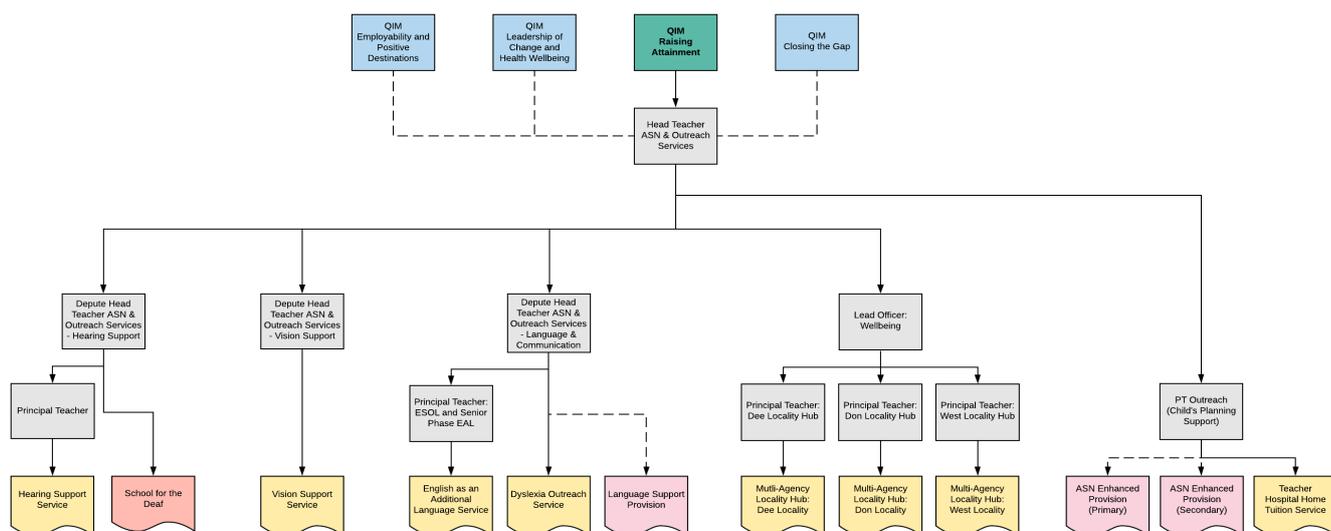
Extension of fixed term job	N/A	
Disestablishment of permanent job	Acting Executive Head Teacher EAL & Sensory Services	1.0
Change to Job Title	N/A	
Redesign of existing job	Depute Head Teacher: ASN & Outreach Services – Hearing Support	1.0
	Depute Head Teacher: ASN & Outreach Services – Vision Support	1.0
	Principal Teacher: Locality Hub	3.0
	Principal Teacher: ESOL & Senior Phase EAL	1.0
	Depute Head Teacher: ASN & Outreach Services – Language & Communication	1.0
	Principal Teacher: Outreach (Child’s Planning Support)	1.0
	Quality Improvement Officer: Digital Learning, Teaching & Assessment	1.0

Existing Management and Leadership Structures (figure 1):



Boxes shaded orange indicate where there are currently acting post holders.

Proposed Structure (figure 2):



Appendix A provides the correlation in tabular format (in addition to the flow above).

3) Main Considerations

1) How will the request support the delivery of the Local Outcome Improvement Plan?

Prosperous People (children and young people)

Investment in children is one of the best and most valuable long-term investments we can make. Investing shared resources to target early intervention and prevention for children and young people is central to tackling inequality and improving life chances. Our ambition is to support every child, irrespective of their circumstances, to grow, develop and achieve. We want Aberdeen to be a city where there is equality of outcomes and opportunities for all our children and young people and that children's aspirations are not limited by background or circumstances. This drives the service to collaborate to maximise the long-term outcomes of those who need extra care and protection. The following stretch outcomes are identified:

- 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026.
- 90% of children and young people will report that they feel mentally well by 2026.
- 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.
- Child Friendly City which supports all children to prosper and engage actively with their communities by 2026
- 25% fewer young people (under 18) charged with an offence by 2026

Each Support Service operates slightly differently sitting under the leadership and management of separate teams. Data gathered over recent months highlights the dynamic nature of learner needs across Aberdeen City and this continues to be a changing picture, particularly in the context of COVID-19. Having adopted a single request for assistance system, which makes increasing use of Power BI to support the analysis and interpretation of city-wide data, it is important that we have high levels of agility within our services: this flexibility will help us to respond positively and address the challenges facing learners and their families. Progress will be evidenced against the outcomes outlined above.

2) Risk Management: What are the consequences of not proceeding with the request?

The Local Education Authority has statutory duties. Of particular relevance to this proposal are:

- The Standards in Schools etc. (Scotland) Act 2000;
- Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002;
- The Education (Additional Support for Learning) (Scotland) Act 2004, as amended;
- The Requirements for Teachers (Scotland) Regulations 2005;
- Equality Act 2010.

Failure to implement this proposal may leave the Local Authority vulnerable to legal challenge.

In addition, not implementing these proposals will have impact on our ability to fully realise the national vision for Scottish education: 'Excellence and Equity'.

- The proposals have been constructed with a focus to ensure: Excellence through raising attainment - ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- Achieving equity - ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

3) Any other relevant background (rationale for request; staffing implications; any other associated costs etc.)

The proposals set out in this document seek to align the ASN and Outreach Services under the leadership of one Head Teacher and their Senior Leadership Team. This restructure affords opportunities with regards to unifying the vision and values of ASN and Outreach Services in Aberdeen City. Central to this is a culture of partnership working and collaboration with all stakeholders to establish this vision, so it permeates all aspects of the services' work. The consistency afforded by a single leadership structure lends itself to the sharing of best practice and expertise across services with the aim of securing the highest standards of learning, teaching and assessment, outcomes, and service delivery for all learners, irrespective of need/barrier to learning.

Getting It Right For Every Child (GIRFEC) recognises that partnership working, based on the principles of 'right support, right time, right place, and – importantly – right person' is likely to have the greatest impact on children/young people and their families. This proposal seeks to secure a completely collegiate and integrated approach. A primary aim of this is further supporting schools to provide responsive personalised adjustments for individual children and young people.

All education outreach services have a recently aligned universal offer of support, which centres around 'The 5 Roles of Support for Learning', and the Core Principles of the Educational Psychology Service. The 'I do, We do, You do' model of collegiate working is recognised as good practice and is, therefore, being adopted across all education outreach services. The proposal seeks to appoint a headteacher who will be able to ensure consistency in approach to leadership of learning and change.

The alignment of the request for assistance system – which now captures all services noted above – enables the gathering of city-wide data in relation to the emerging needs of children/young people, families, and schools. The proposed integrated approach to service delivery provides a level of flexibility and agility to proactive planning and service deployment, which can be based on emerging

data. Aligning services provides more opportunity for 'give and take' within the system, enabling a focus on learners as individuals as opposed to 'a need'.

Combined, the single request for assistance system and the proposed leadership structure gives opportunities for clear and consistent approaches to self-evaluation and school/service improvement planning. For example, it may be prudent to recruit a Teacher of ASN & Outreach, as opposed to a Teacher for a specific part of the service, to create additional flexibility in order to better-meet the needs of learners as individuals. The resource can be viewed in its totality to maximise the scope and reach of the service. This would be done in the context of our legal requirement to ensure Teachers of the Deaf/Visually Impaired have secured the relevant and required qualification within five years of commencement of employment. This flexibility also extends to recruitment on a secondment basis, allowing colleagues with emerging interest and expertise in (an) area(s) of ASN to extend this to a city-wide level.

The proposed Head Teacher ASN & Outreach Services will be line managed by the Quality Improvement Manager – Raising Attainment. However, to ensure the work of the ASN and Outreach Service is cognisant of the work of the wider education service – and vice versa – regular liaison with the Quality Improvement Manager Team (see figure 2 above) will feature. This sits central to the notion of collective responsibility for improving the outcomes of children/young people with additional support needs.

The Senior Leadership Team (SLT) will have both strategic and operational remits. As with any SLT remit, these are subject to change based on the knowledge, skills, aptitudes, and interests of the individual. Appendix B provides exemplification of how this *could* be spread across the SLT.

This approach to distributed leadership is key to the way in which consistency will be driven across the service, particularly with regards to the sharing and dissemination of excellent practice, and recognising and realising the immediate and long-term improvement priorities of the service.

The proposal seeks to establish the post of Depute Head Teacher: ASN & Outreach Services – Language & Communication, who will line manage and lead English as an Additional Language Service, Dyslexia Outreach Service, and – in consultation with the Head Teachers of Dyce and Sunnybank Primary Schools – the Language Support Provision. Whilst each service has a clear role to play with regards their area(s) of speciality, the Depute Head will work with the services, schools, and partner agencies (such as Speech and Language Therapy) to ensure the service delivery remains responsive to emerging need whilst recognising the close links that relate to all areas of language development and the global impact they can have on wellbeing, learning, and accessibility.

The Principal Teacher (ESOL and Senior Phase EAL) will have responsibility for the English for Speakers of Other Languages (ESOL), SCQF Levels 3-6, offer across Aberdeen City. Consistency in delivery, quality assurance of standards, liaising with SQA Coordinators, tracking and monitoring learners, and securing the highest standards of attainment and achievement sit central to this role. They will also liaise with learners and key school staff with regards to progressive pathways for bi/multi-lingual learners.

The inception of Multi-Agency Locality Hubs into the City's staged intervention framework comes on the back of highly successful Vulnerable Hubs, which were established during the COVID-19 school building closures. The approaches adopted were endorsed by an Education Scotland evaluation. Subsuming the Multi-Agency Locality Hubs into the proposed structure will further support the

adoption of the approaches to leadership and agility – as outlined above – from their inception. Multi-agency partners (Social Work, Health, Community Learning and Development, 3rd Sector) are committed to supporting the Locality Hubs. Communication and governance structures are in place to ensure all services continue to maintain the flexibility, which is central to the success of such a resource.

The proposal seeks to realign the work of both Specialist and Early Intervention Team (SEIT) and ASPIRE across the Multi-Agency Locality Hubs, recognising the experience of social, emotional and mental health needs within these teams will be invaluable to the learning and teaching provision within the hubs. The services also bring a small compliment of Pupil Support Assistants (PSA) and Wellbeing Family Workers (WFW) who adopt flexible approaches to meet the needs of learners and their families. A Principal Teacher (Locality Hub) has responsibility for leading and managing the education element of the Locality Hub’s offer, which includes securing consistency in the approaches to curriculum design, and learning, teaching & assessment, alongside line management responsibility for the teachers, PSAs and WFW. This will also include careful monitoring of education’s contribution to multi-agency working, identification and assessment, consultancy, contribution to staff development, and direct/cooperative teaching. The Principal Teacher (Locality Hub) will liaise with partners unique to the locality to further-secure local support for children/young people and their family. Central to this, is the partnership with the child/young person’s school: Multi-Agency Locality Hubs are not an alternative to school.

City-wide leadership and management of the education element of Locality Hubs will sit with the Lead Officer: Wellbeing, who will have line management responsibility for the three Principal Teachers (Locality Hub). Again, securing consistency in approach sits central to this role and this will be done in the context of each Locality Hub’s unique context. A critical element of this role is the provision of continuous lifelong professional learning (CLPL) for staff across education with a particular focus on relational approaches.

Data captured over recent months highlights the need to increase the city-wide provision for children/young people with additional support needs for whom an enhanced/specialist level of support is required, but where their social and emotional and/or cognitive development needs would be not be best met by current specialist provision. The recent National Review of Support for Learning recognises enhanced provision within mainstream (where there are opportunities to integrate with mainstream whilst being supported by individual approaches and on a needs-led basis) as an approach that can work well. As such, the proposal seeks to establish Enhanced Provision (Primary) and Enhanced Provision (Secondary) across the city’s localities in addition to the specialist support offered at Bucksburn ASN Wing, Mile End ASN and Orchard Brae. The following table provides an overview of the existing and proposed provision:

	Provision	Sector
Existing	Bucksburn ASN Wing	Secondary
	Orchard Brae	All Through (N4-S6)
	Mile End ASN	Primary
Proposed to	Kaimhill Enhanced Provision	Primary
	Glashieburn Enhanced Provision	Primary

	Cults Academy	Secondary
	Bridge of Don Academy	Secondary

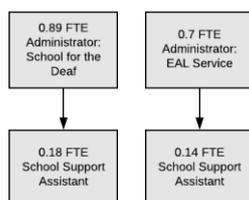
Careful consideration has been given to the accessibility of the physical environment. Once again, central to the success of such an intervention is flexibility. Sitting under a single leadership team, as part of an integrated structure, affords the system flexibility in terms of responding to the individual needs of children/young people.

Consistency in provision and approach will be secured through the leadership of the PT Outreach (Child’s Planning Support) who will maintain an overview, working in conjunction with the schools’ leadership teams and the settings’ enhanced provision staff. In addition, the PT Outreach (Child’s Planning Support) will have a key role to play with regards to driving consistency in the Child’s Planning process, which includes the capture and sharing of best practice. As has already been the case, the postholder will undertake learner visits and support assigned transitions in conjunction with the Team Around the Child. The PT Outreach (Child’s Planning Support) will line manage the Teacher of Hospital Home Tuition Service.

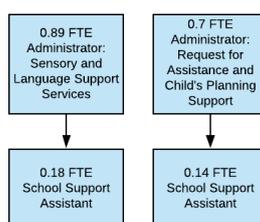
In summary: securing stable senior and extended leadership teams, with all work underpinned by a shared and unified vision, paired with an agile and flexible approach, leading to highly consistent provision and practice, are the key drivers for change.

School Support Services

The services currently have the following school administration support structures (figure 3):



The following change is proposed (figure 4):



All the proposed changes can be made within existing budgets, therefore, there are no financial implications. Again, changes are proposed with flexibility as the main driver. All proposed changes are interconnected so it is important cognisance is given to School Support Services. Administrator EAL service will be job matched into the administrator request for assistance and child’s planning with a view to undertaking full job evaluation within 6 months to capture the true demands and responsibilities.

Learners and Parents as Partners

The recent National review highlights the importance of genuine and honest partnership working with parents and learners, particularly around the value and relevance of their lived experience. The Education Service recognises the valuable contribution strong parental partnerships play in the life

and work of schools, and the positive impact they have on the educational experiences and outcomes of children/young people. The proposed re-structure affords the ASN and Outreach Service opportunities to establish strong authority-wide platforms for parental engagement and partnership, particularly with regards how we shape the vision and values for the service and in the development of policy and guidance. The same is true of learners: an integrated approach to service delivery will generate opportunities for placing the voice and rights of learners at the heart of ASN improvement planning and service delivery. This proposal and the opportunities it brings comes at an important time: work is ongoing nationally to progress enacting the United Nations Convention on the Rights of the Child (UNCRC) into legislation; the outcomes of the National review have been formally accepted by the Scottish Government; and Aberdeen City continues to progress plans for Aberdeen as a Child Friendly City. Consultation with learners from services included in this proposal has started so their voice can support redesign from the outset.

Why is TASSCC being delivered in a different way?

TASSCC (Technological Assessment & Support Service for Children & the Curriculum) was established in 1994. The service supports schools to promote independence in, and accessibility of, learning for children/young people through the use of digital technologies. At the time it was established, access to digital hardware and software within education was sparse and this was very much an emerging area of practice. Thirty years later, this area has progressed significantly with the use of digital forming an integral part of learning, teaching and assessment across the ACC school estate. In particular, schools make extensive use of the Google Suite for Education with learners and staff having access to TextHelp's Read&Write toolbar via their user account. Chromebooks, in particular, are commonplace across many schools and we are working to ensure that every child has their own device, which will allow for a level of personalisation previously impossible.

We have a vacant Quality Improvement Officer (QIO) post which will be used to establish a Digital Learning, Teaching and Assessment lead. This post holder will have responsibility for the strategy associated with digital learning, teaching and assessment, and the use of digital innovations to improve accessibility for all. This role includes making recommendations to schools about the most appropriate software and applications to use. Schools can seek such support by requesting assistance from the QIO with responsibility for Digital Learning, Teaching and Assessment. The Digital Hub contains professional learning links to which ACC education staff have access. A number of staff across the service have already accessed the Certified Google Education programme – at both Level 1 and 2 – and their expertise is used to support professional learning and proficiency in the use of these tools.

Which ASN and Outreach Services sit out with the scope of this proposal?

The *Autism Outreach Service* remains under the leadership and management of Orchard Brae School. The school is line managed by the Quality Improvement Manager – Raising Attainment.

The *Virtual School* remains under the leadership and management of the Virtual School Head Teacher. The service is line managed by the Quality Improvement Manager – Raising Attainment. The *Educational Psychology Service* remains under the leadership and management of the Principal Education Psychologist (PEP). The PEP is line managed by the Quality Improvement Manager – Leadership of Change / Health & Wellbeing.

It should be noted, however, that the proposed Head Teacher ASN & Outreach Services will work in close partnership with these services and their senior leadership teams. Again, this supports the idea of collaboration and collective responsibility to meet the needs of children/young and people.

Recruitment

A number of posts, outlined above, are vacant and/or have acting incumbents. Work with People and Organisation will commence to undertake job sizing and recruitment as outlined below:

Leadership Role within Proposed Structure	Next Steps
Head Teacher ASN & Outreach Services	Vacant: Job Sizing and Recruitment Required
Depute Head Teacher ASN & Outreach Services: - Hearing Support	Acting: Job Sizing and Recruitment Required
Principal Teacher: Aberdeen School for the Deaf	Acting: Job Sizing and Recruitment Required
Depute Head Teacher ASN & Outreach Services: Vision Support	Substantive Post-Holder in Place; No Job Sizing Required
Lead Officer: Wellbeing	Substantive Post-Holder in Place; No Job Sizing Required
Principal Teacher: Locality Hub	Substantive Post-Holder in Place; Job Sizing Required
Principal Teacher: Locality Hub	Substantive Post-Holder in Place; Job Sizing Required
Principal Teacher: Locality Hub	Job-Matching or Recruitment Required
Principal Teacher: ESOL and Senior Phase EAL	Job-Matching or Recruitment Required
Depute Head Teacher ASN & Outreach Services: Language & Communication	Vacant: Job Sizing and Recruitment Required
Principal Teacher: Outreach (Child's Planning Support)	Acting: Job Sizing and Recruitment Required

Implementation

This proposal will be implemented following the recruitment of the vacant Senior Leadership Team posts. It is anticipated implementation will commence in January 2021. COVID-19 guidance and restrictions notwithstanding, service delivery will remain uninterrupted during the consultation and restructure process.

4) Financial Implications (including on costs at **33.6%**) [Click here for current Salary Scales](#)

Impact on current year's revenue budget:

(your People & Organisation Adviser will also be able to assist you with salary calculations)

The changes proposed in this business case are expected to be cost-neutral, as while the provision is being restructured it is not anticipated that there will be an increase in salary costs. While it is important that relevant posts are job-sized, there is no indication that the outcomes will result in an overall increase in costs, not least because there is no increase in actual job numbers, their remits will be broadly the same, and the major change is in regard to the structure of the service.

Job Title	JE Grade	FTE	Min Salary	Max Salary

Net Cost	£	Net Saving	£0
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These figures are based on an appointment being made by <date>.

Full year impact on revenue budget:

Job Title	JE Grade	FTE	Min Salary	Max Salary

Net Cost	£	Net Saving	£0
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While there will be a small saving moving to 1 DHT and 1 PT in the long term this will possibly be negated by any job sizing required to take place.

Required funding is available from the following budget (include budget code):

To confirm that the above funding and costs have been checked by your Finance Contact, please request their electronic signature and enter here Please note, the business case will not be actioned if this section is blank	Name of Finance Contact consulted, and date checked	Electronic Signature of Finance Contact/Partner
	Graeme Snape 06/11/20	Graeme Snape

5) Formal Consultation

Date Consultation Began		Date Consultation Ended	
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Consultees – tick those consulted with			
GMB		EIS	
UNITE		SSTA	
UNISON		Other Teaching TU	
Finance		People & Organisation	
Legal		Affected Staff	

6) People & Organisation (Chief Officer) Comments (required in all cases)

7) Finance (Chief Officer) Comments (required in all cases)

8) Trade Union Comments (required in all cases)

9) Feedback or Concerns raised by Affected Staff (where applicable)

10) Legal Comments (only required where there are potential legal implications)

11) Approval

Approved under delegated authority (by Director/Chief Officer):

Yes		No	
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Name:

Date:

Signature:

Establishment Control Information

(THIS TABLE MUST BE COMPLETED IN ALL CASES – PLEASE ASK HR / P&O IF YOU ARE UNSURE OF ANY DETAILS)

Post(s) to be established	No. of posts	Weeks/ hours	Job Number	Reports to	Location	Org Unit	Grade	Financial Code	JE No.	Capability Framework Level
Post(s) to be disestablished	No. of posts	Weeks/ hours	Job Number	Reports to	Location	Org Unit	Grade	Financial Code	JE No.	Capability Framework Level
Posts (for grade change only)	No. of posts	Job Number		Reports to	Location	Org Unit	Old Grade	New Grade	JE No.	Capability Framework Level
Posts (for location change only)	No. of posts	Job Number(s)		Current Location	Current Org Unit	New Location	New Org Unit	Financial Code	JE No.	Capability Framework Level
Post (for job title change only)	No. of posts	Job Number(s)		Reports to	Location		New Job Title		JE No.	Capability Framework Level

Appendix A – Correlation of Current and Proposed Structures

Service within Current Structure	Service within Proposed Structure
Aberdeen School for the Deaf	Aberdeen School for the Deaf (unchanged)
ASPIRE	Multi-Agency Locality Hub
Dyslexia Outreach Service	Dyslexia Outreach Service (unchanged)
English as an Additional Language Service	English as an Additional Language Service (unchanged)
Hearing Support Service	Hearing Support Service (unchanged)
Hospital Home Tuition Service	Hospital Home Tuition Service (unchanged)
Language Support Provision	Language Support Provision (unchanged)
Specialist Early Intervention Team	Multi-Agency Locality Hub
TASSCC	Delivered via QIO Digital Learning and Teaching
Vision Support Service	Vision Support Service (unchanged)
---	ASN Enhanced Provision (Primary and Secondary)

Appendix B – Exemplification of Senior Leadership Team Remits (including mandatory qualification requirements)

	HT: ASN & Outreach Services	DHT: ASN & Outreach Services – HSS	DHT: ASN & Outreach Services – VSS	DHT: ASN & Outreach Services – L&C	Lead Officer: Wellbeing
Qualification Requirement (Mandatory by relevant Scottish Regulation)	<p>GTCS Full Registration</p> <p>PgCert Into Headship within 30 Months of Appointment</p>	<p>GTCS Full Registration</p> <p>Appropriate qualification (e.g. Teacher of the Deaf) within 5 years of appointment</p>	<p>GTCS Full Registration</p> <p>Appropriate qualification (e.g. Teacher of Visually Impaired Learners) within 5 years of appointment</p>	<p>GTCS Full Registration</p>	<p>GTCS Full Registration</p>

Leadership and Management of Staff	Depute Head Teachers x 3 Lead Officer: Wellbeing PT Outreach Support Staff	Aberdeen School for the Deaf Hearing Support Service	Vision Support Service	Language Support Provision Dyslexia Outreach Service English as an Additional Language Service	3 x Principal Teachers: Multi-Agency Locality Hub
Strategic	Self-Evaluation for Self-Improvement (inc. SQuiP and NIF Plan) Management of Resources to Promote Equity Health & Safety Accessibility	Child Protection and Safeguarding Personalised Support Wellbeing, Equality and Inclusion	Learning, Teaching & Assessment Curriculum: <i>Skills for Life, Learning and Work</i>	Family Learning Tracking & Use of Data Attainment & Achievement	Partnerships Curriculum: <i>Learner Pathways</i> Professional Learning
Leadership of Learning Leadership of Change					