

JOB DESCRIPTION FORM

Job Title: Service Director – Education

Job Holder:

**Reports to:
(Name & Title)** Executive Director: Children and Young People's Services

1. Job Purpose:

As a member of the Extended Leadership Team (ELT), this role takes collective and shared responsibility for the effective leadership and corporate management of the Council's services and delivery of improved outcomes and the achievement of value for money.

Acting as a professional lead and taking accountability for operational delivery for all matters within their portfolio of responsibility, the post is responsible for a range of Council services that includes, but is not limited to:

To be the strategic professional lead for children and young people's education and learning within Peterborough City Council and across the city, securing improved educational standards and ensuring that the Council's statutory education duties in relation to early years, schools, school improvement, schools funding, support for vulnerable young people, education otherwise and children and young people's wider well-being are effectively met.

To ensure the effective delivery of all operational children and young people's services under your line management

To support delivery of the Council's strategic plans and priorities

To develop and deliver national and local performance targets to improve the outcomes of and services for children and young people.

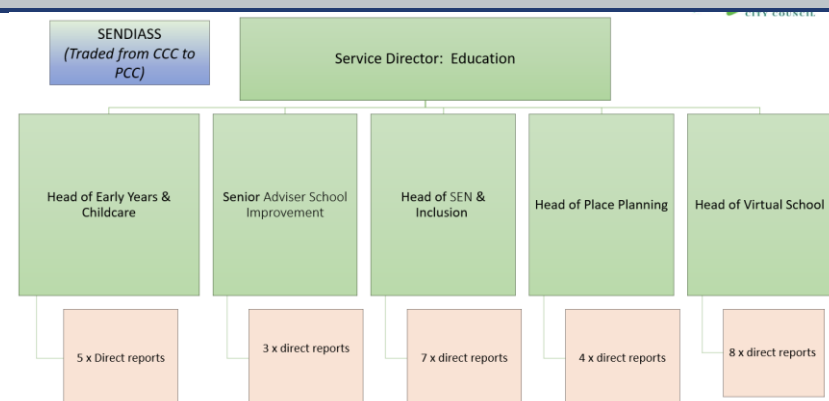
To contribute as a member of the Directorate Management Team within Childrens and Young Peoples Services ensuring the effective leadership of your area and the directorate more widely.

To work closely with the Cabinet Member(s) for Childrens Services, Education, Skills and University and other members of the Cabinet, and lead opposition and Scrutiny members in developing and reporting on the performance of services within your division and in relation to wider issues.

To deputise for the Executive Director of Childrens Services in areas of responsibility and as requested.

To play a full role in the wider leadership of the Council.

2. Organisation:



3. Leadership and collaboration:

Demonstrate compassionate and inspiring leadership, whilst providing strong and motivational leadership to drive continuous improvement, efficiency savings and higher levels of satisfaction for residents.

Actively understand the challenges faced by colleagues across the organisation to be able to support all ELT colleagues to deliver their objectives as well as those of the whole council and to be in a position to effectively contribute to the development and delivery of the Council's Corporate Strategy, Medium Term Financial Strategy and Workforce Plans.

Actively promote and role model the council's priorities and ways of working and the Council's values and behaviours to ensure they are delivered throughout the organisation.

Develop and implement effective communication and engagement arrangements with service users, stakeholders, communities and partnership agencies to facilitate effective relationships that drive improvements in service delivery.

Role Specific:

- Actively develop and maintain strong relationships with key external stakeholders in the public, private and community and voluntary sectors, to optimise opportunities for delivering services in partnership wherever this would generate improved outcomes, effectiveness, or efficiency.
- Represent the Council, set the agenda for delivery partners and ensure effective management of resources (within budget), ensure delivery of corporate priorities and client requirements.
- Actively encourage innovation and creativity across the services commissioned, pushing boundaries to improve efficiency, provide value for money and achieve new ways of working.

- To deputise for the Executive Director Childrens Services as required.
- Responsible for the leadership of those functions that are set within the direction of this post as well as for Council services corporately.
- Promote managerial responsibility for cross-organisational team working, and across boundaries with other agencies and partners, to improve services and solve problems in a coherent and integrated manner.
- Ensure that relevant and best professional advice, guidance and information is available in an intelligible and timely fashion to the Cabinet, Scrutiny, all elected Members, as well as to other stakeholders.
- Sustain and improve the overall reputation of the Council and act in the best interests of Peterborough through effective representation locally, regionally and/or nationally
- Provide the education challenge and support to City College Peterborough

4. Governance:

Understand and uphold the Constitution, Scheme of Financial Delegation and Contract Procedure Rules of the Council and ensure that they are followed throughout the directorate.

Support the democratic process, providing advice to elected members on the appropriate response to local and regional matters as well as the internal business of the Council.

Champion effective management of risk and the active response to audit findings in relation to service delivery. Be jointly accountable with others in the Directorate for the local risk register and any aspects of the corporate risk register and corporate risk framework of the Council relevant to services areas that the postholder is accountable for.

Ensure that teams under the postholders sphere of influence fulfil their duties in relation to standards, complaints and scrutiny, maintaining an open culture of transparency, accountability and ownership, taking responsibility for mistakes, putting them right and learning lessons for future improvement.

Promote, preserve and protect the health, safety and wellbeing of councillors, employees, service users, contractors and partners in the provision of Council services, ensuring that the provisions of all relevant legislation are achieved, such as the Health and Safety at Work Act 1974.

5. Innovation:

Champion innovation by being open minded to new and radical ways to deliver services, actively seeking out good practice from others to learn from to develop our own service design and delivery.

Promote a culture of continuous improvement by encouraging colleagues to share ideas, take appropriate risks, and recognising innovation.

Champion and embed a performance and quality assurance culture that delivers results through rigorous open challenge, personal accountability and continuous improvement.

6 Equality, Diversity and Inclusion:

Promote an organisational culture that is positive, safe, respectful and compassionate, as well as open to change and feedback enabling everyone to feel empowered and valued.

Act, at all times, in ways that create an inclusive environment where people can thrive and be empowered to do their best. Role model good behaviour and practice and proactively seek ways to ensure staff feel valued and develop a sense of belonging.

Demonstrate awareness of the diverse needs of our residents to inform the decisions made about the services we deliver and ensuring a robust approach to equality impact assessments and their application to employment, service delivery and policy development.

7. Finance:

The post holder is directly responsible for a gross budget for this directorate of £63.6m to provide direct DSG funded services and council funded activities. In addition the post holder will oversee the £209m schools budget including the formal sign off from Schools Forum and Councillors.

The postholder also has responsibility for an annual capital allocation of £6m plus meeting the council's statutory duty to deliver school places including projects up to £50m.

The post holder will:

- continually review and reshape service delivery to achieve financial efficiencies and maximise opportunities for income generation, whilst maintaining the highest standards of service delivery
- ensure the effective management and deployment of all appropriate budgets in line with agreed financial processes, envelopes and savings, including contract budgets for people services and pooled budgets where appropriate.

8 Staff:

The postholder will be responsible for a workforce of approximately 120 staff.

9. Principle areas of accountability:

The Service Director of Education has lead accountability for delivering cost effective internal and external Education services. This includes working with partner agencies to secure investment and working with partner bodies/authorities on cross boundary matters.

- Ensure clear strategic direction with coherence between functions and responsibilities, established through service and organisational plans and within the resources allocated with the aim of achieving business objectives, enabling transformation and delivering performance improvements.
- Ensure that all the Council's statutory obligations relating to Education are met including those in the Education Act 1996. This includes championing the outcomes of all vulnerable children including looked after, SEND, young carers and those not in employment, education or training.
- To undertake any other duties and responsibilities (including taking a lead responsibility for particular issues and projects) as may be required by the Executive Director of Childrens Services.
- Provide professional leadership to promote and ensure high educational standards and a culture of continuous improvement across the education service.
- Ensure that the Cabinet, Council, Schools Forum, Headteacher Forums and SACRE receive appropriate advice and are compliant with all statutory requirements and relevant guidance relating to all LA duties relating to education and all other matters relevant to your portfolio.
- Lead the development, implementation and review of the Council's contribution to school improvement to secure a local system delivering good progress and improvement in schools and settings.
- Provide professional educational leadership for key developments involving schools including advising the council on education matters relating to school developments.
- Lead on strategic developments regarding children with SEN / disabilities and the Council's inclusion strategy.
- Delivering on the statutory duty to provide a school and early years place for every child who requires one including ensuring access is available at post 16.
- Liaise with early years education to promote higher standards of provision and outcomes.
- Oversight and support for Music Hub manager in fulfilling Service Level Agreements with schools and reporting to the Arts Council
- Promote and maintain effective consultation mechanisms with schools, including Multi Academy Trusts, The Department for Education (including the Regional Director), Headteachers, Chairs of Governors, teacher unions and professional associations, and school governors.

- Ensure resources are deployed effectively and the budget, overall, is kept within balance in order to meet the Council's visions, aims and priorities.
- Work to ensure the effectiveness of the Schools Forum including setting the annual budget
- Maintain appropriate mechanisms to enable users, forums and partners to be actively involved in planning and developing services including effective co-production.
- Provide appropriate professional advice to the Local Safeguarding Children Board, and other multi-agency arrangements as appropriate.
- Be responsible for statutory requirements and making a contribution to the corporate performance agenda, putting children, young people, families and schools at the heart of decision-making and service improvement.
- Champion the equality and diversity agenda within the division and across Children and Young Peoples Services
- Develop staff and maximise their potential, ensuring regular assessment and Performance Reviews to identify and action training and development needs.
- Ensure the Council meets its statutory responsibilities in accordance with the Health and Safety at Work Act 1970.
- Lead on all education performance matters in relation to local authority inspection and regulatory regimes including working closely with Ofsted.
- Take lead responsibility as directed by the Executive Director in representing Peterborough regionally and nationally on education, school improvement and SEND and other issues as required.
- Work closely with our parent carer forum to ensure we have effective partnership working with parent and other key stakeholders.

10. Areas of responsibility:

Performance and risk management

- Ensure full compliance with the relevant legal, financial and procurement requirements and frameworks across the Council.
- Develop and embed a performance culture that delivers results through rigorous open challenge, personal accountability, disciplined execution and continual improvement;
- Ensure that all functions are delivered within and to budget and meet any identified and agreed savings targets;
- Provide managerial leadership to the improvement of corporate and service performance by ensuring that resources are targeted on the Council's priorities and meeting customer needs;

- Improve the overall management of resources [financial, human and other] in serving the public of Peterborough.

Efficiencies and Income Generation

- To continually review and reshape service delivery to achieve financial efficiencies and maximise opportunities for income generation, whilst maintaining the highest standards of service delivery
- To commission and performance manage commercial clients, providers and partners to maximise income and minimise service delivery cost to the Council.

11. Key relationships:

Manager

- 1:1 meeting every 2 weeks
- Directorate management team meeting every 2 weeks
- Regular ad-hoc personal contact during week
- E-mail contact

Direct reports

- 1:1 meetings every 2 weeks
- Management team meeting every 3-4 weeks
- Regular e-mail, telephone and personal contact

Other contacts

- Regular contact with staff across the service areas managed
- Monthly performance and financial/budget monitoring meetings
- Extensive involvement and representation in partnerships
- Monthly meetings with professional service providers to provide strategic management and direction
- Regular presentations to a variety of groups and organisations
- Regular contact with portfolio holder, relevant elected Members, informally, and formally in Cabinet and Scrutiny on a variety of issues

12. Decision Making Authority:

Extensive and significant decision-making authority at an operational level

Many aspects of the role are autonomous (within statutory and policy constraints), for example supporting the Executive Director with the determination of interventions of schools causing concern & academy conversion, capital programme for schools and statutory SENI processes.

13. Person Specification:

Experience:

Significant and successful experience of:

- Working within a large and complex organisation with comparable scope, responsibilities, budget, and resources.
- Delivery of public services with competing priorities and demands often outside of the Council's direct control.
- Delivering projects on time and within budget and outcomes.
- Contributing to strategic decision making, resource allocation and to policy formulation and delivery, adopting a problem-solving culture.
- Leading change and delivering creative and innovative solutions to improve the use of resources and achieve value for money across an organisation.
- Establishing a strong performance culture including effective performance measures, evaluation of service quality and the improvement of service delivery to achieve the Council's objectives
- Leading, managing and developing employees to sustain high levels of service delivery, recognising and developing talent.
- Developing and nurturing positive and constructive working relationships with a wide range of customers, stakeholders and partners, maintaining a positive personal and organisational profile.

Role Specific:

- Evidence of successfully working in a head of service/assistant director role across Education, in a complex stakeholder environment (either in local government or other large and complex organisations).
- Proven track record of strategic policy formulation, decision making and resource allocation and of problem solving and meeting objectives at a directorate level.
- Evidence of successful partnership development or delivery through partnerships including an ability to work with local partners to develop joint strategies for implementing government requirements and local service.
- Experience of partnership and multi-agency working to improve schools, pupil referral units and outcomes for children and young people
- Demonstrated evidence of significant service improvement through managing change including staff engagement, capacity building, workforce modernisation and organisational reform.
- Experience of working effectively in a political environment and of winning the confidence of elected members.
- Significant experience of the preparation, management and control of budgets for a complex service area, ensuring prioritising and targeting of resources to achieve maximum value for money and income generation.

- Experience of driving performance management using appropriate quality and management methods and models to deliver efficient and effective services through collaborative working.
- Evidence of personal commitment to diversity in the workplace and in the shaping of service outcomes and of leading improvement within and across education and schools.
- A track record of innovative and different delivery mechanisms

Skills and Knowledge:

Ability to demonstrate:

- A comprehensive understanding of the current issues and challenges facing local government as well as the statutory framework governing the sector.
- Skills in understanding and responding to different perspectives and taking a cross-organisational approach.
- Business acumen and the ability to focus on obtaining best value for money at all times balanced, against the difficult and sensitive challenges faced.
- Ability to lead, develop and sustain effective team and partnership working through strong effective advocacy, influencing and negotiating skills.
- Skills to provide creative solutions to complex problems together with high level analytical, presentational and communication skills.
- Ability to establish and sustain positive relationships that generate confidence, ability and trust.
- Highly developed influencing and negotiation skills.
- Understanding of the barriers to organisational and cultural change and the commitment to being a catalyst for change.

Role Specific:

- An ability to relate to and win the confidence, trust and respect of Members, colleagues, partners and the wider community.
- Excellent management and leadership skills, which encourage commitment from others and promote a positive, motivated service culture.
- Excellent communication skills and the ability to communicate complex information both orally and in writing in a clear articulate and balanced way to a variety of audiences.
- Excellent negotiation skills and an ability to influence outcomes through reasoning, persuasion and tact.
- Strategic and logical thinker and decision-maker able to provide practical and creative solutions to the management of partnership and directorate issues.
- High intellectual and analytical abilities; able to assimilate and analyse information quickly, identifying issues, priorities and solutions and using effective models, techniques and resources to resolve issues.

- Strong financial and budgetary awareness with the ability to manage finance and wider resources within a strong performance management culture.
- Ability to use information technology to improve service delivery and reduce costs.
- Demonstrable continuous development and improvement of own leadership and professional practice.
- The ability to identify opportunities through multi-agency working that deliver improvements.
- Excellent grasp of National and local agenda for education and services for children and young people
- An inspiring leader, who demonstrates commitment to the Council's vision, mission and overall direction.
- Personal drive and tenacity to motivate, empower and support individuals and teams to achieve the Council's objectives.
- Able to build and develop good relationship with a wide-range of partners and use excellent influencing skills
- Confident and willing to challenge traditional assumptions and provide evidence to support change and drive forward improved ways of working.
- Enthusiastic, energetic and resilient with a high level of self-determination to meet the needs of children and carers.
- Action-oriented, able to demonstrate a readiness to make decisions, take the initiative and originate action.
- Politically aware and sensitive, with an ability to make progress in complex policy areas.
- Committed to self-development and development of others.
- Able to adapt successfully to changing requirements, constraints and resources.

Personal Effectiveness

Ability to demonstrate:

- A clear and strong personal commitment to equality, diversity and inclusion and a track record of leading by example.
- Evidence of leading people and services to recognise, respect and value individual needs to achieve a culture of inclusivity.
- The political acumen and skills to develop productive working relationships with Councillors that command respect, trust and confidence.
- Personal and professional credibility which commands the confidence of elected members, senior managers, staff, external partners and external stakeholders.
- Leadership by example with a style that empowers others and is open to question and challenge as well as a commitment to continuous self-improvement.
- A commitment to and evidence of successful strategies in managing personal resilience and wellbeing and promoting positive leadership practice, role modelling

these behaviours for others.

Role Specific:

- The role is about the management and leadership of a wide range of education situations – delivered through direct provision and commissioning of services from partners. It is increasingly about identifying opportunities and delivering the service in the efficient and effective way.
- The role operates in a complex political and stakeholder environment which demands strong operational relationship management skills. It operates with Members at all levels, and regularly interacts with businesses, developers and investors, senior Council managers, neighbourhood councils, parish councils, community groups, interest groups, contract providers, and senior managers and leaders across the public and voluntary sectors in Peterborough and the sub-region.
- The role will have regard to a framework of primary legislation, regulation and policy/professional guidance, interpreted and applied at the local level to ensure that the Council's corporate objectives are met. The role also necessitates interpretation of health and safety legislation and contract and financial management regulations to shape service delivery.

The most complex and demanding parts of the jobs are:

- Maintaining and improving service delivery in a period of significant austerity with far less financial resource and an increasing cost base. This 'more for less' demands the development of innovative new ways of working and organisational redesign.
- Responding to national reform of the public sector. This demands the implementation of an entirely new systems and service delivery approach.
- Trading services to other local authorities.

Qualifications

- Degree or equivalent and extensive experience of the inspection and regulatory framework for schools and settings and the inspection regimes for wider children's services.
- Extensive knowledge of the statutory and regulatory base for education.
- A relevant and recognised management qualification is desirable.

14. Additional Information:

This post is politically restricted under the Local Government and Housing Act 1989, as amended by the Local Democracy, Economic Development and Construction Act 2009 and the post holder may not have any active political role either in or outside work.

The role requires energy, enthusiasm, high motivation, expertise, flexibility and adaptability and continues to change in response to the changing national agenda.

Key Legislation and Abbreviations

- Education Act 1996
- School Standards and Framework Act 1998 (*SSFA 1998*)
- The Education (Infant Class Sizes) (England) Regulations 1998
- Teaching and Higher Education Act 1998
- Education Act 2002
- Education Act 2005
- Childcare Act 2006
- Education and Inspections Act 2006 (*EIA 2006*)
- The Welfare Reform Act 2012
- Children and Families Act 2014

Key Statutory Duties:

Overview of Statutory Duties:

School Place Planning

- LAs must ensure there are sufficient schools in their area, appropriate based on the range of pupils' ages, abilities and aptitudes, with a degree of diversity in provision and promotion of opportunities for parental preference. This includes provision for children with SEND. This is generally referred to as the place planning duty. (*s14 Education Act 1996*)
- As well as promoting parental preference, LAs have a duty to consider and respond to parental representations about school provision. (*s14A Education Act 1996*)
- The place planning duty extends to include responsibility for capital projects/investment and the commissioning of design and build solutions, in ensuring sufficient provision in the county.
- Further, local authorities have a duty to follow the prescribed statutory process when proposing to establish, close or alter schools in their area. (*s7, 10, 11, 15, 19 EIA 2006, plus secondary legislation*)

School admissions and appeals

- Duties are placed on us as LAs, and as the admission authority for all community and voluntary controlled schools
- Responsibility for the co-ordination of admission arrangements at the point of transfer for all publicly-funded schools in the area, including publishing a composite prospectus, as well as co-ordination of mid-year admissions arrangements for community and voluntary controlled schools.
- Must comply with the legislative Code on Admissions in exercising and discharging LA functions in relation to admissions under the SSFA 1998, which confers a number of duties the LA should carry out at different times of the admissions cycle.
- LAs must publish the prescribed information about admission arrangements for each of the maintained schools in their area (*s92 SSFA 1998*) and provide advice and assistance to parents when deciding on a school place, and allow parents to express a preference. (*s86(1A) SSFA 1998*)

- Must also make arrangements for enabling the parent of a child to appeal against admissions decisions (*SSFA 1998; School Admission Appeals Code s94*) for schools where we are the admissions authority. LAs must also establish and manage a Fair Access protocol for in year admissions.
- The LA must also report to the adjudicator about matters relevant to school admissions as prescribed (*s88P SSFA 1998*) and provide information about primary and secondary school admissions to the Secretary of State on National Offer Day. (*The Information as to Provision of Education (England) Regulations 2008 No.4*)
- Duty to limit class sizes for 4-7 year olds to 30 pupils per school teacher. (*The Education (Infant Class Sizes) (England) Regulations 1998*)

Since February 2017, LAs also have a duty to:

- Write to parents of prospective schools in their locality annually, with information about schools with atypical admission ages within the LA or reasonable travelling distance.
- Include details of schools with atypical admission ages within the LA or reasonable travelling distance, in their composite prospectus.

Inclusion

- LAs have a duty to respond to, and challenge, permanent exclusions and promote strategies to support inclusion.
- The LA has a duty to develop accessibility strategies to facilitate better access to education for disabled pupils, from which individual schools can develop access plans. (*s88 Equality Act 2010*)

Attendance

- The LA has a duty to identify children residing in the county, as far as possible, who are not receiving a suitable education, at school or otherwise. If a child of compulsory school age is not receiving a suitable education, the LA must begin procedures for issuing a School Attendance Order. (*s436A, s437 Education Act 1996*)
- In cases where the LA is considering prosecuting for truancy, we must first consider an Education Supervision Order as an option. (*s447 Education Act 1996*)
- The LA has a role in monitoring and challenge of non-school attendance, issuing School Attendance Orders, Education Supervision Orders, and prosecution where appropriate. LAs have more in-depth processes to monitor and challenge on an individual basis.

Education otherwise than at school

- The LA has a duty to make arrangements for the provision of suitable full-time education, at school or otherwise, for all children of compulsory school age where it is in the child's interests – including those who, for reasons of illness, exclusion or otherwise, would not receive it unless such arrangements were made. (*s3A, 19 Education Act 1996*)

- Where LAs have set up pupil referral units, the LA has duties to set up a management committee and to delegate its duties to it. The LA should retain monitoring and quality assurance over alternative provision.
- The LA has a duty to provide education for a permanently excluded child from the 6th day after the exclusion.

Education transport

- The LA has a requirement to make provision for suitable home to school travel arrangements for eligible children of compulsory school age, free of charge, to facilitate attendance at a relevant educational establishment. (*s508B Education Act 1996*)

In doing so, the LA has duties to:

- Promote sustainable modes of travel when meeting travel needs in their area.
- Have regard to religion and belief in exercise of travel functions.
- Specify, in policy statements, to what extent arrangements facilitate the attendance of disabled people and people with learning difficulties.
- Eligibility for LA transport to school is outlined in statutory guidance. Generally, children are eligible either based on distance from their nearest school, or because they cannot reasonably be expected to walk because of mobility problems, or difficulties relating to SEN or disability, or the route is deemed unsafe, or they have an extended entitlement due to low income.
- The LA must publish an annual post-16 transport policy statement, setting out arrangements for provision of travel and for financial assistance towards transport costs to facilitate attendance. Full statutory guidance is available to support councils in setting out policies

Early years and childcare

- LAs have a general duty to improve the well-being of children under 5 and reduce inequalities. (*s1 Childcare Act 2006*)

Key LA duties include:

- To secure sufficient childcare for working parents, or those in education/training, for children aged 0-14, or up to 18 for disabled children. (*s6 Childcare Act 2006*)
- To secure high quality free early years education for all 3 and 4 year olds, as prescribed. (*s7 Childcare Act 2006*)
- To provide information, advice and support to parents (*s12 Childcare Act 2006*) and childcare providers. (*s13 Childcare Act 2006*)

Special educational needs and disabilities (SEND)

LAs have a range of duties with respect to children with SEND. Specific duties in relation to provision of education for children with SEND include (*Education Act 1996 unless otherwise specified*):

- Identifying and assessing SEND, and making and reviewing Education, Health and Care Plans (EHCPs) where necessary to meet the child's needs and support educational provision.
- To ensure provision set out in EHCPs is made and reviewed.
- To have particular regard for the need to secure sufficient school place provision for pupils with SEND.

- To make arrangements for an advice and information service and a dispute resolution service for parents of children with SEND.
- To publish information on the LAs SEND policies and the arrangements and activities in carrying them out. (*The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001*)

LAs must make all decisions with regard to the following (*s19 Children and Families Act 2014*):

- The views, wishes and feelings of the child and his/her parent, or the young person;
- The importance of involving them in decisions and providing the right information and support to allow them to do so;
- The need to support the child or young person and help them to achieve the best possible educational and other outcomes.

LAC and virtual school

- The LA has a duty to promote the educational achievement of children looked after by the authority. Further, authorities are required to appoint at least one person to discharge this duty – the Virtual School Head. Statutory guidance notes that that person must be an officer employed by a LA in England.

Curriculum and Assessment

The LA, and governing bodies, have a duty to exercise their functions with a view to securing, and a head teacher has a duty to ensure, that the curriculum provided is

- Broad and balanced;
- Comprises the National Curriculum, including implementing key stage test arrangements (SATs);
- Includes provision for religious education, and sex education where prescribed;
- Has regard to statutory guidance issued by the Secretary of State.

In relation to KS1 assessment, the LA must:

- Make provision for moderating teacher assessments in respect of 25% of relevant schools;
- Collect teacher assessment information from relevant schools and quality assure it, and submit it to the DfE;
- Ensure schools have training and advice in all aspects of KS1 assessment, and electronic systems to submit data.

In relation to KS2 assessment, the LA must:

- Visit 10% of schools administering tests for monitoring purposes.

From summer 2012, LAs must monitor at least 10% of relevant schools to ensure Year 1 phonics screening checks are being administered correctly. They must visit at least 10% of relevant schools before, during and after they check and submit information to the DfE.

Religious Education

- LAs have a duty to establish a Standing Advisory Council on Religious Education (SACRE) to advise them on matters relating to collective worship and religious education. The SACRE should publish a locally agreed syllabus for Religious Education in the area.

Safeguarding

- The Local Authority Designated Officer (LADO) has responsibility to manage allegations against individuals who work with children, including those in schools and other educational settings.
- The LA has a duty to participate in a Local Safeguarding Children Board (LSCB) to monitor and improve safeguarding within an area, including Education. Cambridgeshire and Peterborough LSBCs are working increasingly closely to safeguard children across the county.

School finance

- LAs must determine their school (and PRU) budgets and budget shares in accordance with school finance regulations. (*s45A, 45AA, 47, 47ZA, 48 SSFA 1998*)
- They must establish a schools forum for their area, and maintain a scheme for financing their maintained schools in accordance with regulations.

School governors

Mainly, LAs have duties to:

- Provide training and information for school governors. (*s22 Education Act 2002*)
- Appoint Parent Governor Representatives to LA committees dealing with education. (*s449 Education Act 1996*)
- Set up temporary governing bodies for new maintained schools. (*s34 Education Act 2002*)

School sites and buildings

- LAs primarily have a duty to maintain school buildings in their area (*s22 SSFA 1998*), ensuring they meet minimum standards as set out in regulations.
- The LA has a duty to transfer land when a school changes category or, particularly, becomes an Academy. (*EIA 2006*)

Teachers and staff

General duties include:

- To act as the Appropriate Body in the statutory induction process for maintained schools and non-maintained special schools, including various responsibilities around the induction of NQTs. (*s19 Teaching and Higher Education Act 1998*)
- To establish a performance management policy, consulted on with unions and unattached teachers. (*s21, 131, 210 Education Act 2002*)

LAs have various duties as an employer of staff in maintained community and voluntary controlled schools, although in practice these are largely delegated to the schools concerned. These include:

- Ensuring teachers have Qualified Teacher Status, or are otherwise permitted to teach. (*The Education (School Teachers Qualifications) (England) Regulations 2003*)
- Ensure staff meet the necessary health and physical capacity required to do their job. (*The Education (Health Standards) (England) Regulations 2003*)
- The appointment, management and dismissal of staff, and keeping a register of recruitment and vetting checks carried out on staff. (*The School Staffing (England) Regulations 2009*)
- Being regarded as employer, for pension purposes, of all teachers in schools maintained by them. (*Teachers' Pensions Regulations 2010 Regulation 3*)

Promoting High Standards

LAs have a general duty to “promote high standards and the fulfilment of potential” (*Education Act 1996*). To do this, we must use our functions as required to:

- Promote high standards,
- Ensure fair access to educational provision, and,
- Promote the fulfilment by every child of their educational potential.

How this duty is interpreted remains open; however, what it does do is emphasise the important role our LAs must play to promote the education of school-age children.

Monitoring and intervention

- LAs are required to prepare a plan of action for OfSTED, in cases where a school is considered to require special measures or significant improvement. (*s15 Education Act 2005*)

Academy conversions

- The LA has a duty to facilitate academy conversions, including transfer of land, as previously mentioned. The role of the LA after schools have converted to academies is rooted in its statutory duties, as described throughout this document.

SIGNATURES:

After reviewing the questionnaire sign it to confirm its accuracy

JOB HOLDER: _____

DATE: _____

LINE MANAGER: _____

DATE: _____