

# Impact Assessment

## Transforming schools business support in Powys



18/02/2022

Reference: 9669-5344-8289-6051

Impact Assessments (IA) are a process of assessing how our proposals and decisions might impact upon different types of people and communities and developing proposals in line with relevant legislation.

**This is a legal requirement, and ensures the Council considers key legislation, including Equalities, Welsh language, Future Generations, Socio-economic Duty and Risk when developing proposals.**

**It will also help the Council make the best possible decisions for the people of Powys.**

# 1. Proposal Information

|                                |   |
|--------------------------------|---|
| <b>Author name</b>             | Nancy Owen, Schools Finance Manager   |
| <b>Head of service</b>         | Lynette Lovell, Interim Head of Education   |
| <b>Portfolio holder</b>        | Phyl Davies, portfolio holder for Portfolio Holder for Education and Property   |
| <b>Proposal title</b>          | Transforming schools business support in Powys  |
| <b>Description of proposal</b> | <p>The Authority and Schools have worked on a traditional model of Business Support for many years. Most Secondary schools have had dedicated Business Managers to support them inclusive of leading on the financial, human resources (HR) and facility management (FM) elements that are required in these schools. However, the Primary sector have had no dedicated support, utilising office staff to help with back office support, and financial / HR support has existed via a service level agreement with the Corporate Services within the council.</p> <p>Over the last few years the Council has utilised grant monies to support a trial across six clusters in respect of a business manager model. These posts have primarily focused on supporting Primary schools.</p> <p>A task and finish group was established in May 2021, which sought to seek the views of Headteachers, business managers, schools service staff and corporate officers to consider the future model for back office support to schools, various scenarios have been explored in order to roll out a model across the Schools Community.</p> <p>The proposal is to have a lead Business manager across each of the existing Secondary/All Through sites, supported by assistants across the 13 clusters.</p> <p>The intended outcome is to have a fully implemented business support model for all heads over a period of time, that enables them to prioritise teaching and learning, wellbeing, ALN bill and the new curriculum, alongside a pool of suitably qualified staff to support them.</p> |

## 2. Savings and Consultation requirements

### Profile of savings delivery

| 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026+ | Total savings |
|---------|---------|---------|---------|---------|-------|---------------|
|---------|---------|---------|---------|---------|-------|---------------|

|    |    |         |         |         |    |          |
|----|----|---------|---------|---------|----|----------|
| £0 | £0 | £40,000 | £40,000 | £40,000 | £0 | £120,000 |
|----|----|---------|---------|---------|----|----------|

## Further information

The savings will be delivered through a reduction in the Finance staff, who currently support the Primary sector with their finances through a Service Level agreement, but it is hoped that staff could be realigned to the new posts being created or vacancies within the core team to any impact to a minimum.

The savings will be dependant on the uptake of the model.

The creation of new posts within the model will need to be considered per cluster dependant on the job roles that exist currently.

## Consultation requirements

|                                     |  |
|-------------------------------------|--|
| <b>Consultation required?</b>       | Yes  |
| <b>Public consultation deadline</b> |  |
| <b>Staff consultation deadline</b>  | 01/01/2023   |
| <b>Consultation method</b>          | There may be management of change requirements for some staff , this would take place each year through to 2027 where required, as set out above we are hoping to minimise any impact. |

## 3. Impact on other service areas, geographical areas and data protection

### 3a. Impact on other service areas

- Finance (Section 151)
- Workforce & Organisation Development
- Education
- Schools (Primary Secondary and Special)

### 3b. Impact on geographical locations

The entire county

### 3c. Data protection impact assessment

|  |  |
|--|--|
| <b>Will the proposal involve processing the personal details of individuals?</b> | Yes  |
| <b>Is Powys County Council the data controller?</b>                              | Yes  |
| <b>Further information</b>   | Individuals appointed will have access to existing personal data on systems within the school. |

## 4. Impact on Vision 2025

### 4a. The economy

|                      |   |
|----------------------|---|
| <b>Impact</b>        | In May 2019 schools delegated cumulative position projected an £11.7m deficit with potential to destabilise Powys County Council. Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards. |
| <b>Impact rating</b> | Neutral   |

|                                |   |
|--------------------------------|---|
| <b>Mitigation</b>              | <p>Impact is two fold. For Powys County Council moving towards a model of cluster Business Managers will help to improve schools financial business planning to effectively use the delegated funding provided by the authority. By ensuring balanced budgets across all schools the council is able to plan for the future without the concern that accumulated deficits could run out of control.</p> <p>For Schools improved business support (Finance/Premises/Health &amp; Safety) will allow headteachers and leadership teams to focus on improving standards and provision for teaching and learning and wellbeing for all learners. This will develop Powys learners as effective citizens to contribute positively to the local and national economy.</p> |
| <b>Mitigated impact rating</b> | Good  |

#### 4b. Health and care

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | <p>Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.</p>  |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | <p>The proposal will release headteacher time to focus on wellbeing, teaching and learning, the new Curriculum for Wales and ALN bill, as Headteachers will have a business support officer to pick up tasks primarily focused around finance, premises and health and safety. There may be additional funding that the staff are able to secure in order to support wellbeing within the school and support the schools strategic priorities.</p> <p>The model would also promote cluster working by aligning to the transformation strategy which is focused on increasing school to school collaboration in the 13 localities. This model will also support the strengthening of transition between each key stage and therefore pupil outcomes.</p> |
| <b>Mitigated impact rating</b> | Good  |

#### 4c. Learning and skills

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.   |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | <p>The proposal will release headteacher time to focus on wellbeing, teaching and learning, the new Curriculum for Wales and ALN bill, as Headteachers will have a business support officer to pick up tasks primarily focused around finance, premises and health and safety. There may be additional funding that the staff are able to secure in order to support the teaching and learning within the school and support the schools strategic priorities.</p> <p>The model would also promote cluster working by aligning to the transformation strategy which is focused on increasing school to school collaboration in the 13 localities. This model will also support the strengthening of transition between each key stage and therefore pupil outcomes.</p> |
| <b>Mitigated impact rating</b> | Good  |

#### 4d. Residents and communities

|                                |  |
|--------------------------------|--|
| <b>Impact</b>                  | Currently Headteachers struggle to balance the demands of finance and premises management, teaching and learning and wellbeing alongside that of engaging effectively with the community and key stakeholders.                                     |
| <b>Impact rating</b>           | Neutral  |
| <b>Mitigation</b>              | By supporting schools through this proposed business support model, headteachers and leadership teams will have the capacity to effectively engage with the community and key stakeholders to support the outcomes and provision for all learners. |
| <b>Mitigated impact rating</b> | Good   |

## 4e. Evidence

Benefits profile

Business Case

Consultation and Engagement analysis

Cluster trials, feedback from Headteachers and other stakeholders

Benchmarking against other Local Authority models

## 5. Impact on well-being goals including Welsh language and equalities

### 5a. A prosperous Wales

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.   |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | By supporting schools with their financial and premises management in the main, Headteachers and leadership teams will have improved capacity to effectively plan for the Curriculum for Wales and four purposes to ensure that all learners are developed as ambitious, enterprising, creative, ethically and informed citizens to contribute fully to the local and national economy and society. |
| <b>Mitigated impact rating</b> | Good  |

### 5b. A resilient Wales

|                      |   |
|----------------------|---|
| <b>Impact</b>        | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards. |
| <b>Impact rating</b> | Neutral   |

|                                |   |
|--------------------------------|---|
| <b>Mitigation</b>              | By supporting schools with their financial and premises management in the main, Headteachers and leadership teams will have improved capacity to effectively plan for the Curriculum for Wales and four purposes to ensure that all learners are developed as resilient , ambitious, enterprising, creative, ethically and informed citizens to contribute fully to the local and national economy and society. |
| <b>Mitigated impact rating</b> | Good  |

### 5c. A healthier Wales

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.   |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | By supporting schools with their financial and premises management in the main, Headteachers and leadership teams will have improved capacity to effectively plan for the Curriculum for Wales and four purposes to ensure that all learners are developed as healthy, confident, ambitious, enterprising, creative, ethically and informed citizens to contribute fully to the local and national economy and society. |
| <b>Mitigated impact rating</b> | Good  |

### 5d. A Wales of cohesive communities

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.   |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | By supporting schools with their financial and premises management in the main, Headteachers and leadership teams will have improved capacity to effectively plan for the Curriculum for Wales and four purposes to ensure that all learners are developed as ambitious, enterprising, creative, ethically and informed citizens to contribute fully to the local and national economy and society. |
| <b>Mitigated impact rating</b> | Good  |



## 5e. A globally responsible Wales

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.   |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | By supporting schools with their financial and premises management in the main, Headteachers and leadership teams will have improved capacity to effectively plan for the Curriculum for Wales and four purposes to ensure that all learners are developed as ambitious, enterprising, creative, ethically and informed citizens to contribute fully to the local and national economy and society. |
| <b>Mitigated impact rating</b> | Good  |

## 5f. A Wales of vibrant culture and thriving Welsh language

### Using Welsh

|                                |  |
|--------------------------------|--|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing, educational standards and opportunities for all learners and staff to become bilingual.  |
| <b>Impact rating</b>           | Neutral  |
| <b>Mitigation</b>              | By supporting schools with their financial and premises management in the main, Headteachers and leadership teams will have improved capacity to effectively plan for the Curriculum for Wales and four purposes to ensure that all learners are developed as bilingual citizens able to contribute fully to the local and national economy and society, as well as the Welsh Government target of achieving a million Welsh speakers by 2050. |
| <b>Mitigated impact rating</b> | Good   |

### Promoting Welsh

|               |  |
|---------------|--|
| <b>Impact</b> | Current models does not allow all schools and leadership teams full capacity to prioritise the Welsh language and ethos of their school. |
|---------------|--|

|                                |  |
|--------------------------------|--|
| <b>Impact rating</b>           | Neutral  |
| <b>Mitigation</b>              | This will provide schools with additional capacity to support staff and learners in their welsh language continuum. For example staff will be further supported to attend professional development and sabbatical's to move along the language continuum and the business support maybe in a position to source additional funding. For learners the additional capacity will support the improved provision for a bilingual education e.g siarter iaith and criw Cymraeg. |
| <b>Mitigated impact rating</b> | Good   |

## Sports, Art & Recreation

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.   |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | By supporting schools with their financial and premises management in the main, Headteachers and leadership teams will have improved capacity to effectively plan for the Curriculum for Wales and four purposes to include extra curricular activities such as sport and team events to develop learners as healthy and confident individuals. |
| <b>Mitigated impact rating</b> | Good  |

## 5g. A more equal Wales

### Age

|                      |   |
|----------------------|---|
| <b>Impact</b>        | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards. |
| <b>Impact rating</b> | Neutral   |
| <b>Mitigation</b>    | Not specified   |

### Disability

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing, individual educational needs and educational standards. |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | The proposed business support model will allow for the employed staff to fully implement the accessibility school policy to ensure that the needs of all staff and pupils are fully met and a safe learning environment developed for the school.                                       |
| <b>Mitigated impact rating</b> | Good  |

### Gender Reassignment

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.                                 |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | With increased capacity for the headteacher as a result of the business manager role, schools and leadership teams will have additional time to focus on pupil health and wellbeing as part of the curriculum and pastoral support for all pupils of all ages and all sexual orientation. |
| <b>Mitigated impact rating</b> | Good  |

### Marriage or Civil Partnership

|               |      |
|---------------|------|
| <b>Impact</b> | None |
|---------------|------|

### Race

|                      |   |
|----------------------|---|
| <b>Impact</b>        | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards. |
| <b>Impact rating</b> | Neutral   |

|                                |  |
|--------------------------------|--|
| <b>Mitigation</b>              | With increased capacity for the headteacher as a result of the business manager role, schools and leadership teams will have additional time to focus on pupil health and wellbeing and citizenship as part of the curriculum and pastoral support for all pupils of all ages regardless of ethnicity or race. |
| <b>Mitigated impact rating</b> | Good   |

## Religion or Belief

|                                |  |
|--------------------------------|--|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.  |
| <b>Impact rating</b>           | Neutral  |
| <b>Mitigation</b>              | With increased capacity for the headteacher as a result of the business manager role, schools and leadership teams will have additional time to focus on pupil health and wellbeing and citizenship as part of the curriculum and pastoral support for all pupils of all ages regardless of ethnicity, race or religion. |
| <b>Mitigated impact rating</b> | Good   |

## Sex

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.                                 |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | With increased capacity for the headteacher as a result of the business manager role, schools and leadership teams will have additional time to focus on pupil health and wellbeing as part of the curriculum and pastoral support for all pupils of all ages and all sexual orientation. |
| <b>Mitigated impact rating</b> | Good  |

## Sexual Orientation

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.                                 |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | With increased capacity for the headteacher as a result of the business manager role, schools and leadership teams will have additional time to focus on pupil health and wellbeing as part of the curriculum and pastoral support for all pupils of all ages and all sexual orientation. |
| <b>Mitigated impact rating</b> | Good  |

## Pregnancy and Maternity

|               |      |
|---------------|------|
| <b>Impact</b> | None |
|---------------|------|

## Socio-economic Duty

|                                |   |
|--------------------------------|---|
| <b>Impact</b>                  | Outcomes of the Headteacher questionnaire demonstrate Headteacher concerns that they are unable to effectively balance the demands of financial and premises priorities alongside the key demands of pupil and staff wellbeing and educational standards.         |
| <b>Impact rating</b>           | Neutral   |
| <b>Mitigation</b>              | With the proposed business manager model the planning , monitoring and evaluation of the pupil development grant and other grants from Welsh Government and agencies will be more effective in ensuring strong provision and progress for all groups of learners. |
| <b>Mitigated impact rating</b> | Good  |

## 5h. Evidence

Project papers

Questionnaire to schools

Feedback from all stakeholders

## 6. Impact on key guiding principles & workforce

## 6a. Sustainable development principles

### Long-term

|               |      |
|---------------|------|
| <b>Impact</b> | None |
|---------------|------|

### Collaboration

|               |      |
|---------------|------|
| <b>Impact</b> | None |
|---------------|------|

### Involvement (including Communication and Engagement)

|               |      |
|---------------|------|
| <b>Impact</b> | None |
|---------------|------|

### Prevention

|               |      |
|---------------|------|
| <b>Impact</b> | None |
|---------------|------|

### Integration

|               |      |
|---------------|------|
| <b>Impact</b> | None |
|---------------|------|

## 6b. Impact on the workforce

|                      |  |
|----------------------|--|
| <b>Impact</b>        | Potential for management of change processes both within finance and schools clusters dependant on roles that currently exist.   |
| <b>Impact rating</b> | Neutral  |
| <b>Mitigation</b>    | <p>The cluster model increases the number of posts within the Schools sector.</p> <p>Any reductions required in finance would be mitigated by using any vacancies available and also opportunities for staff to apply for jobs within the cluster model, and across the county.</p> <p>Governors Consultative Committee commented that the new roles would provide good career development opportunities for applicants.</p> |

|                         |      |
|-------------------------|------|
| Mitigated impact rating | Good |
|-------------------------|------|

## 6c. Impact on payroll

|        |      |
|--------|------|
| Impact | None |
|--------|------|

## 6d. Welsh language impact on staff

|                         |   |
|-------------------------|---|
| Impact                  | The current model that exists within finance doesn't specify Welsh essential and within the Schools roles |
| Impact rating           | Neutral   |
| Mitigation              | It is anticipated that a number of clusters would have Welsh speaking as an essential criteria.           |
| Mitigated impact rating | Good  |

## 6e. Impact on apprenticeships

|        |      |
|--------|------|
| Impact | None |
|--------|------|

## 6f. Evidence

|               |
|---------------|
| Business case |
|---------------|

# 7. Likelihood and risks

## Risk 2

|                           |  |                       |   |                      |     |
|---------------------------|--|-----------------------|---|----------------------|-----|
| Description               | Ability to attract suitably qualified candidates to the roles  |                       |   |                      |     |
| Likelihood score          | 3  | Impact score          | 3 | Risk rating          | 9.0 |
| Mitigation                | Providing training opportunities through the authority and working with partner organisations to access training for individuals in order to upskill |                       |   |                      |     |
| Residual likelihood score | 3  | Residual impact score | 2 | Residual risk rating | 6.0 |

## Risk 2

|                                  |   |                              |   |                             |      |
|----------------------------------|---|------------------------------|---|-----------------------------|------|
| <b>Description</b>               | Lack of interest from clusters to take part in the waves  |                              |   |                             |      |
| <b>Likelihood score</b>          | 4   | <b>Impact score</b>          | 3 | <b>Risk rating</b>          | 12.0 |
| <b>Mitigation</b>                | Communicate and engage to address concerns from clusters. Promote the clusters who have the model and share experiences between Headteachers and Governing bodies.<br><br>Allowing a lengthy rollout for clusters to take careful consideration before opting in. |                              |   |                             |      |
| <b>Residual likelihood score</b> | 3   | <b>Residual impact score</b> | 3 | <b>Residual risk rating</b> | 9.0  |

## 8. Overall summary and judgement

### Outline assessment

This proposal allows Headteachers to focus their time leading on improving the quality of provision, progress and wellbeing of pupils. It also provides sound financial and estate management for Powys schools and additional career development opportunities for applicants.

**Cabinet reference**

## 9. Additional evidence

business case

project documentation

benchmarking against other Local Authority models

## 10. Ongoing monitoring arrangements and governance

### Monitoring arrangements



There will be ongoing monitoring of schools in the first wave of the roll out before proceeding onto further waves. Monitoring will include areas such as financial and estate management along with improved capacity for Headteachers and their leadership teams.

**Review date**

31/03/2023

null