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To: Councillor May, Convener; Councillor Greig, Vice-Convener; and Councillors Allan, Boulton, Collie, Cooney, Corall, Cormack, Farquharson, Laing, Leslie, McCaig, Reynolds, Robertson, Jennifer Stewart, Kevin Stewart, Kirsty West, Wisely, Mumtaz Abdullah, Grant Bruce, Peter Campbell, Stewart Duncan and Mario Vicca.

Town House,
ABERDEEN 7th April, 2010

EDUCATION, CULTURE AND SPORT COMMITTEE

The Members of the **EDUCATION, CULTURE AND SPORT COMMITTEE** are requested to meet in Committee Room 2 - Town House on **THURSDAY, 15 APRIL 2010 at 2.00 pm.**

JANE G. MACEACHRAN
HEAD OF LEGAL AND DEMOCRATIC SERVICES

BUSINESS

1.1 **EXEMPT BUSINESS**

Members are requested to resolve that the business listed under items 9.1, 10.1 and 10.2 of this agenda be considered with the press and public excluded.

COMMITTEE BUSINESS AND MOTIONS LISTS

- 2.1 **Minute of Previous Meeting of 18th February, 2010** (Pages 1 - 32)
- 2.2 **Committee Business Statement and Motions List** (Pages 33 - 50)

MOTIONS

3.1 Motion by Councillor Graham (Pages 51 - 52)

“That this Council works with the youths of Middlefield to develop proposals to floodlight the football pitch at Manor Walk.”

PERFORMANCE MANAGEMENT AND SERVICE WIDE REPORTS

4.1 Education, Culture and Sport Performance Report - January 2010 (Pages 53 - 76)

4.2 2009/10 Revenue and Budget Monitoring (Pages 77 - 92)

4.3 Capital Budget Progress Report (Pages 93 - 100)

4.4 Education, Culture and Sport Structures and Staffing (Pages 101 - 200)

4.5 Education, Culture and Sport Directorate Service Improvement Plan 2010-2013 (Pages 201 - 254)

REFERRALS FROM OTHER COMMITTEES

5.1 Tied Housing - Referred from the Enterprise, Planning & Infrastructure Committee of 23 February 2010 - for information (Pages 255 - 260)

CULTURE

6.1 Vibrant Aberdeen - Cultural Strategy (Pages 261 - 268)

6.2 Grants to Cultural Organisations 2010/11 (Pages 269 - 278)

SPORT

7.1 Bookings and Lettings Review - Oral Update

7.2 Sports Grants (Pages 279 - 284)

7.3 Northfield and Cummings Park Sports Facilities (Pages 285 - 288)

EDUCATION

- 8.1 Review of Integrated Children's Services Strategic Planning Governance Structure (Pages 289 - 298)
- 8.2 Roll Capping in Aberdeen City Schools (Pages 299 - 304)
- 8.3 Consultation Outcomes - Leased Community Centres (Pages 305 - 332)
- 8.4 Provision for Children with Additional Support Needs arising from Social Emotional and Behavioural factors (Pages 333 - 338)
A related appendix containing exempt information is listed at 10.1 below.
- 8.5 The Development and Operation of Learning Partnerships (Pages 339 - 344)
- 8.6 More Choices More Chances Strategy and Action Plan (Pages 345 - 406)
- 8.7 Class Sizes in English and Mathematics in S1 and S2 (Pages 407 - 410)

ITEMS WHICH THE COMMITTEE MAY WISH TO CONSIDER IN PRIVATE

CULTURE

- 9.1 Belmont Media Centre (Pages 411 - 424)

EDUCATION

- 10.1 Provision for Children with Additional Support Needs arising from Social Emotional and Behavioural Factors - Appendix (Pages 425 - 426)
Would Members please note that this appendix refers to Item 8.4 on the agenda.
- 10.2 Procurement of Management Information System (MIS) (Pages 427 - 430)

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Should you require any further information about this agenda, please contact Stephanie Dunsmuir, tel. (52)2503 or e-mail sdunsmuir@aberdeencity.gov.uk

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EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 18 February, 2010. - Minute of Meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present:- Councillor May, Convener; Councillor Greig, Vice-Convener; and Councillors Boulton, Collie, Cooney, Corall, Cormack (for part of the meeting), Crockett (as substitute for Councillor Allan), Farquharson (for part of the meeting), Fletcher (as substitute for Councillor Cormack for part of the meeting), Laing, McCaig, Noble (as substitute for Councillor Leslie), Reynolds, Robertson, Jennifer Stewart, Kevin Stewart, Wisely and John West (as substitute for Kirsty West). External Members:- Mrs. M. Abdullah, Mr. G. Bruce, Mr. P. Campbell and Mr. S. Duncan. Also in attendance:- Councillor Ironside (for article 11).

WITHDRAWAL OF ITEM

1. The Convener advised that item 5.1 on the agenda (Museums and Galleries Current and Future Storage Needs – ECS/09/077) had been withdrawn, to enable further consultation to take place.

The Committee resolved:-

to note the withdrawal of the item.

ANNOUNCEMENTS

2. The Convener emphasised the positive information which was contained in the Education, Culture and Sport Service ebulletin and emphasised the usefulness of the information which was contained in the Committee Information bulletin.

The Convener went on to advise the Committee that Aberdeen Art Gallery and Museums had been awarded nearly £40,000 to purchase new display cases from the National Recognition Fund, which was administered by Museums Galleries Scotland. It was noted that the cases would be used later in the year to display objects in a special exhibition celebrating the 125th anniversary of the Art Gallery. The Convener went on to advise the Committee that the Council's Arts Education Team had been awarded £50,000 from the Scottish Arts Council Partners Fund which supported Artists in Residence programmes and that this was the second time that the Team had received the award.

The Committee resolved:-

to note the information.

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REQUEST FOR DEPUTATION

3. The Committee had before it a request for a deputation from Mr. Mark McEwan and Mr. Mike Morrice, which had been received on behalf of Cults Primary School Football and all schools in the Westhill and District Friendly League, Hazlewood League and School Team Leagues and had been submitted in accordance with Standing Order 10.

The Committee resolved:-

to hear the deputation relating to article 21 of the minute, at the appropriate point in the meeting.

MINUTE OF PREVIOUS MEETING

4. The Committee had before it the minute of its previous meeting of 7 January 2010.

The Committee resolved:-

- (i) to note that the information requested in article 8 resolution(ii), relating to the outturn of Out of Authority Placements for 2009/10, would be provided by officers as soon as possible; and
- (ii) to approve the minute.

DECLARATION OF INTEREST

Councillor Collie declared an interest in the subject matter of the following article due to his appointment as a Director of Aberdeen Sports Village but did not consider it necessary to withdraw from the meeting during consideration of the item.

COMMITTEE BUSINESS STATEMENT AND MOTIONS LIST

5. The Committee had before it a Statement of Committee Business and a Motions List prepared by the Acting Head of Democratic Services.

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The Committee resolved:-

- (i) to remove item 3 (INEA2 Action Plan), item 6 (Learning Estates Strategy), item 7 (SQA Examination Results), item 11 (50m Pool), item 14 (Anti-Poverty Strategy), item 20 (Services in the Community), item 21 (Report to Members and Controller of Audit) and item 22 (Revision of School Capacities) from the Business Statement;
- (ii) to remove parts of item 4 (Reporting School Performance Measures), item 5 (Quality Improvement Framework), item 13 (Review of Sports Grant Criteria) and item 19 (Additional PE Needs in Schools) from the Business Statement;
- (iii) to refer item 17 (Walker Road Primary School Refurbishment) back to the Audit and Risk Committee and request that a report be submitted to that Committee on this issue;
- (iv) to note that a report relating to item 10 (Community Learning Hubs) would be submitted to the Committee on 27 May, 2010;
- (v) to note that a report on item 15 (Property Sales Investigation) would be submitted to the Committee on 15 April, 2010; and
- (vi) to otherwise note the statements.

INTERIM REPORT ON 5-14 YEAR OLD ATTAINMENT – ORAL REPORT

6. The Director of Education, Culture and Sport, provided an oral report to the Committee in relation to 5-14 year old attainment in Aberdeen city schools. The Director advised that interim information on projected pupil attainment for the end of the 2009/10 session had been requested from schools and that predictions for end of year attainment levels had been asked for, based on pupil progress to date. The information which had been received indicated that the figures for reading, writing and maths were anticipated to be slightly higher than those for a previous year, although it was noted that no comparator interim figures were available from previous years.

The Committee resolved:-

- (i) to note the information; and
- (ii) to note that a full report was due to be submitted to the Committee on 26 August 2010.

PERFORMANCE AND INSPECTION REPORT – ECS/10/12

7. With reference to article 7 of the minute of its previous meeting, the Committee had before it a report by the Director of Education, Culture and Sport

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which provided an update on the performance of the service as at December 2009. Attached as an appendix to the report was a performance scorecard for the original 23 key performance indicators, together with three additional measures of performance which had previously been agreed. The scorecard showed recent performance trends as at December 2009, in relation to areas of resources management, impact, business processes and organisational development and also provided targets, where available. The report provided details of the highlights of the performance report, which included good performance of 92% in relation to the health and safety matrix and a completion rate of 92% for internal audit recommendations.

Attached as a further appendix to the report, was more detailed information in relation to the targets noted on the performance scorecard which provided a definition of each measure, graphical representation of the performance, longer term trends of performance, an analysis of what each performance meant and recommended actions to be taken for improvement.

The report recommended:-

that the Committee –

- (a) note the trends in performance; and
- (b) instruct that quarterly reports are presented to Committee as part of the Education, Culture and Sport Public Performance Reporting Framework.

The Committee resolved:-

- (i) to congratulate staff at Seaton Primary School for their recent positive HMIE report;
- (ii) to note that the timing of performance reporting would be reviewed by the Director to ensure that indicators were being reported at the appropriate stages in the academic year; and
- (iii) to otherwise approve the recommendations.

REVENUE BUDGET MONITORING – ECS/10/18

8. With reference to article 8 of the minute of its previous meeting, the Committee had before it a joint report by the City Chamberlain and the Director of Education, Culture and Sport, which provided information on the current year revenue budget performance to date and also advised on any areas of risk and management action required.

The report noted that at the present time, areas of risk and potential overspend had been highlighted as:- Out of Authority Placements; Pupil Support Assistants;

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Pupil Role Changes; and Sports Income. The forecast overspend combining these various areas was £1.278 million, which was a reduction of £379,000 in the forecast overspend since the previous report. The report went on to advise that there were 46 approved savings for 2009-2010, worth a combined total of £7,928,000. Full details of the approved savings were attached as an appendix to the report, which included details of the progress to date on each saving. It was further noted that the current forecast predicted that the service was on target to achieve the majority of these savings, with the main exception to this being in relation to Out Of Authority placements.

The report recommended:-

that the Committee –

- (a) consider and note the report and the information on management action and risks; and
- (b) instruct that officers continue to review budget performance and report on service strategies as required to ensure a balanced budget.

The Committee resolved:-

- (i) to note that officers would confirm whether or not the relevant software programme was being used in relation to school transport; and
- (ii) to approve the recommendations.

CAPITAL BUDGET PROGRESS REPORT – ECS/10/16

9. With reference to article 9 of the minute of its previous meeting, the Committee had before it a joint report by the City Chamberlain and the Director of Education, Culture and Sport, which provided an update on various projects within the Non-Housing Capital Programme which were aligned to Education, Culture and Sport Services. Attached as an appendix to the report was a detailed list of the Non-Housing Capital Programme Project which provided the spend to date to the end of December, 2009, including forecast outturn, for each project in the budget for 2009/10.

The appendix contained information on projects which were divided into separate categories, namely schools - estates; schools- ICT; schools – other equipment; sports; culture and leisure; parks; and other.

The report recommended:-

that the Committee consider and note the content of the report in relation to the projects outlined at appendix A.

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The Committee resolved:-

to approve the recommendation.

SINGLE EQUALITY POLICY AND ACTION PLAN 2009-2012 – ECS/10/19

10. The Committee had before it a report by the Director of Education, Culture and Sport, which sought approval for the services' Single Equality Policy and Action Plan for 2009-2012. It was noted that the policy was to form part of the Council's overall Single Equality Scheme.

The report advised that Equalities and Human Rights legislation placed a statutory duty on the Council to produce schemes on all areas of equalities and that these were required to be published and revised on a regular basis. It was noted that the Disability Equality Scheme had been published in 2006, and that the Gender Equality Scheme and Race Equality Scheme were published in June 2007 and November 2008 respectively. The report advised that the UK government's Equality Bill was soon to become law and that this would bring the different areas of equalities together, which had resulted in the Council taking the opportunity at this stage to develop a Single Equality Policy which covered all statutory existing policies for all types of equalities.

The report detailed the statutory duties which the Council was bound by and provided details in terms of the policies of schools and education which further promoted the principles of equalities. The key aims of the policies in relation to education were also detailed in the report and included increasing schools and service involvement in both local and national initiatives on diversity and equalities, and improving the knowledge and skills in reporting and dealing with any form of discriminatory incidents.

The report recommended:-

that the Committee –

- (a) note the progress made during the life of the Race, Disability and Gender policies;
- (b) approve the new Single Equality Policy and Action Plan 2009-2012;
- (c) agree that it is included in the Aberdeen City Council Single Equality Scheme published in December 2009; and
- (d) instructs officers to implement the actions within the Action Plan 2009-2010.

The Convener moved, seconded by the Vice-Convener:-

to approve the recommendations detailed in the report.

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Councillor Farquharson, seconded by Councillor Crockett, moved as an amendment:-

to approve the recommendations detailed in the report, with the addition of the following recommendation:- that Committee notes that the policy refers to shared values and an inclusive approach to all services. Committee also notes that these values are not shared by all and many of those pupils who are failing to act in the accepted way within the school system should be excluded from school until their conduct reaches an acceptable level. The failure to protect the rights of other pupils, whose education is suffering because of the behaviour of a minority of their peers, can no longer be accepted and action should be taken to ensure that the rights of the majority are protected.

In terms of Standing Order 18(1)(ii), the Convener ruled the above amendment incompetent.

The Committee resolved:-

to approve the motion.

GREENFERN SCHOOL SITE – NOTICE OF MOTION BY COUNCILLOR IRONSIDE – ECS/10/22

11. Reference was made to article 18 of the minute of the meeting of Council of 16 December 2009, wherein the undernoted motion by Councillor Ironside had initially been referred to the Housing and Environment Committee on 11 January 2010 (article 9 of the minute refers) and which had been subsequently referred to this Committee for consideration:-

“That this Council expedites its plans to demolish the old Greenfern School site which is currently a haven for vandalism and anti-social behaviour causing the residents of the area great concern.”

The Committee had before it a background report by the Director of Education, Culture and Sport, which outlined the options available regarding the future use of the vacated property at the Greenfern site. The report noted that the school had been closed since the 2003/04 session when it was merged to form Kingsford School on the adjacent site. Since that time it had been held on the Education, Culture and Sport Account, as its future use was to be included in the review of the Learning (School) Estate. The report noted that the building did not currently have any proposed use by the service, however, due to the review of the learning estate being on-going, it was noted that the site at Greenfern was a potential location for a new-build school with possible denominational provision and community facilities.

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It was noted that demolition of the building would address the concerns of local residents who had expressed concern at the level of vandalism and instances of anti-social behaviour at the site and the due to the vandalism contributing to the deterioration in the condition of the building, it was noted that it would not be financially justifiable to simply upgrade the existing building.

The report set out the options which were open to the Committee in relation to the site, namely:- (a) to consider demolition of the former Greenfern Nursery/Infant School building and request associated funding from the Finance and Resources Committee; (b) to consider retention of the cleared site at Greenfern for potential future development to provide Education, Culture and Sport Services; and (c) to consider providing Community facilities which may include activities currently delivered at the Summerhill Centre, although it was acknowledged that an options appraisal on providing suitable local facilities was currently being carried out by Community Learning and Development.

The Committee resolved:-

- (i) to agree the terms of the motion;
- (ii) to indicate its support of the options set out in the report; and
- (iii) to refer the matter to the Finance and Resources Committee, in order to allow the financial aspects of the options to be considered, and that this referral be accompanied by a report from officers.

KAIMHILL SCHOOL TO BRAESIDE SCHOOL - DECANT

12. With reference to article 12 of the minute of its previous meeting, the Committee received an oral update from the Head of Schools and Educational Establishments on the transporting of pupils as a result of the Kaimhill School to Braeside school decant. The Committee was advised that due to the on-going bad weather, the school was still unable to greatly reduce the number of buses being used, but that walking would be encouraged once the weather improved. The Committee was also advised by the Director of Education, Culture and Sport, that the investigation into the matter was continuing and that the Committee would be advised once the investigation was complete.

The Committee resolved:-

to note the information provided by officers and the update provided in the Information Bulletin.

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LEARNING ESTATE STRATEGY (SCHOOLS) – ECS/10/17

13. With reference to article 16 of the minute of meeting of the Committee of 8 October 2009, the Committee had before it a report which set out the next phase of the Learning Estate Strategy, which it was hoped would bring all schools up to a standard equivalent to that of the new 3Rs schools. The report provided a background for the Strategy and it was noted that the overall Learning Strategy for Aberdeen was also being developed and that these two Strategies would be aligned and would work in conjunction. It was noted that within the Council's corporate vision, the duty to deliver modern, effective, efficient and accessible services which included quality education services, was emphasised. The aspirations of the Strategy were outlined in the report and included issues relating to education, pupils, community involvement, disability awareness, staff and energy efficiency.

In relation to the principles of the Strategy, the report advised that the Scottish Government's revised School Estate Strategy included a number of guiding principles and objectives for future planning and action. The local principles of the Strategy were detailed in the report and it was noted that there was a strong connection between national and local principles, with additional local principles also being identified. The planning of the Learning Estate Strategy was advised as being implemented through a revised School Estate Management Plan (SEMP) which would outline strategic information about the future of school estates and would include strategic information about specific schools, some of which could be accessible for parents. The report went on to note that any decision to close or amalgamate a school would be based on sound evidence when it was seen as being the best option and that consideration would be made to find an alternative to closure arising from increased house building or regeneration in an area. The knock-on effect of the closure of primary schools on a secondary school in that catchment area would also be considered, including consideration of ensuring a social mix in each catchment area. The report went on to advise that it was proposed that a School Review Group be established, which would meet to consider the options available to any school which fell under the criteria which were detailed in the report. It was noted that the Group would be responsible for evaluating the long-term sustainability of each school where a review had been triggered according to the criteria, and that the Review Group would consider all relevant factors and make recommendations on the most appropriate course of action to address the issues, including consideration of the status quo for that individual school. The report advised that it was intended that the Group consist of Elected Members, which would be identified from the Committee and also would combine Local Members; Officers; Parent Representatives; and Head Teachers.

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The report went on to emphasise the importance of communication and consultation with stakeholders in order to allow them to understand the need for change and to involve them in the decision making process. Consultation had been undertaken in the summer of 2009, however, it was noted that further engagement with key stakeholders was proposed, which would provide opportunities to clarify the range of options available to manage the estate. The report went on to explain that the informal consultation was expected to lead to a formal proposal, or a series of options, on which statutory consultation would then be undertaken. The legislation and publications which governed school closures were detailed in the report and a summary of the main core themes of a new piece of legislation, namely the Schools (Consultation) (Scotland) Act, which received Royal Assent in January 2010 and was to be implemented in the near future, was contained in an appendix to the report.

The budgetary impact for the Learning Estate Strategy was discussed in the report, and it was noted that the extent of the current budgetary challenge for all public services had been acknowledged and that it was likely that this would continue for the foreseeable future. The report advised that any learning would need to contribute to an affordable overall Service and that the Service re-design and other measures had brought some areas of spending more in line with that of comparator Local Authorities. The report went on to acknowledge that the work required to bring all schools up to a standard equivalent to that of the 3Rs schools would have to be phased and would take place over a number of years. The way in which an order of priority for addressing issues within existing buildings and grounds, based upon sufficiency, suitability and condition, was detailed in the report. Proposals for the Learning Estate for the short term (0-2 years), medium term (3-5 years) and long term (6-10 years and beyond) were detailed in the report.

Various appendices were attached to the report and available in the members library, namely, Appendix 1 – Building Better Schools: Investing in Scotland's Future; Appendix 2 – Briefing Framework for Primary School Projects (Building Bulletin 99); Appendix 3 – National Principles, extract from Building Better Schools: Investing in Scotland's Future; Appendix 4 – Summary of Schools (Consultation) (Scotland) Act, 2010; Appendix 5 – Net Local Authority Spending; Appendix 6 – Suitability Core Factor, Scotland's School Estate; Appendix 7 – Primary and Secondary School Data relating to schools with and without temporary accommodation; Appendix 8 – Immediate Draft Timeline.

The report recommended:-

that the Committee –

- (a) note the content of the report:
- (b) endorse the principles described in Section 6.4 of the report which underpin the effective management of a sustainable Learning Estate over the short (0-

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- 2 years), medium term (3-5 years) and long term (6-10 years and beyond);
- (c) instruct officers to proceed with widespread consultation on the school estate as described in section 6.5;
 - (d) confirms the establishment forthwith of a schools review group as described in section 6.5.1 of the report;
 - (e) confirms the timeline for the development of a Learning Estate Strategy; and
 - (f) instructs officers to report to Committee on and seek approval for outcomes of these proposals over the forthcoming two years.

The Committee resolved:-

to approve the recommendations.

INSPECTION OF EDUCATION AUTHORITIES (INEA2) – ECS/10/14

14. With reference to article 8 of the minute of meeting of the Policy and Strategy (Education) Committee of 28 April 2009, the Committee had before it a report which updated progress on the Inspection of Education Authorities (INEA2) and quality improvement since the last update. The report provided a background to the INEA2 Action Plan and noted that previous reports on the issue had outlined detailed work against the key objectives and main points for action which had been identified by Her Majesty's Inspectorate of Education in May, 2007. The report noted that a formal HMIE visit to review the education functions of the Council was to take place in 2010, and the report set out the plans for quality improvement and self evaluation throughout the Service.

The report went on to advise that there were a number of approaches to quality improvement which used the Quality Indicator model developed by HMIE as the basis for self evaluation. The report detailed the various approaches which were in use throughout the Education, Culture and Sports Service as part of the Quality Improvement process which included:- INEA2 progress reporting, including educational psychology services; introducing the concept of validated self evaluation; integrated approaches to self evaluation for child protection and for children's services; introducing new arrangements for self evaluation using 'How Good is Our Culture and Sport?'; introducing a self evaluation using the Public Library Quality Improvement Matrix; and linking to other quality improvement approaches such as How Good is Our School and How Good is our Community Learning and Development and ultimately, How Good is our Council?. The report went on to provide details of these various approaches and it was noted that from February, 2010 onwards, the service would carry out further work to evaluate the impact of the work of the service. The report further advised that on a rolling

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programme, the service was to take a more in-depth look at aspects of service delivery, which would be identified in the Service Plan which was currently being developed for 2010 to 2013.

The report recommended:-

that the Committee –

- (a) note the INEA2 update and instruct officers to prepare a final statement of INEA2 progress linked to the new service plan objectives and learning strategy themes for June 2010;
- (b) note the integrated approach to introduce validated self evaluation across services within Education, Culture and Sport; and
- (c) instruct that updates on service outcomes were reported to Committee as part of regular performance reports and through Service Plan reporting.

The Committee resolved:-

to approve the recommendations.

EFFECTIVE MOVING PROTOCOL - ECS/10/13

15. The Committee had before it a report by the Director of Education, Culture and Sport, which set out a framework to plan the effective management of a move from one building to another, as a result of renovation, new building or other planned changes to provision. The report noted that a clear plan was required to allow any move to take place as effectively as possible, and that the protocol provided advice as to how this could be achieved, although it did not provide advice on any move necessitated as a result of a sudden or emergency change to provision. Due to the individual circumstances of each move, the report noted that the protocol, and associated documents, were to be treated as advice and guidance and not as prescriptive documents.

The report included a decant responsibility matrix and programme, which was set out to provide a reminder to all parties involved in a move of the principle steps towards a decant, who was responsible for each task and the timescales involved. The decant programme set the tasks against each project calendar, however, it was noted that the timescales could be shorter due to the needs of individual projects. The report went on to outline the risk assessment template and ICT dimensions, and noted that all the documents involved in the effective moving protocol would be updated as feedback from schools was received after each decant had taken place and an evaluation had been completed.

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Attached as appendices to the report were a copy of the decant responsibility matrix, including an acronym summary; a risk assessment template; and ICT dimension information.

The report recommended:-

that the Committee -

- (a) note the content of the report; and
- (b) endorse the effective moving protocol for schools and other learning establishments.

The Committee resolved:-

to approve the recommendations.

ANALYSIS OF SCOTTISH INDEX OF MULTIPLE DEPRIVATION 2009 – ECS/10/10

16. The Committee had before it a report by the Director of Education, Culture and Sport, which provided details on the rise in the number of data zones in the bottom 15% in the Scottish Index of Multiple Deprivation (SIMD) 2009, in the education, skills and training domain.

The report provided a background to the SIMD, which was used to provide an overview of multiple deprivation across Scotland and the method had been used to track multiple deprivation since the development of the first Index in 2004. The report explained that the information in the most recent updates to the Index was based mainly around data from 2008, and while it was noted that the economic situation had changed since that time, it was still seen to be a valid picture of the distribution of deprivation. It was noted that the Index looked beyond the economic situation, and covered a range of other life circumstances of the people of Scotland including income, employment, health, education, access to services and housing and crime which could take longer to change.

The SIMD indicators in relation to the education, skills and training domain for 2006 and 2009 were listed and compared in the report and it was noted that one indicator had been changed between the 2006 results and the 2009 results. It was explained that absolute change could not be measured by using the SIMD information, however, individual indicators could be used for this purpose. It was highlighted that the SIMD provided a relative measure of deprivation, and that changes in other parts of Scotland could affect the rankings of Aberdeen's data zones even when there had been little or no change in the actual incidence of local deprivation within the city. Information relating to the national change in the

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education domain was included in the report, and specific details for Aberdeen City were also provided.

In relation to the Aberdeen City information which had changed within the education domain since the SIMD in 2006, the report included tabulated information relating to the deprived data zones within the city, which were noted as mainly being located in the St. Machar Academy and Northfield Academy catchment areas. The other eight deprived data zones were listed as being located in the Torry Academy, Kincorth Academy and Aberdeen Grammar School zones. An overall analysis of the tariff scores within the education, skills and training domain showed that there was no significant upward or downward trend in the average tariff scores of the highest 80% in Aberdeen, Scotland or comparator authorities; there was no significant difference between the average tariff scores for the lowest 20% in Aberdeen and Scotland for 2005 to 2008; and the average tariff score of the highest 80% in Scotland and comparator authorities increased between 2005 and 2008. Information on the research which had been undertaken relating to the links between the many factors associated with living in deprivation and educational attainment was detailed in the report and an analysis of the characteristics of the bottom 20% had also been well established by numerous studies. Details relating to Early Years and Early Intervention as well as Education and Lifelong Learning were also provided in the report. Attached as an appendix to the report was a table which showed the Aberdeen data zones in the most deprived 0-5%, 5-10%, and 10 – 15% bands in Scotland.

The report recommended:-

that the Committee –

- (a) note the content of the report;
- (b) instruct officers to contribute to the draft anti-poverty strategy particularly in relation to identifying further actions required; and
- (c) receive a further report outlining the strategy for closing the gap in attainment.

The Committee resolved:-

to approve the recommendations.

**MORE CHOICES MORE CHANCES AND SCHOOL LEAVER DESTINATIONS
REPORT – ECS/10/11**

17. The Committee had before it a report by the Director of Education, Culture and Sport, which provided a summary of the key facts of the School Leavers Destinations report at an Aberdeen City level, as well as providing the local context

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and clarification on the actions being taken forward to address the challenges through the development and implementation of the Aberdeen City More Choices More Chances Strategy and Action Plan. A background to the More Choices, More Chances initiative and strategy was provided in the report and it was noted that the School Leavers Destination report for Aberdeen City provided robust local data to enable the More Choices More Chances Partnership to measure success locally and to assess progress against national comparator data.

The report advised that within Aberdeen City in 2008–09, the overall percentage of school leavers entering a positive destination was 82.7%, which represented a fall of 2.9% on last year and was below the national result of 85.7%. The report explained, however, that the proportion of young people entering further and higher education had reached its highest level in a decade and that the percentage of school leavers entering higher education had risen by 1.3% in comparison to 1999–2000. A breakdown and analysis of the data relating to Aberdeen City and the school leavers destination report was included within the report before the Committee and it was noted that Aberdeen had a higher proportion of young people entering into higher education at 37.1%, which was higher than the national average of 34.9% and the second highest rate out of the HMIE comparators. The destination data for individual schools across the city was included in the report, as well as information relating to the data zones within the city which had the highest number of school leavers and a breakdown of the destination data by stage of leaving. Information relating to special schools was also included in the report as well as a chart which showed the destinations of looked after children.

The report went on to provide a progress update in relation to the More Choices More Chances agenda since May, 2009, and the report advised that in July, 2009 funding had been successfully obtained from the Scottish Government to establish 1.5 fixed term posts within the integrated Children's Services Team to take forward the 16+ Learning Choices workstream. Throughout August and September 2009, the report advised that briefing sessions had been undertaken with all secondary and special schools and the Community Learning and Development Team which had led to a programme of work being developed and delivered by December 2009. Details of the programme were listed in the report and included amongst other things, an agreed 16+ implementation timeline for the city. Details of the 16+ Learning Choices programme were also provided, which included early identification of individuals at risk of moving into negative destinations prior to the statutory school leaving age and the early assessment and support for young people with additional support needs due to their over-representation in the negative cohort statistics.

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The report recommended:-

that the Committee -

- (a) agree to receive regular updates on performance against the (A) school leaver destinations (annually); and (B) implementation of 16+ learning choices (bi-annually for summer and winter leaver cohorts) to the Committee within the standing item of the performance report;
- (b) instruct officers to continue to report on progress against the 'school leaver destinations' indicators within the Single Outcome Agreement to the Corporate Policy and Performance Committee on an annual basis; and
- (c) note the submission of the Aberdeen City More Choices More Chances Strategy 2010-2013 to this Committee on 15 April, 2010.

The Committee resolved:-

to approve the recommendations.

REMOVAL OF VACATED EDUCATIONAL PROPERTY – ECS/10/23

18. The Committee had before it a report by the Director of Education, Culture and Sport, which related to the future of the former Carden School, on the Dyce Primary campus, which had been closed in session 2002/03. It was noted that since the vacated building had closed, it had had various uses including some community use but was currently being used as a temporary store for equipment relating to the 3Rs project. The equipment which was currently being stored there was due to be moved by the end of March, 2010 and the report advised that the building was not currently in a good state of repair and that there was some damage due to water penetration. The report went on to advise that there was currently no proposed use for the building by the Education, Culture and Sport Service and that although the review of the Learning Estate was on-going, the condition of the property would not allow immediate use without significant expenditure to bring it up to a satisfactory standard. The report therefore advised that the school was now deemed to be surplus to the requirements of the Service.

The report recommended:-

that the Committee –

- (a) note the content of the report; and
- (b) declare the former Carden School building at Dyce Primary School campus surplus to requirements and confirm its removal from the Education, Culture and Sport Account.

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The Committee resolved:-

to approve the recommendations in the report and remit the matter to the Finance and Resources Committee to allow the future of the site to be considered.

FINANCIAL ASSISTANCE SPORTS – ECS/10/09

19. With reference to article 10 of the minute of meeting of the Committee of 24 November 2009, the Committee had before it a report by the Director of Education, Culture and Sport, which brought forward one application for financial assistance from sports organisations within the City. The report advised that should the recommendation be approved, a balance of £32,526 would remain in the sports budget for the year 2009/10.

The Committee resolved:-

to award funding of £5000 to the Royal Caledonian Curling club in order to assist with funding the position of a Curling Development Officer, based at Curl Aberdeen.

**GRANT SUPPORT APPLICATIONS FOR INTERIM TRAVEL ARRANGEMENTS
– ECS/10/04**

20. With reference to article 11 of the minute of its previous meeting, the Committee had before it a report by the Director of Education, Culture and Sport, which brought forward five applications from the Council's Grant Support for Interim Travel Arrangements, as follows:-

Activity/Applicant	Nature of Support	Amount Requested
Jenny Findlay – Ice hockey	Travel costs involved in attendance at supported coaching sessions in Elgin by a junior athlete (April – November 2009)	£300
Allan Lilly – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Dundee by a junior athlete (April – December 2009)	£300

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Activity/Applicant	Nature of Support	Amount Requested
Carole Keith – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Dundee by a junior athlete (June – October 2009)	£300
Karen Ayrton – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Edinburgh by a junior athlete (April – November 2009)	£300
Terry McDonald – Ice Skating	Travel costs involved in attendance at supported coaching sessions in Edinburgh by a junior athlete (April – November 2009)	£300

The report outlined that should the applications be approved, a total of £16,340 from the annual travel grants budget would now be allocated, leaving a balance of £8660 which would be regarded as a saving against the corporate budget for 2009/10.

The report recommended:-

that the Committee approve the travel funding applications.

The Committee resolved:-

to approve the recommendation.

DECLARATION OF INTEREST

Councillor Kevin Stewart declared a non pecuniary interest in the following article by virtue of his membership of UNISON. Councillors Fletcher and John West declared non pecuniary interests by virtue of their appointment as Directors of Sports Aberdeen. Councillors Fletcher and Collie declared non pecuniary interests as Directors of

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Aberdeen Sports Village. None of the Councillors referred to considered that the nature of their interests required them to withdraw from the meeting during consideration of the item.

BOOKINGS AND LETTINGS REVIEW

21. The Committee had before it a report by the Director of Education, Culture and Sport, which provided an update on the progress of the bookings and lettings review and set out the terms of the revised Bookings and Letting Policy and Procedures for approval. The report advised that the Bookings and Lettings Policy and Procedures had been an area of development which had been scheduled for completion for several years and that the current Letting of Educational Establishment Policy had been in operation since 2000.

With reference to article 17 of the minute of Council meeting of 13 February 2008, where the Sports Transformation Strategy had been approved, the report noted the key elements of the Transformation which related to the Bookings and Lettings review as follows:- (1) Implement a single integrated bookings system; (2) Progress the procurement of a Leisure Management System as a priority; (3) Investigate the options for deployment of janitorial cover; (4) Investigate different options for staffing facilities where appropriate; (5) Rationalise venues available for hire through a strategic approach to the administration of bookings; (6) Develop and implement a standardised charging system based on type/category of facility; (7) Develop a charging policy which defines user categories and priorities; (8) Standardise quality assurance requirements of groups applying for facilities; (9) Sign up to 2006 Accord for the Protection of Children in Scottish Sport by 2009; and (10) Carry out and implement an Access to Leisure Review.

The report before the Committee then advised that the proposed timescale for implementation was August 2010 in order to coincide with the start of the new academic year for educational establishments. It would also enable the new Sports Trust, Sport Aberdeen to be fully established prior to implementation, as they would manage the bookings and lettings for both sports and educational establishments.

The report advised that as well as the Transformation Programme, an external audit in 2008 and an internal audit in 2009 had highlighted recommendations relating to the lettings process. Since November 2009, it was noted that an officer Working Group had been looking at the Bookings and Lettings Review and were ensuring that work was being carried out in line with the timeline which had been drawn up. Details of the consultation process were provided and had included two workshops for the Education, Culture and Sport Committee; two open consultation

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meetings with the general public; engagement with primary Head Teachers, as well as primary and secondary Head Teachers participating in the Working Group; consultation with Aberdeen Sports Council, Active Schools and Active Communities; and early discussions with Trade Unions in relation to janitorial staffing. The report went into depth in describing the proposal, rationale and the consultation undertaken in regards to all ten areas identified within the Transformation Strategy and also noted the feedback received following the consultation process. Appended to the report was a list of the proposed charges for revised Bookings and Lettings Policy as at 18 February 2010 which summarised the current education rate, the proposed standard letting rate based on current Sports Charges and additional information.

The report recommended:-

that the Committee agree –

- (a) that both the Sports Bookings and Educational Lettings system be brought together into a single more customer focused, integrated system;
- (b) that officers continue to explore options to progress the procurement of an electronic Leisure Management System;
- (c) that officers progress discussions with staff and Trade Unions about options for the deployment of janitorial cover, and bring a further report to a future meeting of the Committee;
- (d) that officers develop alternative options for staffing facilities, in the event that full janitorial cover is not possible, and bring these options in a further report to a future meeting of the Committee;
- (e) that, wherever possible, lets are allocated into a reduced number of buildings, in line with principles set out in section 5 of the report;
- (f) that Charging Categories based on the size and type of the facility being used, are introduced for use in all sports and educational establishments, as set out in section 6 of the report;
- (g) that charges are applied in line with the Charging Rates relative to the majority nature of the Group using the facility as set out in section 7 of the report;
- (h) that applications for Lets be considered in line with the Access Priorities set out in section 7 of the report;
- (i) that all groups hiring facilities for coaching and tuition purposes be required to provide evidence of insurance and coaching qualifications, within a 2 year period;
- (j) that the Council and Sport Aberdeen sign up to the 2006 Accord, as a means of demonstrating best practice in relation to the protection of children within facilities operated through the revised Bookings and Lettings System;
- (k) that officers report to a future meeting of the Education, Culture and Sport Committee on the outcome of a review of the Access to Leisure Scheme;

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- (l) that 10% of the income for use of Schools and Community Centres is paid to the establishments, in recognition of the additional costs resulting from external lets;
- (m) that officers report to a future meeting of the Education, Culture and Sport Committee on the outcome of a review of the Corporate Budget; and
- (n) that the revised Bookings and Lettings policy and procedures be progressed in time for implementation in August 2010.

As agreed earlier in the meeting (article 3 refers), the Committee received a deputation from Mr Mike Morrice and Mark McEwan, who were volunteer coaches for Cults Primary School Football team but who also represented all schools involved in the Westhill and District Friendly League and School Team Leagues, as well as representing the views of a number of Boys Clubs. Both Mr Morrice and Mr McEwan spoke in depth about their concerns in relation to the proposed lettings review. With regards to the current winter weather, the importance of school gym use for local clubs was highlighted and the difficulty of securing bookings at new popular facilities such as Aberdeen Sports Village and Cults Academy was raised. The possibility of floodlighting more outdoor pitches was also raised by the deputation, as this would reduce the need for buildings to be opened outwith normal hours. In relation to the proposed increases in charges, the deputation were concerned that some groups across the city could be disadvantaged by any increase, which would impact on participation levels, due to some participants no longer being able to afford the charges. The deputation then answered questions from members of the Committee and the Committee thanked them for their presentation.

The convener, seconded by the Vice-Convener, moved:-

- (1) to approve recommendations 1, 3, 4, 6, 7, 8, 11, 12, 13 and 14 as detailed in the report;
- (2) in relation to recommendation 2 of the report, to receive a report back on this matter;
- (3) that wherever possible, lets are allocated into a reduced number of buildings;
- (4) that all external groups hiring facilities for coaching and tuition purposes be required to provide evidence of insurance and coaching qualifications within a two year period;
- (5) that the Council and Sport Aberdeen consider signing up to the 2006 Accord, as a means of demonstrating best practise in relation to the protection of children within facilities operated through the revised Bookings and Lettings System;
- (6) that varying charges be applied to those living outwith the city boundary by using an Accord Card or Visiting Accord Card; and

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- (7) that the Committee receive oral updates at each meeting on the Bookings and Lettings review and the progress of its implementation.

Councillor Laing, seconded by Councillor Cooney, moved as an amendment:-
that the report be deferred until all issues had been resolved and full consultation had been carried out with staff and Trade Unions on the staffing of establishments.

On a division, there voted:- for the motion (15) – The Convener; the Vice Convener; and Councillors Boulton, Corall, Fletcher, McCaig, Noble, Reynolds, Robertson, Jennifer Stewart, Kevin Stewart, Wisely and John West; and Mrs Abdullah, and Mr P. Campbell; for the amendment (6) Councillors Crockett, Collie, Cooney and Laing; and Mr G. Bruce and Mr S. Duncan; absent from the division (1) – Councillor Farquharson.

The Committee resolved:-
to adopt the motion.

A GAMES LEGACY FOR SCOTLAND – ECS/10/21

22. The Committee had before it a report by the Director of Education, Culture and Sport, which outlined proposals in the Scottish Government's Legacy Plan for the 2014 Commonwealth Games and advised of the need for the Committee to consider those elements of the plan that are relevant to Education, Culture and Sport activity within the City.

The report advised that the Scottish Government published A Games Legacy for Scotland on 1 September 2009, following extensive consultation, in order to maximise the benefits of the Commonwealth Games for the whole of Scotland and also considered the potential benefits of the Olympic Games being held in London in 2012. The Plan set out how the sporting, educational, economic, cultural and health benefits of the Games could make Scotland (a) Active, (b) Connected, (c) Flourishing and (d) Sustainable and set out forty five initiatives under these themes.

The report outlined that in relation to the "Active Scotland theme" two major initiatives were proposed; Action Nation aimed at encouraging more people to exercise more often thereby improving their health, and also the establishment of a network of Community Sports Hubs designed to make sporting opportunities more accessible and to build the capacity of local sports clubs. Since the Legacy Plan was established in 2009, the Scottish Government had been working with a range of national agencies and local authority bodies to develop plans for implementing

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the Active Scotland and Community Sports Hubs initiatives. Discussions had taken place with NHS Grampian and Aberdeenshire Council to develop a co-ordinated approach in the north east, to provide information about local opportunities, giving advice and support to those who wish to start exercising regularly on what was suitable for them and organising events to motivate people and sustain their interest.

In relation to the theme of Connected Scotland the report advised that the Games would be used to promote Curriculum for Excellence in schools through learning programmes, and that Learning Teaching Scotland would develop learning and teaching materials for the Games to share with Local Authorities including proposals for the use of GLOW. The Scottish Arts Council would lead work to develop a high quality cultural and artistic programme across Scotland incorporating London 2012 and Glasgow 2014 and initial discussions had taken place with the Scottish Arts Council and BP Aberdeen in order to seek to maximise the impact of the 2012 Cultural Olympiad and specifically to create a programme within Aberdeen City for 'Open Weekend' in July 2010.

In relation to the theme of Sustainable Scotland the report advised that initiatives proposed under this theme related mainly to rejuvenation of the east end of Glasgow and regeneration projects which could act as exemplars for the rest of Scotland. Opportunities would exist for Scottish businesses to tender for contracts associated with The Games, and at present this was being progressed locally by the Director of Enterprise, Planning and Infrastructure. The report went on to advise that £70 million in contracts had been advertised so far with 70% of those invited to tender being Scottish companies and of contracts awarded so far all had been awarded to Scottish companies. In relation to Flourishing Scotland, the report advised that in addition to plans to promote business opportunities there were proposals to encourage volunteering, and the Scottish Qualifications Authority were working towards developing an accredited Volunteering qualification/award as part of a programme aimed at ensuring those furthest from the workplace had the opportunity to benefit from the Games.

In relation to other proposals, the report advised that plans had been drawn up by Young Scot in partnership with other agencies to encourage young people's involvement through three initiatives:- (a) Youth engagement – creating opportunities for young people to be involved in local activities and ensuring effective links between young people and local authority legacy leads; (b) Young Legacy Ambassadors – young people to play an active role in promoting the legacy to their peers and other people in their communities; and (c) Showcasing young people – Work to promote a positive image of our young people and recognise the valuable input they have in our communities. The report also outlined that volunteering was a key requirement across all four themes and the Games would

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not only provide an opportunity for people to volunteer to help deliver the Games but also to highlight the value of volunteering and the benefits it could bring to the individual and the beneficiaries.

Attached to the report was (a) the Active Nations programme proposals for Scotland; (b) a summary on Community Sports Hubs which outlined the definition of a Community Sports Hub and also detailed the aims and objectives of each Hub; and (c) information on the Delhi 2010 Commonwealth Games Flag Handover Ceremony which advised that on 14 October 2010 within the closing ceremony of the Delhi 2010 Commonwealth Games, Glasgow and Scotland would make the first public statements to the Commonwealth and the world by presenting a handover ceremony that would set the scene for the four years leading up to the delivery of the Glasgow 2014 Commonwealth Games.

The report recommended:-

that the Committee –

- (a) note the proposals outlined in A Games Legacy for Scotland and the work done to date;
- (b) endorse that the development of a local legacy plan and associated initiatives be driven forward in partnership with relevant local and national partners, including the Cultural and Active Aberdeen Forums;
- (c) agree that further reports be brought forward in due course on how the initiatives could be supported and developed in Aberdeen City;
- (d) support in principle the involvement of local participants in the Mass Cast Delhi 2010 Flag Handover ceremony; and
- (e) refer to the Finance and Resources Committee a request that Aberdeen City Council support up to 4 individuals to participate in Mass Cast by funding a maximum of £2,000 per participant through the Common Good budget in 2010/11.

The Committee resolved:-

to approve recommendations (a), (b) and (c).

MANAGING REDUNDANCY POLICY

23. With reference to article 13 of the minute of meeting of the Committee of 24 November 2009, the Committee had before it a report by the Director of Education, Culture and Sport, which sought approval of the Managing Redundancy Policy in respect of teaching staff.

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The report advised that the existing Aberdeen City Council Managing Redundancy Policy had not previously been agreed as applying to teaching staff, with reductions in the requirement for teachers being managed through the Compulsory Transfer for Teachers and Early Retirement for Teaching Staff procedures or by holding staff in excess within schools. The report went on to outline that with the current financial situation within the Council, combined with the Council's commitment to ensure best value, it was no longer possible for excess staff to be held where the requirement for the work had diminished and it was also not equitable for the Managing Redundancy Policy to only apply to certain groups of staff.

Appended to the report was the draft Managing Redundancy Policy which had been agreed at the Local Negotiating Committee for Teachers on 5 February 2010.

The report recommended:-

that the Committee approves the application of the Policy to teaching staff.

The Committee resolved:-

to approve the recommendation.

**REVISED VOLUNTARY SEVERANCE/EARLY RETIREMENT POLICY –
ECS/10/06**

24. With reference to article 27 of the minute of meeting of the Finance and Resources Committee of 10 December 2009, the Committee had before it a report by the Director of Education, Culture and Sport, which sought approval for changes to the existing Early Retirement Policy for Teachers, and to introduce Voluntary Severance for teachers. It was noted that the revised policy and benefits had been agreed at the Local Negotiating Committee for Teachers on 5 February 2010.

The report advised that the proposed Voluntary Severance/Early Retirement policy allowed all permanent teachers with over two years continuous service, to express an interest in voluntary severance and those in the Scottish Teachers' Superannuation Scheme (STSS) would have the option to choose early retirement if they could access their pension benefits immediately. The report outlined that the current Early Retirement for Teachers Policy provided for Scottish Teachers' Superannuation Scheme members aged 50 and over to have their pensionable service enhanced by up to 10 years where this would result in a saving to the Authority, however in line with the current financial circumstances it was no longer affordable for the council. Appended to the report was a draft Voluntary Severance/Early Retirement Policy and Benefits for Teachers.

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The report also summarised the provisions and compensatory benefits provided by the proposed scheme, as follows:-

Option One – Voluntary Severance

- Employees qualify regardless of age or whether they are members of STSS
- Applies on redundancy and efficiency of service grounds
- Full costs of the employee's release need to be recouped over a 5 year period
- A one-off voluntary severance payment, calculated as follows:
 - based on employee's age and continuous length of service using the ready reckoner at appendix 1 of the proposed policy
 - number of weeks on ready reckoner multiplied by the employee's basic weekly pay up to statutory maximum for redundancy (currently £380 per week);
 - for employees whose basic weekly pay exceeds statutory maximum their weekly pay for the calculation would be the statutory maximum payment plus 33% of the difference between their basic pay and the statutory maximum; and
 - a severance payment would include any statutory redundancy payment to which the employee would have been entitled.

Option Two (A) – Early Retirement on the grounds of Redundancy

- Employee qualifies if they are a member of STSS and can immediately access their pension benefits
- Applies only where a redundancy situation is identified
- Full cost of the employee's release needs to be recouped over a 5 year period
- Benefit for employee is that they can immediately access their pension benefits based on their pensionable service and contributions without reduction, plus
- A one-off voluntary redundancy payment, calculated as follows
 - based on employee's age and continuous length of service using the ready reckoner at appendix 2 of proposed policy;
 - number of weeks on ready reckoner multiplied by the employee's basic weekly pay up to statutory maximum for redundancy (currently £380 per week);
 - for employees whose basic weekly pay exceeds statutory maximum, their weekly pay for the calculation will be the statutory maximum plus 33% of the difference between their basic pay and the statutory maximum;

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Option Two (B)– Early retirement on the grounds of efficiency of the service

- Employee qualifies if they are a member of STSS and can immediately access their pension benefits
- Applies where a business efficiency can be achieved
- Full cost of the employee's release need to be recouped over a five year period
- No one-off compensatory payment applies

Option Three – Employee Requested Early Retirement

- Employee qualifies if they are a member of STSS and can access their pension benefits
- Applies where no redundancy situation or where no service efficiency applies
- Applies where there is no cost to the employer; and
- Employee can immediately access their pension benefits based on their pensionable service and contributions but benefits will be actuarially reduced and no one-off payment applies.

The report further advised that the proposals highlighted in appendix 1 should be introduced on a phased basis and it would allow reduced costs associated with the existing scheme.

The report concluded by highlighting the revisions to pension discretions and advised that the enhancement to pension years was a discretion to be determined by the employer under Part V of the Teachers' (Compensation for Redundancy and Premature Retirement) Regulations 1997. It was noted that the final policy proposals would mean that the Council as an employer would choose not to enhance pension years in normal circumstances.

The report recommended:-

that the Committee -

- (a) approve the provisions for new Voluntary Severance/Early Retirement Policy for Teachers as detailed in appendix 1
- (b) approve the replacement of current provisions of the Early Retirement Policy for Teachers with the new provisions with immediate effect
- (c) approve the introduction of the compensatory benefits that are provided in the proposed Voluntary Severance/Early Retirement Policy to be phased in up to 31 March 2011, as per the arrangements detailed in section 6.4 of the report; and

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- (d) approve amendments to the scheme of pensions discretions detailed in Section 6.7 of the report, to reflect the changes within the voluntary severance/early retirement scheme including the phased implementation of the revised compensatory benefits

The Committee resolved:-

to approve the recommendations.

ESSENTIAL CAR USER SCHEME

25. The Committee had before it a report by the Director of Education, Culture and Sport, which sought to ensure equality across staff groups in terms of entitlements under the Essential Car User Scheme.

The report advised that currently there was a scheme in place for all other Council employees and in order to ensure equality across staff groups it was important that the same Essential Car User Scheme be applied to all employees including teachers.

The report highlighted that at present, 25 staff were on Scottish Negotiating Committee for Teachers (SNCT) terms and conditions of employment and were in receipt of the existing car user allowance. The report noted that it was estimated that a saving in the region of 32% per annum could be accrued under the revised scheme. The report also advised that the new scheme had been approved by the Local Negotiating Committee for Teachers on 5 February 2010.

Attached to the report was the Revised Essential Car User Scheme which highlighted where Essential Car User Status (ECU) would be applied and identified four varying levels of ECU.

The report recommended:-

that the Committee approve the Essential Car User Scheme for those covered by Scottish Negotiating Committee for Teachers (SNCT) terms and conditions of employment.

The Committee resolved:-

- (i) to request that the Finance and Resources Committee investigate the issue of Essential Car Users Schemes for all staff and in particular, the issue of lump sum payments; and
- (ii) to otherwise approve the recommendation.

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BUSINESS CASE – CROMDALE COOK – ECS/10/02

26. The Committee had before it a Business Case by the Head of Service, Citywide lead for Culture, Communities and Sport, which sought approval to create a zero hours post of cook within the Cromdale Outdoor Centre, a residential facility, sleeping up to 36 and extensively used by Aberdeen groups on residential activity weeks and weekends.

The business case sought approval for the establishment of a zero hours cook on a permanent basis, established on salary grade 9. All costs associated with the extension of duties would be found within existing resources and costs relating to wages/hours worked would be recharged to the visiting group. It was noted that there would be no impact on a full year's revenue/capital budget but anticipated attracting more service users and consequently generating more income.

The Committee resolved:-

to approve the business case.

EXEMPT INFORMATION

The Committee resolved in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the press and public from the meeting during consideration of the following items of business so as to avoid disclosure of exempt information of the class described in the following paragraphs of Schedule 7(A) to the Act:- article 27 (paragraph 8) and article 28 (paragraph 1).

DECLARATION OF INTEREST

Councillor Jennifer Stewart declared an interest in the following article by virtue of her appointment as a Board Member of Satrosphere. She did not consider that the nature of her interest required her to leave the meeting during consideration of the item.

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SATROSPHERE LTD – FOLLOWING THE PUBLIC POUND REPORTING

27. With reference to article 24 of the minute of its meeting of 24 November 2009, the Committee had before it, by way of remit, a minute extract from the Culture and Leisure Trust Monitoring Working Group, (article 7 of the minute of meeting of 18 January 2010) and a report which brought forward a summary assessment of the operational structures of Satrosphere Ltd, currently funded by the Council, and provided an overview of core issues relating both to the management of the organisation and its Directorship.

The Culture and Leisure Trust Monitoring Working Group had resolved:-

- (i) to note the report
- (ii) to instruct officers to both highlight and to discuss with the Board and elected members of Satrosphere Ltd potential areas for improvement as highlighted in the report; and
- (iii) to remit the report and any further recommendations arising from the Group's consideration to the next meeting of the Education, Culture and Sport Committee.

The Committee resolved:-

to approve the recommendations contained within the report.

REDESIGN OF POST TO INFORMATION AND GRANTS ADMINISTRATOR

28. The Committee had before it a business case prepared by Community Learning Development Officer, which sought agreement on the redesign of the permanent post of Dialogue Youth Clerical Assistant.

The business case outlined that the position required a change in job title to Information and Grants Administrator to more accurately reflect the job purpose and it also included the redesign of the job description to absorb essential and additional tasks relating to the management of the Youth Activities Grants Fund. The post would also change to salary grade 10, with the maximum salary costs totalling £28,216.00 including on costs.

The business case advised that the administration of the Youth Activities Grants Fund constituted part of the duties of a Development Officer post, which had been removed from the service structure on the grounds of efficiency and aspects of the work of the grants scheme, had been carried out by the Clerical Assistant in the Dialogue Youth Information Service, who to date had been receiving additional responsibility payment. The business case also detailed a number of additional tasks that would form part of the role of the post.

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The business case recommended:-

that the Committee agree the job title, job description and to agree in principle, to the regrading of the job.

The Committee resolved:

to approve the business case and refer the funding of the regrading of the job to the Finance and Resources Committee.

- **ANDREW MAY, Convener.**

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COMMITTEE BUSINESS

15 April, 2010

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
1.	Area North Committee 23 September, 2008 Article 7	<p><u>Northfield and Cummings Park Sports Facilities</u></p> <p>Report to be submitted on 6.1.09 after extended consultation.</p>	<p>At its meeting of 6 January the Committee resolved to receive further reports when outcome of the funding application was known. As at September 2009, the project was unsuccessful in securing 'Cashback for Communities' funding, via SportScotland and the Scottish FA. Officers continued to seek funding towards the project, which is to upgrade 3 dilapidated tennis courts into a multi-purpose sports area. The project has secured £35,000 from the Fairer Scotland Fund and £5000 - £6000 from Byron Boys Club, towards an approximate total of £55,000. Officers will report back to a future meeting, as progress is made. Officers liaised with the Fairer Scotland fund and other external providers, to identify sources of funding to enable sports projects in the Northfield area to proceed.</p> <p>A report is on the current agenda. This item is therefore recommended for removal.</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	15.04.10	15.04.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
2.	Area North Committee 18 November, 2008 Article 7	<p><u>Library Home Service Development</u></p> <p>The Committee requested that the current fortnightly street site at Kingswells be maintained until January 2011, thereafter officers in Culture and Leisure, Neighbourhood Services (North Area) be instructed to report to Committee concerning the provision of a library service within the Kingswells community.</p>	A report on the Kingswells service will be submitted in 2011.	Head of Service, (Citywide lead for Culture, Communities and Sport)	Early 2011	
3.	Continuous Improvement 9 September 2008 Article 8	<p><u>Reporting School Performance Measures</u></p> <p>The Committee resolved:-</p> <p>(i) to instruct officers to implement the revised quality improvement guidance which had been developed as part of the overall quality improvement framework and ensure Education Officers provide appropriate support and challenge to schools; and</p> <p>(ii) to request that a report be brought back to the relevant Committee with information and recommendations on the performance management arrangements around the 3-18 curriculum for excellence</p>	At its meeting on 9 December, 2008, the Committee (i) noted that officers were still awaiting guidelines on the new reporting school performance measures from the Scottish Government; Building the Curriculum5 (BtC5) was anticipated to be published by the Scottish Government by July 2009 – this has been delayed. A report will be prepared following the publication of BtC5 – the Assessment and Curriculum for Excellence group will review BTC5 and report to Committee); and (ii) requested officers to provide regular information bulletin reports on the progress with the change in reporting. (Arrangements for public performance reporting will be	Head of Service (Planning, Policy and Performance)	18.02.10	15.04.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>included in the above report). A report is anticipated to be submitted to the Committee on 15 April, 2010.</p> <p>At its meeting of 8 October, 2009, the Committee (a) noted that a report on progress at Northfield Academy would be submitted, prior to the return visit by HMIE and it is anticipated that an update will be included in the information bulletin for the 15 April, 2010 Committee; (b) requested attainment and achievement figures for each school and each year group to be submitted to the Committee individually; (c) requested the breakdown of the educational budget, showing the separate spend on education and facilities; and (d) requested that a target be set in relation to the proportion of school leavers in positive and sustained destinations for mainstream and for special schools (item 12).</p> <p>The Committee also (i) requested that a target be set in relation to item 6.1 (% of Internal Audit recommendations completed); and (ii) requested that the target for item 1 (Average Number of Days Lost Through Sickness</p>			

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>Absence) be altered to 10, in line with the decision of other Committees.</p> <p>A performance report is on the current agenda, which includes a calendar for future performance reporting which will deal with all of the above issues. It is proposed that the calendar replaces this business statement item.</p>			
4.	Policy and Strategy (Education) 11 December, 2007 Article 4	<p><u>Quality Improvement Framework Part 1 (schools)</u></p> <p>Officers to undertake and report on an analysis of the attainment rates of looked after children, the lowest attaining 20% of pupils and those not in employment, education or training (NEET), such analysis to cover the previous three years of their education.</p>	<p>At the meeting of the Committee in November, the Committee noted a report would be submitted to the next meeting which would include details on the impact of Aberdeen Works and of partnership working with local firms. Officers were intending to submit a report for the meeting of the Committee in January, however, the national report on school leaver destinations which was due to be published in December has not yet been received.</p> <p>A report on More Choices More Chances was submitted to the Committee on 18 February and as agreed and a further report is on the current agenda. It is therefore recommended that this item be removed.</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	04.03.08	15.04.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
5.	Policy & Strategy (Education) 3 March 2009 Article 7	<p><u>Improving Educational Outcomes in Aberdeen within a Strategic Framework</u></p> <p>The Committee resolved, amongst other things, to instruct officers to bring an update report to the Committee at its June meeting and quarterly progress reports thereafter.</p>	<p>A report was considered by the Committee on the development of an Aberdeen Learning Strategy and officers were requested to implement the consultation and engagement process.</p> <p>Informal Consultation was completed on 3rd July 2009 and analysis of consultation feedback and questionnaires undertaken during July and August 2009. A consultation summary booklet will be submitted to the Education Culture and Sport Committee in October, 2009. At its meeting on 27 August, 2009, the Committee received a report on the draft Learning Strategy which provided details on the consultation which had been undertaken to date.</p> <p>A report was considered by the Committee on 8 October, 2009 and the Committee (a) agreed the principles, vision and priorities which had already been consulted on and which had met with wide approval among stakeholders; (b) agreed the short term objectives set out in the draft strategy and instruct officers to include these in future service plan objectives and to take forward work to see these objectives implemented; (c)</p>	Head of Service (Planning, Policy and Performance)	15.04.10	16.09.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>instructed officers to carry out further work to widen out the strategy to better address learning to include school education and wider life long learning; (d) instructed officers to publish to stakeholders, the consultation results to date and the arrangements for taking forward the learning strategy; and (e) instructed officers to consult further on this and bring back a report to the Committee by April, 2010, a long term strategy for implementing the vision for Aberdeen: City of Learning, including medium and long term proposals for the learning estate.</p> <p>Officers will bring the final Learning Strategy to the September meeting of the Committee.</p>			
6.	Policy & Strategy (Education) 9 June, 2009 Article 11	<p><u>Strategic Music Partnership</u></p> <p>The Committee approved the recommendations in the report and requested that officers report back on potential links with Sistema Scotland.</p>	<p>A report was considered by the Committee on 8 October and the Committee, amongst other things (a) noted the costs, timescale and actions involved in being a Sistema Scotland orchestra centre; (b) instructed relevant officers to consider feasibility of the development of the Sistema Children's orchestra centre in Aberdeen as part of an integrated</p>	Head of Service, (Citywide lead for Culture, Communities and Sport)	16.09.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>approach to community regeneration and to report to future committees as appropriate; and (c) requested a further report within 18 months, by which time the strategic music partnership would have been operational, on the feasibility of developing a Sistema Children's orchestra centre in Aberdeen as part of an integrated approach to community regeneration, with regular progress reports submitted to the Committee as appropriate.</p>			
7.	<p>Resources Management Committee 5 February, 2009 Article 12</p>	<p><u>Community Learning Hubs - Review of Branch Libraries - Budget 2009/10</u></p> <p>The Committee instructed officers to develop the concept of Community Learning Hubs, in which public libraries would be a key component with the aims of improved access to individuals and the wider community to knowledge, learning and cultural opportunities, providing value added service delivery, being more efficient and effective and achieve ongoing savings for the Council and report back in June 2009.</p>	<p>A report was considered by the Committee on 8 October, 2009, with an oral update being presented to the Committee on 24 November, 2009 and the outstanding issues from the October report were considered in the report which was submitted on 7 January, 2010. At the meeting of 7 January, a report on the proposed lease and constitution for community centres was considered by the Committee and it was resolved to (i) instruct officers to obtain a detailed quotation for remedial works required to bring all leased centres up to an acceptable grade B standard; (ii) agree, in principle, the adoption of the standard</p>	<p>Head of Service, (Citywide lead for Culture, Communities and Sport)</p>	27.05.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>Constitution for Leased Community Centres and to authorise officers to finalise this document in liaison with the community centre management committees referring back to the Committee if there was no agreement on the same; (iii) agree that leased community centre management committees have, subject to their individual capacity, a role in delivering learning activity programmes, and/or providing venues for learning activity in the wider community as potential members of learning partnerships and learning communities; (iv) approve that the vacant Cairnfield Community Centre is declared surplus to the requirements of the Education Culture and Sports Directorate; and (v) approve the circulation of a handbook for leased community centres once completed; (vi) that Version B be approved as the model lease and the management agreement to be offered to all leased community centre management committees, with Version 2 of the finance model as the model most compatible with this lease; and that Woodside Community Centre Management Group are offered an adapted lease with pro rata</p>			

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			<p>service charge payments under Version 2 of the finance model due to multiple occupancy arrangements at Woodside Customer Access Point, referring back to this Committee if no agreement is reached with management committees in this regard; (vii) that officers be instructed to undertake a social and financial capital analysis of leased community centres providing a further report on the outcomes to Committee; (viii) that a request for funding in relation to remedial works required on Altens Leased Community Centre and Dyce (Carnegie Hall) Community Centre be referred to the Finance and Resources Committee for reasons outlined in the report, and that the future of Carnegie Hall be included as part of the report back to the Education, Culture and Sport Committee on community learning hubs; and (ix) to note that public liability insurance had previously been arranged by the Council on behalf of Community Centre Management Committees and that this would continue and would be recharged to the Management Committees, with this issue being included as part of the negotiations. As requested</p>			

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			<p>at the previous meeting in January, officers have prepared revisions to the version of the lease, management agreement and constitution and have prepared budget sheets indicating the potential finance arrangements for the forthcoming financial year. These are to be consulted upon and a workshop has been arranged with leased centres for Friday 5 March at Woodside Community Centre. The social capital analysis approved by committee is also to be undertaken in February and the outcomes will be reported to April committee. Members have been kept notified of all these developments.</p> <p>Officers are progressing consultation with leased community centres and are planning the next stage of consultation on Community Learning Hubs. At the previous meeting in January, an update advising of the issues which local groups will be consulted on was requested. Work is ongoing to identify options for alternative service provision in areas where service relocation is an option under consideration and this</p>			

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
			<p>information will be contained within a further report to April committee. A report on the outcome of consultation on the new leases with leased community centres is on the current agenda and it is therefore recommended that this part of the item be removed.</p> <p>A report on Community Learning Hubs was deferred for 2 cycles by the Committee at its meeting of 7 January, 2010. Officers were awaiting guidance on the options for the second round of consultation following a decision to defer the report at January committee. Consultation with adequate notice and in line with the national guidelines for community engagement, was therefore not possible in February. A report is now due to be submitted to the Committee on 27 May, 2010.</p>			
8.	Education, Culture and Sport 27 August, 2009 Article 10	<p><u>Kaimhill School – Braeside School - 3Rs project Decant</u> At its meeting on 27 August, 2009, the Committee resolved, amongst other things to agree to the provision of school transport for all nursery and primary 1 – 7 pupils, on an exceptional basis, due to the</p>	Information on this issue is now routinely included in the information bulletin.	Director of Education, Culture and Sport	15.04.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
		particular circumstances of the decant proposal, which this provision to be reviewed by officers on a weekly basis with reports to the Committee each cycle.				
9.	Education, Culture and Sport 27 August, 2009 Article 15	<u>Review of Sports Grant Criteria</u> The Committee resolved to approve the principal of re-aligning the criteria for the Sports Grants against the objectives of the new sport and physical activity strategy and instructed officers to develop the detail of the criteria and report back to the Committee in October 2009.	The Committee considered a report on 8 October, 2009 and requested a report back with information on the Shared Education Trust being run in Aberdeenshire	Head of Service, (Citywide lead for Culture, Communities and Sport)	16.09.10	
10.	Audit and Risk 8 September, 2009 Article 5	<u>Property Sales Investigation – Follow-up Report</u> The Committee instructed each Director to report to their Service Committee in the next cycle on how many tied houses were still in existence, where they were located and with a statement explaining the justification for being tied houses, and requested the Finance and Resources Committee to take a corporate overview by producing a corporate register for reporting back to the Audit and Risk Committee.	A report was requested by the Committee on 24 November, 2009, to be submitted to the next meeting. At its meeting of 7 January, 2010, the Committee request officers to submit a report to the Committee, which would include details of all janitorial houses and confirmation of the property account which the properties were aligned with. A report has been referred to this Committee, which was submitted to the Enterprise, Planning and Infrastructure Committee on 23 February, 2010. The report is on the current agenda.	Director of Education, Culture and Sport	15.04.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
11.	Education, Culture and Sport 8 October, 2009, Article 7	<p><u>Vibrant Aberdeen – Draft Cultural Strategy</u></p> <p>The Committee approved and endorsed the consultation draft strategy and approved public consultation on the draft document, subject to minor amendments and the incorporation of the strategy into a designed publication. The Committee also instructed officers to report progress on the development of the final strategy and the outcomes of the public consultation. It was also requested that the list of consultees be circulated to members, to allow them to add any additional relevant groups.</p>	<p>Online surveys have been issued, the strategy has been circulated to all the consultees and sessions have been set up with the Civic Forum etc. There is also the opportunity to consult through the Creative Cultures social networking site. As requested, the list of consultees was circulated to Councillors for additions but no comments were received.</p> <p>A final version of the cultural strategy is on the current agenda and it is therefore recommended that this item be removed.</p>	Director of Education, Culture and Sport	18.02.10	15.04.10
12.	Education, Culture and Sport 24 November, 2009 Article 7	<p><u>2009/10 Revenue Budget Monitoring</u></p> <p>The Committee (i) requested that a report on the pooling of the Education, Culture and Sport and Social Care and Wellbeing Budgets in relation to Out of Authority placements be submitted to Committee in January, with a full report including options on how to provide suitable facilities within Aberdeen to be submitted to the Committee in February; (ii) requested that details of the 7.7% projected variances in the budget of the Operational Support Manager be</p>	<p>At its meeting of 7 January, 2010, the Committee requested that officers ensure that additional staffing resources for accounting in relation to Education, Culture and Sport be put in place as soon as possible and that the Committee be advised when this exercise had been completed; and that officers advise the Committee in writing of the outturn for Out of Authority placements for 2009/10.</p> <p>A report was also considered by the January Committee which outlined proposals for an</p>	Director of Education, Culture and Sport / City Chamberlain	15.04.10	15.04.10

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
		circulated to the Committee by the end of the week; and (iii) requested details of how projected variances in the 2009/10 budget were to be dealt with to be submitted to the next Committee.	Intensive Community Support and Learning Service to be established as an alternative to residential care. A report is on the current agenda.			
13.	Education, Culture and Sport 24 November, 2009 Article 17	<u>Additional PE Needs in Schools</u> The Committee, amongst other things, requested officers to investigate and report back on the low uptake of Active Schools activity from girls, relative to boys.	This item is included in the Active Schools item in the Information Bulletin and it is therefore recommended that this item be removed.	Director of Education, Culture and Sport	15.04.10	
14.	Corporate Policy and Performance 21 January, 2010 Article 7	<u>Catering Services</u> The Corporate Policy and Performance Committee noted that the scheme utilised at Cults Academy where S1 and S2 pupils were not allowed to leave the school at lunchtime had resulted in an uptake of pupils having school meals, and requested that officers prepare a report for the Education, Culture & Sport Committee, with a follow-up report to Corporate Policy & Performance Committee for information, advising on the possible benefits to all schools of the Cults scheme and of the pilot to introduce the same menu in all schools.		Head of Schools and Education Establishments	16.09.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
15.	Finance and Resources 10 December, 2009 Article 4	<u>Financial Strategy Review Budget 2010/11</u> The Finance and Resources Committee resolved that in respect of non statutory education matters (1) to note that there would be a 20% reduction in the budget for nutrition; and (2) to instruct that a report be submitted to the relevant committee on the music teaching service and the balance of income generation in relation to these items.		Head of Schools and Education Establishments	16.09.10	
16.	Education, Culture and Sport 18 February, Article 16	<u>Analysis of Scottish Index of Multiple Deprivation</u> The Committee, amongst other things, agreed to receive a further report on closing the gap in attainment.		Director of Education, Culture and Sport	16.09.10	
17.	Education, Culture and Sport 18 February, Article 21	<u>Bookings and Lettings Review</u> The Committee, amongst other things (i) agreed to receive a report back on the issue of an electronic Leisure Management System; (ii) agreed that officers would proceed with discussions with Trade Unions about options for the deployment of janitorial cover and report back; (iii) that officers report to a future meeting on the outcome of the review of the Corporate Budget; and (iv) to receive oral updates at each meeting on the Bookings and Lettings Review and its implementation.	An oral update on this item will be provided at Committee and an update is included in the Information Bulletin.	Head of Service, (Citywide lead for Culture, Communities and Sport)	Oral Update 15.04.10 Report 16.09.10	

<u>No.</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u>	<u>Report Expected (if known)</u>
18.	Education, Culture and Sport 18 February, Article 22	<u>A Games Legacy for Scotland</u> The Committee, amongst other things, agreed that further reports would be submitted in due course on how the initiatives could be supported and developed in Aberdeen City.		Head of Service, (Citywide lead for Culture, Communities and Sport)	16.09.10	

EDUCATION, CULTURE AND SPORT COMMITTEE

MOTIONS LIST

15 April, 2010

<u>No.</u>	<u>Motion</u>	<u>Date of Council Meeting</u>	<u>Committee Motion referred to / date/ decision of Committee</u>	<u>Action taken / Proposed Future Action</u>	<u>Responsible Head(s) of Service</u>	<u>Due Date</u>	<u>Is authority sought to remove motion from list?</u>
1.	<p><u>Motion by Councillor Cormack</u></p> <p>“That this Council agrees to promote further and to continue to develop parental involvement in the Council’s decision making process and that a report is therefore produced with recommendations for including parents in the work of the main Council committee with education responsibilities, relevant sub-committees and consultation processes.”</p>	<p>Policy and Strategy (Education) 28/04/09</p>	<p>The Committee resolved (i) that the terms of the motion be approved, subject to adding “guardian and carer” after parental; and (ii) to request that a background report be brought back to the Committee on the options for parental representation on the successor to this Committee within the new Committee structure, which should include information on other local authorities which have (a) parents as members of their education committees; (b) parental involvement units; and (c) should involve engagement with Aberdeen Parent Council Liaison Group, as well as the national development officer with regards to the plans being prepared nationally for parental involvement.</p>	<p>A report was submitted to Committee on 9 June, 2009, and it was agreed that the next report submitted provide additional detail on parental representation in other local authorities, and consider potential staffing implications of a parental involvement unit; that the report be circulated to parent councils, with formal consultation to take place at a later stage. At its meeting of 27 August, 2009, the Committee requested that Councillor Laing substitute Councillor Cooney on the informal group and that Councillor Wisely be invited to all future meetings.</p> <p>A report was submitted to the Committee on 24 November, 2009, and the Committee agreed to endorse the need to enhance parent representation in Education, Culture and Sport Services and agreed to the establishment of a representative forum of parents</p>	<p>Director of Education, Culture and Sport</p>	<p>27/05/10</p>	<p>No</p>

<u>No.</u>	<u>Motion</u>	<u>Date of Council Meeting</u>	<u>Committee Motion referred to / date/ decision of Committee</u>	<u>Action taken / Proposed Future Action</u>	<u>Responsible Head(s) of Service</u>	<u>Due Date</u>	<u>Is authority sought to remove motion from list?</u>
				as set out in proposal 1 of the report, through the organisation of Parent Council elections, with a report back to a future meeting on the running of the elections, following consultation with parents.			
2.	<p><u>Motion by Councillor Cormack</u></p> <p>“That in the light of the restoration and reuse of Marischal College, the second largest granite building in the world, and in recognition of the central role that the granite industry has played in the city’s economic development and in its cultural identity, that this Council agrees to the production of a report with options on how the Council and its partners can properly acknowledge the key contribution that the use of granite has made to the environment of Aberdeen and the wider North East region.”</p>	18/11/10	At its meeting of 7 January, 2010, the Committee agreed the terms of the motion and noted that a full report would be submitted to the a future meeting which would contain details of the potential links with local geology, oil companies and the Curriculum for Excellence and would look at partnership working with Aberdeenshire Council to promote the history of granite in the wider area.	Officers are meeting with Councillor Cormack at the beginning of February to progress the issue.	Head of Service, (Citywide lead for Culture, Communities and Sport)	16/09/10	No

Education, Culture & Sport Committee – 15 April 2010

Notice of Motion from Councillor Gordon Graham

“That this Council works with the youths of Middlefield to develop proposals to floodlight the football pitch at Manor Walk”

Officer Response

Background/ existing considerations:-

- The Middlefield Youth Flat is operated by the Middlefield Community Project, and funded in large part by the Fairer Scotland Fund. The City Council does not have any direct management or staffing involvement with either organisation, although the City Council does provide funding, through a Service Level Agreement with the Middlefield Community Project, to provide a range of services including youth engagement.
- The football pitch is located within an area adjacent to Manor Walk that is currently zoned for future residential development with the Aberdeen Local Development Plan Main Issues Report. The reason given is that:

‘This site lies to the west of land at the Haudagain Roundabout and would provide opportunities for housing replacement following the delivery of proposed junction improvements. The proposal is further linked to the Local Development Plan ‘Logie/ Haudagain’ Information sheet which also suggests this 1.74 Ha of Urban Greenspace be replaced within its boundary.’
- There is currently no budget identified to improve sports areas or provide floodlighting within the Middlefield neighbourhood.
- The new Manor Park 3Rs Primary School is currently being built close to Manor Walk, and is scheduled to open later this year. Within the new school there is an all weather pitch to be provided, though there is currently no floodlighting planned for this facility.
- A proposal to develop a floodlit multi-use games area within the Northfield Ward, which had been awarded Fairer Scotland Funding, recently failed, due to difficulties in attracting the necessary match-funding to bring this to fruition.

Consulting Middlefield Residents (including youth population):-

- Over the last year, a team of City Council Officers have been undertaking a city-wide Open Space Audit, including consultation on the development of a Strategy for the management, enhancement and development of open space provision. It is intended that this Strategy should be completed by the end of 2010, however it is quite clear that within the Northfield Ward, in which Middlefield is located, there are very limited facilities for formal and informal sports.
- Middlefield Community Project and the youth flat receive Aberdeen City Council funding to develop the skills and capacity of local people, including young people, and it would be appropriate to ask them to support young people to identify local needs and apply for funding for this purpose.

- During 2010, a member of the Neighbourhood Community Planning Team will be working to support Aberdeen Greenspace and Healthy Roots to develop a Landscape and Open Space Plan for the open space area between Heathryfold and Middlefield. As part of this work, consultation with residents and stakeholders will be undertaken, in order to seek their views on future open space provision and facilities in this specific area.
- In light of the zoning for future housing development, it is proposed that Officers could explore options and associated costings for interim measures for lighting the football pitch.

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	15 April 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Performance Report January 2010
REPORT NUMBER	ECS/10/028

1. PURPOSE OF REPORT

The purpose of this report is to provide Elected Members with a summary of performance data for the period to January 2010 for the Education, Culture and Sport Directorate within a scorecard format using themes of Resources Management; Impact; Businesses Processes and Organisational Learning and Development. Additional detailed information is provided.

An annual calendar of performance reporting for the Directorate has been developed for 2010-11 encompassing national and local reporting commitments, frequency of reporting and scheduling of data reporting to the service committee.

In addition, the report provides a brief update on the progress of developing a robust performance management framework for the Directorate.

2. RECOMMENDATION(S)

It is recommended that the Committee considers the performance reporting and analysis as contained in the Appendices.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising from this report, however, adherence to revenue and capital budgets is a performance measure for each function.

4. SERVICE & COMMUNITY IMPACT

There are no direct implications arising from this report however, the purpose of performance measurement and reporting is to manage improvement to services to the community. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking and the themes contained in "Improving Scottish Education."

Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

5. OTHER IMPLICATIONS

This report will be of interest to the stakeholders of Education, Culture and Sport, and the media.

6. REPORT

6.1 This report presents the key management information and performance indicators for the Education, Culture and Sport Directorate.

The report consists of two appendices as outlined in 6.2 and 6.3 below:

6.2 Appendix 1 contains the Directorate's Balanced Scorecard for 26 key performance indicators.

The scorecard demonstrates:

- Recent performance as at the end of January 2010 against the four scorecard themes
- Targets
- Traffic Light (red/amber/green) status indicators.
Green = performance in the top quartile or significant improvement
Amber = some concerns regarding performance
Red = significant improvement required

Highlights of January's performance are:

- Indicator 6 – Health and Safety Matrix – good performance of 92%
- Indicator 6.1 – Completed Internal Audit Recommendations - good performance of 94%

6.3 Appendix 2 contains the following detailed performance information and analysis sheets:

- Library and Information Service summary statistics
- City wide sports facilities admissions summary. (Please note admissions to Aberdeen Sports Village are included in figures for September and October 2009. Discussions are being held with Aberdeen Sports Village to facilitate aligning reporting periods).
- Museums and Galleries summary admissions

6.4 Appendix 3 outlines the 2010-11 annual performance reporting calendar for the Directorate encompassing our commitments to report performance data on a national and local level.

- 6.5** Work is ongoing to develop a robust performance management framework for the Directorate utilising Covalent as a performance management, monitoring and reporting tool.

The Directorate's Business Plan will set the priorities which will be undertaken in order to achieve the Council's key strategic objectives which are reflective of the National Priorities set by the Scottish Government, the Concordat and the Single Outcome Agreement. Performance and progress towards these will be reported to Committee on a quarterly basis.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Appendix 1	Performance Indicator Balanced Scorecard
Appendix 2	Detailed performance information and analysis sheets
Appendix 3	Annual Calendar of Performance Reporting 2010-11

EDUCATION, CULTURE AND SPORT SCORECARD SUMMARY (* indicates new data)

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
Resources Management					
1.	Average number of days lost through sickness absence	Total for EC&S staff 4.11 days	Total for EC&S staff 4.58 (Jan 10)*	10 days	Corporate 09/10 target for this SPI is 11.3 days. Sickness absence is a Statutory Performance Indicator. The corporate outturn figures for Local Government workers is provided as the required level of detail for Education, Culture & Sport is not available for previous years as this is a new service. This will be measured on a monthly basis in future from PSE (Employee Record/Payroll System)
6.	Score for compliance with health & safety matrix	93%	92% (Dec 09)	100%	100% indicates that we have complied with the key elements of health & safety. This is a cumulative total and 100% would be anticipated by the year-end. As far as we are aware, Aberdeen City Council is the only Scottish Council which operates a scored matrix for health and safety, which allows for internal benchmarking.
6.1	% of Internal Audit recommendations completed	92%	94% * (Jan 10)		This performance measure is reported regularly to Education, Culture and Sports SMT and is anticipated to form regular reports to Audit and Risk Committee

Appendix 1

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
Impact					
7.	The proportion of schools receiving positive inspection reports	Primary:96% (10) Secondary:90% (2) Special:95% (4) Total:93.6%	Primary – 100% (3) Secondary – 0% (1) Special – 0% (0) Total: 75% so far	Improvement	This cumulative update reflects 4 school inspection reports (Northfield 25/08/09, Raeden Centre 01/12/09, Airyhall 12/01/10 and Seaton 19/01/10) for the academic session 2009/2010 so far. Data for the 2008/2009 session across all sectors showed performance at 93.6%, surpassing the 2007/08 target of 83%. This has been included in the 2009/10 SOA. This measure is not yet ranked nationally
7.1	Positive inspections of Local Authority pre-school settings by HMie and Care Commission	92% (HMie) 100% (Care Commission) baseline	No further updates	Improvement	This update reflects the outcome of inspections in Local Authority pre-school settings for the academic session 2008/2009 and for the first quarter of the 2009/2010 session. This has been included in the 09/10 SOA. This measure is not yet ranked nationally.
7.2	Positive inspections of partner provider pre-school settings by HMie and Care Commission	100% (HMie) 94% (Care Commission)	No further updates	Improvement	This update reflects the outcome of inspections in partner provider pre-school settings for the academic session 2008/2009 and for the first quarter of 2009/2010 session. This has been included in the 09/10 SOA. This measure is not yet ranked nationally.

Appendix 1

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
8.	HMLE inspections of learning communities result in positive reports in relation to Q.I. 2.1 Impact on young people and adults as participants	100% (2)	100% (1) No further updates	100%	This cumulative update reflects the outcome of only 1 learning community inspection report (Northfield) for the academic session 2009/2010 so far. This has been included in the 09/10 SOA. This measure is not yet ranked nationally
9.	Positive reports from HMLE Inspections in relation to Quality Indicator (QI) 4.1 Impact on Communities over the year	100% (2)	100% (1) No further updates	100%	This cumulative update reflects the outcome of only 1 learning community inspection report (Northfield) for the academic session 2009/2010 so far. This has been included in the 09/10 SOA. This measure is not yet ranked nationally

Appendix 1

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
10.	Primary & Secondary pupil attainment for reading, writing & maths.	<p>Primary: Reading:79% Writing:74% Maths: 82%</p> <p>Secondary: Reading:67% Writing:51% Maths: 58%</p>	<p>Mid year predictions: Reading:80% (improvement but below target & below consortium) Writing:84% (improvement & exceeded target & above consortium) Maths:77% (decrease & below target & below consortium)</p> <p>Secondary: Reading:69% (Improvement but below target & slightly below consortium) Writing:58% (Improvement & exceeded target & above consortium) Maths:62% (Improvement but below target & slightly below consortium)</p>	<p>Primary: Reading:87% Writing:79% Maths:90%</p> <p>Secondary: Reading:74% Writing:55% Maths:69%</p> <p>Targets to be revised for 2010-2013</p>	<p>Included within 0809 & 09/10 SOA and reported in detail at E, C&S Committee October 2009. Actions so far: Attainment data circulated to Committee 5-14 & STACS seminar held on 7/12/09 Mid-year performance data included and verbal update to Committee in February 2010. Members should note that this will, in time, be superseded by Curriculum For Excellence age and stage measures, with benchmarking as appropriate. Building the Curriculum 5 was published 20/01/10 and is available online at http://www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/guidance/btc5/index.asp. A full report will be available in May 2010.</p>

Appendix 1

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
11.	Cumulative attainment of National Qualifications by all pupils in publicly funded secondary schools for S4 and S5.	<u>English and Maths at level 3 by the end of S4</u> 94%	Mid year analysis indicates slight increase in attainment based on MidYIS predictions	<u>English and Maths at level 3 by the end of S4</u> 96%	This has been included in the 2009/10 SOA as a directional target & reported in detail at October 2009 ECS Committee. Actions so far: STACS seminars – 17/09/09 & 07/12/09 STACS challenge visits held in 5 schools so far. Members should note that these qualifications will, in time, be replaced with a new qualifications framework which recognises literacy & numeracy skills, replaces Standard Grades & Intermediates & revises Highers & Advanced Highers. Members should also note that the targets are predicted figures only and actual results will be available in August when testing and examinations are completed.
		<u>5 or more level 3 awards by the end of S4</u> 91%	Mid year analysis indicates slight increase in attainment based on MidYIS predictions	<u>5 or more level 3 awards by the end of S4</u> Improvement	
		<u>5 or more level 5 awards by the end of S5</u> 42%	Mid year analysis indicates slight increase in attainment based on MidYIS predictions	<u>5 or more level 5 awards by the end of S5</u> 47%	
12.	Proportion of school leavers in positive and sustained destinations	Outturn 07-08 Young people aged 16-19 85.75% in total 51.4% of school leavers from special education in positive destinations	2008/2009 data Young people aged 16-19. 82.6% in positive destinations in total 43.6% of school leavers from special education in positive destinations 50% of School leavers who are Looked After Children in positive destinations	91% in positive destinations	Included as outcome within 0809 & 0910 SOA. The SOA sets a target of 9% outwith positive destinations by 2011. The SOA target is for a year on year improvement of 5% from the 2006/07 baseline of 82% positive destinations. Please also refer to separate More Choices More Chances and School Leaver Destinations report on the agenda.

Appendix 1

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 2009-10	Comment and Benchmarking
13.	Academic achievement: the number and percentage of young people ceasing to be looked after, who achieved SCQF level 3 or better in English and Maths or other subjects	Outturn 08/09 Eng & Maths All (55.6%) At home (59.3%) Away from home (52.8%) SCQF level 3 All (82.5%) At home (74.1%) Away from home (88.9%)	SPI ranks Eng & Maths All (7 th) At home (7 th) Away from home (17 th) SCQF Level 3 All (9 th) At home (16 th) Away from home (7 th)	72.2%	Data for this SPI refers to academic performance for the 07/08 session and is collected in the financial year 2008/09. It is intended that 2008/2009 data for this indicator will be reported in the performance report in May 2010. Included as a 0809 & 0910 SPI. The SOA sets the target as a progressive improvement in the outcome to improve the life chances of looked after children. This measure is not ranked nationally.
13.1	Violent Incidents against School staff in Primary, Secondary and Special Schools	Outturn 08/09 Primary- 122 Secondary - 156 Special – 231	Figures to be updated in July 2010	Primary – 256 Secondary – 190 Special - 190	Data for this indicator refers to incident reporting for the 08/09 session. Indicative figures show all targets have been met for all sectors. 3 year targets to be set 2010-2013.
13.2	% occupancy of Primary and Secondary schools	Outturn 08/09 Primary Below 60% - 31% 61-100% - 69% Secondary Below 60% - 8% 61-100% - 92%	School capacity figures revised January 2010. Revised occupancy figures to be available April 2010	60% capacity as minimum	Data for this Statutory Performance Indicators (SPI) refers to the pupil census undertaken in September 2008 and was collected in the financial year 2008/09. Ranking data was not published for 2008/2009. It is anticipated that 2009/2010 data for this indicator will be reported, using the September 2009 census data, in the performance report in May 2010.

Appendix 1

Business Processes					
	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 09-10	Comment and Benchmarking
15.	CC 1 Sport and Leisure management – the number of attendances per 1,000 population for all pools	2710 (target 2895)	SPI rank: 2007/2008 18 th 2008/2009:27 th	2,940	Pool maintenance issues and re-instatement of Tullos pool have had a negative impact on admissions for this SPI. Difficult to estimate the impact of Trust status. Please also refer to detailed performance in Appendix 2 where performance for January 2010 reflects a positive and improving admissions trend.
16.	CC 2 Indoor facilities – the no:of attendances per 1,000 population for other indoor sports & leisure facilities, excl pools.	3,994 (target 4196)	SPI rank: 2007/2008 14 th 2008/2009:25 th	5,272	It is hoped that the re-instatement of Linx Ice Arena and the opening of the Aberdeen Sports Village will impact positively on admissions figures for this SPI. Difficult to estimate the impact of Trust status. Please also refer to Appendix 2 where performance for January 2010 reflects this positive & improving admissions trend.
17.	CC 3 (b) Museum services – the number of visits to/usages of council funded or part funded museums that were in person per 1,000 population	1,561 (target 1539)	SPI rank: 2007/2008 4 th 2008/2009:4 th	1,539	Continuation of the current level of visitors is expected for this SPI. There has been a reduction of opening hours, with closure on non-holiday Mondays. Please also refer to Appendix 2 where performance of virtual visitors has significantly increased.

Appendix 1

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 09-10	Comment and Benchmarking
18.	CC 3 (a) Museum services – the number of visits to/usages of council funded or part funded museums per 1,000 population	3,246 (target 3010)	SPI rank: 2007/2008 4 th 2008/2009:2 nd	3,010	Continuation of the current level of visitors is expected for this SPI. There has been a reduction of opening hours, with closure on non-holiday Mondays. Please also refer to detailed performance in Appendix 2 where performance of virtual visitors has significantly increased.
19.	CC 5 (a) Use of libraries – the number of visits to libraries per 1,000 population	5,841 (target 6000)	SPI rank: 2007/2008 10 th 2008/2009:14 th	6,000	The decrease in opening hours will impact significantly on this SPI. Estimated visit figures will decrease by at least 10%. 09/10 Target reflects 1.7% decrease. Please also refer to detailed performance in Appendix 2
20.	CC 5 (b) Use of libraries – the number of borrowers as a percentage of the resident population	27.6% (target 28%)	SPI rank: 2007/2008 4 th 2008/2009:5 th	28.0%	No longer an SPI requirement but we will continue to report. Includes WiFi statistics which help balance the decrease in hard wired PC access where at least 10% decrease expected. Please also refer to detailed performance in Appendix 2.
21.	CC 6 (a) Library Learning centre & learning access points – number of users as a percentage of the resident population	18.2% (target 17%)	SPI rank: 2007/2008 6 th 2008/2009:6 th	17.0%	This is no longer an SPI requirement but we will continue to report. We now include WiFi statistics which help balance the decrease in hard wired PC access where as above for CC5 (a) at least 10% decrease expected. Please also refer to detailed performance in Appendix 2

Appendix 1

	Performance Measure	Outturn 2008/2009	Latest Update	Proposed target 09-10	Comment and Benchmarking
22.	% of success in dealing with written queries & complaints within 15 working days	88%	No further update	95%	It is likely that throughout the year we will receive a small number of enquiries which, due to their complexity or through other factors, may take more than 15 working days to resolve. A target of 95% is considered challenging, but deliverable. The January 2009 position was 93%. Corporately we have researched the standard in setting a 15 working day limit and this is similar to our peers
Organisational Learning & Improvement					
23.	% eligible staff appraised in past year	-	Not yet available from PSE	100%	The Education, Culture and Sports Service is committed to Appraisal and Performance Review and Development and recognises the importance of these key elements of individual performance management. Arrangements will be put in place to measure this indicator on a monthly basis from PSE in 2010.

Appendix 2

Library and Information Services Summary Statistics (Source: L&I Service)

January 2010

Definition	Performance indicators from libraries across the city. These include total visitor figures, issues, enquiries, requests and reservations, computer usage, library web page hits, WiFi usage.				
	2009/10	2008/09	Variance		
Number of days open	23	25	-2		
Number of hours open	2495	3282	-787		
Summary of Use					
	2009/10	2008/09	Variance	2009/10 Avg Hour	2008/09 Avg Hour
Issues	80399	95006	-14607	32.2	28.9
Enquiries	8051	9625	-1574	3.2	2.9
Requests	2037	1753	284	0.8	0.5
Visitors	86494	102022	-15528	34.7	31.1
Computer usage	17075	28451	-11376	6.8	8.7
Webpage hits	40897	7785	33112		
WiFi hours	1481	1351	130		
WiFi new customers	53	80	-27		
Arts Equipment Issues	467	657	-190		
All Issues	80866	95663	-14797		

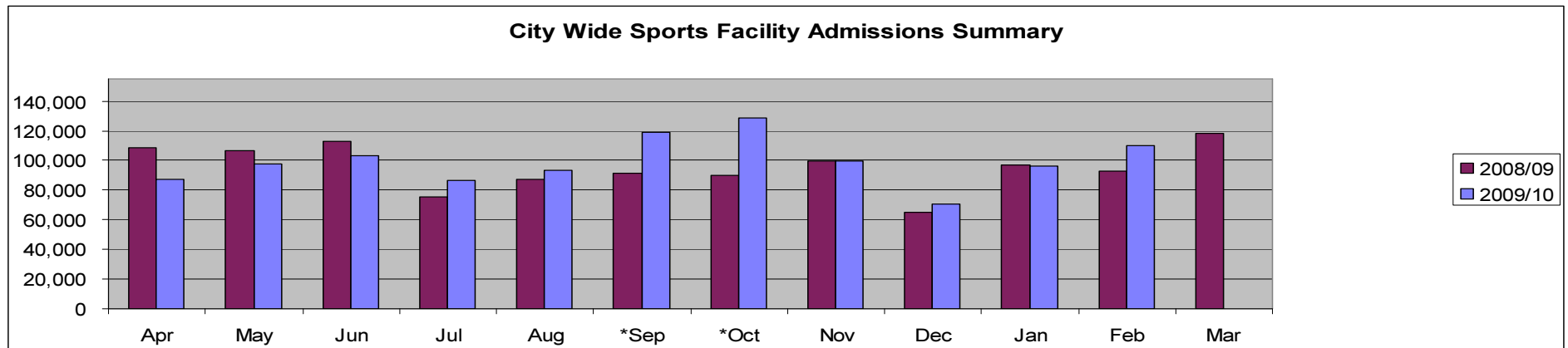
Analysis:

The reduction in total opening hours from 2008/09, two additional days closed and the continued bad weather has impacted on all KPIs. Cults Library was closed from 2pm on the 15 January until Monday 18th January due to water supply problems. School visits to local community libraries were also cancelled as it was dangerous for pupils to walk. The closure of Kaimhill Library while the 3Rs school is built continues to affect SPIs particularly in relation to PC use. The trend still shows that we are busier per hour open in relation to issues, visitors and enquiries than last year however the reduction of availability of PC sessions on the 185 public access PCs has directly affected PC usage figures. The continued rise in the amount of WiFi usage reflects a change of use where people are accessing online information via their own portable devices. 4 Aberdeen College PCs were out of action at Cults, Media Centre and Tillydrone during the month which impacted on classes. Bucksburn Community Library continues to show increased usage figures with visitor figures continuing to rise.

Actions:

WiFi coverage will be extended to 7 branch libraries across the city to offer more opportunities for customers. Work is ongoing with establishing a direct fibre network link to St Nicholas House to prevent further network failures. This expected to be fully operational during February. We are working with Aberdeen College to resolve PC issues. New PCs are planned for Cove, Childrens Library and the Information Centre at the Central Library as part of the rolling programme of PC replacement. The very successful YMCA programme of exhibition and workshops for P7 pupils will be rolled out at various community libraries starting with Bucksburn during February. This is an example of activities planned to encourage children to visit their local library, whether to borrow books to read, get support for homework, search the internet, find out about their local community, and access various other services including online databases and career information. A programme of activities, open days and events around World Book Day in March are planned at libraries to encourage people to read and use libraries. Scottish Premier League Reading Stars 2010 Project will begin at the end of February when 20 parents/grandparents and 20 children will participate in a planned programme of events at Tillydrone and Torry Libraries, Waterstones Bookshop and Aberdeen Football Club.

Appendix 2



Analysis:

Dry Sports Centres:

Poor weather conditions at the start of the month, understandably, affected the overall level of admissions across the majority of facilities in comparison with 2009 but admission figures for the first complete month of operation of the Linx Ice Arena were particularly strong leading to an overall 9.9% rise in monthly admissions. Assuming that similar prolonged conditions are not experienced before the end of the fiscal year, Council facilities are likely to regain a majority of ground lost earlier in the year and combined with admissions related to the Aberdeen Sports Village, the overall position continues to be positive. N.B. ASV admission figures for Oct-Jan will be available in mid-late February are not currently reflected in the graph above but have been included for August - October

Analysis:

Pool Facilities:

Despite a significant impact on recreational admissions arising from the weather conditions in early-mid January which are reflected in a 0.8% reduction in comparative monthly admissions, aggregated totals continue to exceed those recorded in 2008/09 with the cumulative figure at 1.4% above the previous year's figure . Factoring in the loss of Tullos Swimming Pool, the comparative increase is closer to 7.7% and is likely to be reflected in an actual year end outcome of around + 2.0-2.5% above both the actual and adjusted figures for 2008/09

Actions:

Overall admission figures for January are level with those of 2008/09 in spite of the impact of inclement conditions throughout the month but cumulatively, is being maintained at + 5% ahead of last year's levels reflected in the strong performance of Swimming Pool facilities and the recent comparative gains made by Dry Sports Centres. Currently, the shadow Sport Aberdeen management team are developing the formal Business Plan which will highlight the strategy for developing those facilities within it's remit to capture and enhance the progress being made. Discussions are currently being held with Aberdeen Sports Village to facilitate aligning reporting periods to offer a more complete picture and factoring in the impact of Aberdeen Sports Village admissions as they become available, the KPI target for 2009/10 will likely be met and exceeded by some 10-14.5%

Appendix 2

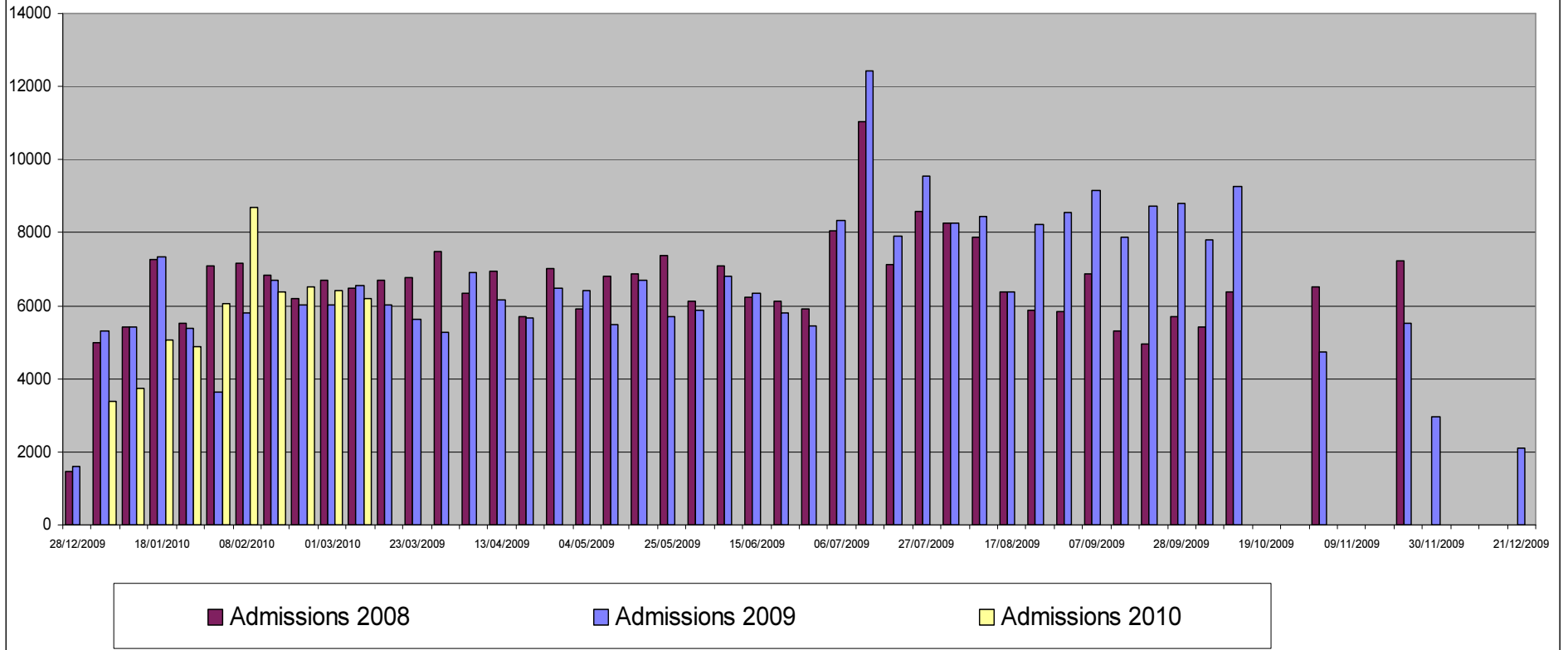
CC1& 2 (Extract) The number of attendances at indoor sports and leisure facilities, including pools

Definition CC1 and CC2			Number of admissions to City Wide Sports Facilities					
MONTH	ADMISSIONS 2008/09	CUMULATIVE 08/09	ADMISSIONS 2009/10	CUMULATIVE 09/10	MONTHLY VARIANCE	CUMULATIVE VARIANCE		
Apr	108,343	108,343	86,882	86,882	-21461	-21,461		
May	106,629	214,972	97,258	184,140	-9371	-30,832		
Jun	112,566	327,538	103,225	287,365	-9341	-40,173		
Jul	75,488	403,026	86,663	374,028	11175	-28,998		
Aug	86,856	489,882	93,667	467,695	6811	-22,187		
Sep*	91,542	581,424	*119,315	587,010	27773	5,586		
Oct*	89,925	671,349	*128,396	715,406	38471	44,057		
Nov	99,591	770,940	99,399	814,805	-192	43,865		
Dec	65,196	836,136	70,488	885,293	5292	49,157		
Jan	96,828	932,964	96,300	981,593	-528	48,629		
Feb	92,827	1,025,791	110,146	1,091,739	17319	65,948		
Mar	118,438	1,144,229	0	0	0	0		
Total			Total					
		1,144,229			*981,593			

ANNUAL TARGETS		
2008/09		1,146,241
2009/10		1,174,897
2010/11		1,203,553
2011/12		1,232,209
2012/13		1,260,865
2013/14		1,289,521
2014/15		1,318,177
TARGET - 15% INCREASE BY 2015 (BASELINE 2008/09)		

*Includes figures
from Aberdeen
Sports Village

Museums and Galleries Summary Admissions 2008-2010



Museums and Galleries Summary Admissions 2007-2010

Week Commencing	Date	2010	2009	2008	2007
Week Commencing	29-Dec-08		1613	1457	1978
Week Commencing	04-Jan-10	3393	5309	4984	5691
Week Commencing	11-Jan-10	3746	5428	5427	5728
Week Commencing	18-Jan-10	5054	7327	7254	7896
Week Commencing	25-Jan-10	4876	5365	5519	6849
Week Commencing	01-Feb-10	6049	3624	7057	6308
Week Commencing	08-Feb-10	8687	5799	7150	7802
Week Commencing	15-Feb-10	6366	6706	6841	7862
Week Commencing	22-Feb-10	6508	6032	6184	6687
Week Commencing	01-Mar-10	6411	6017	6713	7057
Week Commencing	09-Mar-09	6191	6541	6495	8159
Week Commencing	16-Mar-09	-	6031	6714	7275
Week Commencing	23-Mar-09	-	5627	6768	6531
Week Commencing	30-Mar-09	-	5255	7471	7301
Week Commencing	06-Apr-09	-	6920	6349	6242
Week Commencing	13-Apr-09	-	6157	6951	6877
Week Commencing	20-Apr-09	-	5654	5700	5867
Week Commencing	27-Apr-09	-	6473	7030	7377

Appendix 3

Schools and Educational Services	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Scottish Qualifications Authority Attainment												
5-14 Attainment												
MidYis Feedback												
Standard Tables and Charts (STACs) Pre-appeal												
Staying on Rates												
Attendance												
Exclusions												
Class Sizes												
Violent Incidents												
School expenditure												
Performance Indicators for Primary Schools (PIPS) Assessment												
Free School Meal Entitlement												
Travel to School												
Scottish Index of Multiple Deprivation (SIMD) for Pupils												
Pupil Numbers School Census												
Pupil Numbers												
Pupil:teacher ratios												
Teacher vacancies												
Number and type of childcare centres												
Number of children attending pre-school education												
Pre-school education providers												
Pre-school children with English as an Additional Language, Individual Learning Plans, and Additional Support Needs												
Roll Capping												
MidYear Staffing												
MidYear Attainment												
Looked After Children (LAC) Attainment												
School Leaver Destinations (Winter)												

Appendix 3

	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Communities, Culture, and Sport												
Sport and Culture Grants												
Sports Facility Admissions												
Library Usage												
Museums Admissions												
Citymoves (Joint funded dance agency)												
Arts Education												
Family Learning & Literacy												
Performance Information and Evaluation System (PIES) Report												
English for Speakers of Other Languages (ESOL)												
Educational attainment of care leavers												
Educational Development, Policy, and Performance												
Statutory Performance Indicators - Audit Scotland Submission												
Statutory Performance Indicators - Audit Scotland Ranking Results												
Pupils attending schools outwith the authority												
Pupils attending schools living outwith the authority												
Condition and Suitability Survey												
School Estate Core Facts												
Standards & Quality Report												
Additional Support Needs												
Directorate Business Plan												

EDUCATION, CULTURE AND SPORT

Directorate Reporting Monthly Breakdown

April

- School Expenditures (Primary, Secondary, Special)
- Additional Support Needs
- Roll Capping
- English for Speakers of Other Languages (ESOL)¹
- PIES Report²
- School Estate Core Facts
- Directorate Business Plan

May

- Sports and Culture Grants
- Family Learning and Literacy³
- Condition and Suitability Survey

June

- Mid-Year Attainment
- Citymoves Report⁴
- Audit Scotland Statutory Performance Indicator (SPI) Submission
- School Leaver Destinations Follow-Up (Summer)
- Sports, Libraries, Museums, and Galleries: Usage and Admissions⁵

¹ ESOL is currently only reported to the Scottish Government, the decision to include this in a committee report should be made in consultation with CLD

² PIES is still in its initial phase and is expected to begin generating performance data in Autumn 2010, these are proposed dates only

³ Family Learning and Literacy is currently only reported to the Lifelong Learning Forum, the decision to include this in a committee report should be made in consultation with CLD

⁴ Citymoves is currently only reported to the Scottish Arts Council, the decision to include this in a committee report should be made in consultation with Arts Education

⁵ This is a proposed quarterly reporting timeline and is subject to change following the final contractual agreement with the Sports Trust

Appendix 3

July

- Free School Meal Entitlement
- Teacher Vacancies Report
- Social Work Services Staff
 - Whole Time Equivalent (WTE)
 - Staff per 1000 population
 - Staff per 1000 population by client group
- Directorate Business Plan Update

August

- Arts Education Report

September

- 5-14 Attainment
- Standard Tables and Charts (STACs) Pre-Appeal
- Violent Incidents Report
- Looked After Children Attainment
- Family Learning and Literacy
- PIES Report
- Sports, Libraries, Museums, and Galleries: Usage and Admissions

Appendix 3

October

- Performance Indicators for Primary Schools (PIPS) Assessment
- Pre-School Education and Childcare
 - Number of centres, children attending
 - Local Authority and Partner Providers
 - Children with English as an Additional Language (EAL), Individual Education Plan (IEP), Additional Support Needs (ASN)
- Child Protection
- Looked After Children (LAC)- Secure Accommodation
- Standards and Quality Report
- Directorate Business Plan Update

November

- Scottish Qualifications Authority (SQA) Attainment
- Staying on Rates
- Pupils attending schools or living outwith the authority
- Mid-Year Staffing Report
- Family Learning and Literacy

December

- Class Sizes (Primary and Secondary)
- Pupil Census (Primary, Secondary, and Special)
- Pupil-Teacher Ratios
- Mid-Year Attainment
- Sports, Libraries, Museums, and Galleries: Usage and Admissions

Appendix 3

January

- Scottish Index of Multiple Deprivation (SIMD) Pupil Report
- Family Learning and Literacy
- SPI Audit Scotland Rankings
- Directorate Business Plan Update
- PIES Report
- School Leaver Destinations (Summer)

February

- School Leaver Destinations (Winter)
- Attendance and Exclusions Report (Primary, Secondary, and Special)

March

- Looked After Children
 - Number and rate per 1000 population
 - Attainment of care leavers
 - LAC with known disabilities
- Probation Requests for Teacher Vacancies
- Sports, Libraries, Museums, and Galleries: Usage and Admissions

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 April 2010
REPORT BY:	Director and City Chamberlain
TITLE OF REPORT:	2009/10 REVENUE BUDGET MONITORING
REPORT NUMBER:	ECS/10/039

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to
- i) bring to Committee members notice the current year revenue budget performance to date for the services which relate to this Committee; and
 - ii) advise on any areas of risk and management action.

2. RECOMMENDATION(S)

- 2.1 It is recommended that the Committee:
- i) Note this report and the information on management action and risks that is contained herein; and
 - ii) instruct that officers continue to review budget performance and report on service strategies
 - iii) instruct officers to report, in due course, on the actual out-turn compared to budget following completion of the 2009/10 financial statements.

3. FINANCIAL IMPLICATIONS

- 3.1. The total Education, Culture & Sport budget, amounts to £175 million net expenditure. This is made up of £193 million of gross expenditure, offset by £18 million of Income and recharges.
- 3.2. Based upon present forecasts it is anticipated that the financial performance of the service will result in an unfavourable movement on the Council finances overall. This position will be reflected in the overall financial monitoring for the Council when it is reported to Finance and Resources Committee at the end of this Committee cycle.
- 3.3. Further details of the financial implications are set out in section 6 and the appendices attached to this report.

4. SERVICE & COMMUNITY IMPACT

- 4.1. As a recognised top priority the Council must take the necessary measures to balance its budget. Therefore Committees and services are required to work within a financial constraint. Every effort is being focused on delivering services more efficiently and effectively.

5. OTHER IMPLICATIONS

- 5.1. Every organisation has to manage the risks inherent in the operation of large and complex budgets. These risks are minimised by the regular review of financial information by services and corporately by Members. This report is part of that framework and has been produced to provide an overview of the current operating position.

6. REPORT

- 6.1 This report informs members of the current year revenue budget performance to date, for the service's budget and provides high level summary for the consideration of Members, to period 11 (end to 1 March 2010). The exception to this is the more recent movement in respect of the Out Of Authority Placements budget, where it was felt important to reflect the most up to date position.
- 6.2 The service report and associated notes on progress towards achievement of the 2009-10 savings targets are attached at Appendices A and B.

2009-10 Approved Savings

There are 46 approved savings, for 2009-2010 totalling £7,928,000. These are listed at Appendix A. Against each of the savings is a narrative detailing the progress to date on each of these. The current forecast is that the service is on target to achieve £7,268,000 of these savings. The main exception to this is in relation to out of authority placements which is referred to elsewhere in this report.

Financial Position and Risks Assessment

In overall terms at this stage, analysing Appendix B, the position reflects a potential overspend of £1,326,000. This is a slight increase of £48,000 in the forecast overspend since the last report.

- 6.3 At this time, the following areas of risk are highlighted together with management action being taken.

a) Out Of Authority Placements

This is an aligned budget with Social Care and Wellbeing which funds those costs associated with educating and accommodating children in specialist schools and residential not run by Aberdeen City Council. The total aligned budget is £7,119,000, of which the Education Culture and Sport part of this budget totals £2,814,000.

An analysis of costs and commitments for this aligned budget is shown at Appendix 3. There are currently 78 children at residential schools not run by Aberdeen City Council. The total costs shown per school may include charges for children who have previously been on the roll of the school but who have since left. The level of cost per child may vary based upon factors such as the level of support required, whether they are day or boarding pupils, and the type of provision in which they are placed.

The latest estimate as at 25 March 2010 is that the total aligned budget has an anticipated overspend of £1,304,366. The Education, Culture and Sport element of the aligned budget is likely to be over-committed by £657,723. The Education Culture and Sport approved saving for 2009-10 is £1,100,000 which means that to date, 40% of the target saving has been achieved.

A rigorous review of placements led by the Head of Children's Services with service managers is ongoing to review placements to implement packages of support to facilitate return to home or alternative care within Aberdeen. The projected overspend at present is £1,304,366 across the two services and the development of the proposed Intensive community support service will have an impact on this budget in the year 2010/11. New screening, resource and authorisation arrangements have been implemented, which are designed to impact on the numbers of children and young people being accommodated and going to residential school.

b) Pupil Support Assistants

A budget saving of £1.5m was agreed against this budget for 2009-10 which is now in place. The full year effect of this saving in 2010/2011 will be £2.2million. Benchmarking against other authorities did indicate that this was an area in which we were spending proportionately more than similar authorities. The savings will be realised from the entitlement levels set from the new school year in August 2009 to March 2010. Meantime, members will be aware that the number of children being identified with additional support needs has been increasing each year, and this will continue to be rigorously monitored.

c) Pupil Roll Changes

There is pressure on the budget in relation to increasing numbers and age profile of pupils identified with additional support needs. This group of children often requires increased teaching and support requirements. In addition there has been a growth in the requirement for places in early years. However, these trends are being closely monitored and action taken to take account of the changes.

d) Sports

Due to concluding the due diligence process, the budgeted sports saving of £400,000 which was to be achieved through efficiencies via the transfer of facilities to Sport Aberdeen, has been delayed and the budgeted saving will not now be achieved in 2009/10.

In addition, the budgeted income figure for sports of £4.2 million is unlikely to be achieved. Historical performance suggests a more realistic figure of £3.3million, slightly higher than the 2008/09 final income figure of £3.2million. This leaves an under achievement of £900,000 and the anomalies in income are being addressed through the establishment of Sport Aberdeen. Sport Aberdeen's financial projections suggest a more realistic and achievable income target.

In order to address these deficits, effective cost management of the sports service has led to a projected underspend of £315,000 leaving a net deficit of £985,000.

Additional savings of £457,000 have been identified through cost management of the culture, heritage and communities team.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Financial ledger data extracted for the period;

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010**

DIRECTORATE : Education, Culture & Sport

AS AT	05 March 2010	ANNUAL BUDGET	BUDGET TO DATE		PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE	
		£'000	£'000	£'000	£'000	£'000	£'000	£'000
ACCOUNTING PERIOD 11								
Head of Service	Mark Armstrong	27,680	20,932	19,235	(1,697)	28,208	527	1.9%
Head of Service	David Leng	133,991	117,594	115,609	(1,985)	134,119	129	0.1%
Head of Service	Rhona Jarvis	8,174	6,810	5,408	(1,402)	8,793	619	7.6%
Support Services Manager	Jim Stephen	4,728	4,337	5,434	1,097	4,779	51	1.1%
TOTAL BUDGET		174,573	149,673	145,686	(3,987)	175,899	1,326	0.8%

For notes on variances, please see detailed sheets.

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010

DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : Mark Armstrong

AS AT	05 March 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 11		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		17,724	16,184	15,446	(738)	17,394	(330)	-1.9%	0
PROPERTY COSTS		5,244	4,800	3,468	(1,332)	5,075	(169)	-3.2%	0
ADMINISTRATION COSTS		880	804	335	(469)	832	(48)	-5.5%	0
TRANSPORT COSTS		275	251	181	(70)	252	(23)	-8.4%	0
SUPPLIES & SERVICES		3,970	3,638	2,431	(1,207)	3,756	(214)	-5.4%	0
COMMISSIONING SERVICES		865	796	730	(66)	865	0	0.0%	0
TRANSFER PAYMENTS TOTAL		3,009	2,775	3,423	648	3,315	306	10.2%	0
CAPITAL FINANCING COSTS		4,812	0	0	0	4,812	0	0.0%	0
GROSS EXPENDITURE		36,779	29,248	26,014	(3,234)	36,301	(478)	-1.3%	0
LESS: INCOME									
GOVERNMENT GRANTS		(146)	(137)	(1,323)	(1,186)	(146)	0	0.0%	0
OTHER GRANTS		(103)	(94)	(261)	(167)	(103)	0	0.0%	0
FEES & CHARGES		(6,029)	(5,499)	(3,899)	1,600	(5,109)	920	-15.3%	0
RECHARGES		(365)	(335)	0	335	(365)	0	0.0%	0
OTHER INCOME		(2,456)	(2,251)	(1,296)	955	(2,370)	86	-3.5%	0
TOTAL INCOME		(9,099)	(8,316)	(6,779)	1,537	(8,093)	1,006	-11.1%	0
NET EXPENDITURE		27,680	20,932	19,235	(1,697)	28,208	527	1.9%	0

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

Library and Information services are forecasting savings of approximately £150,000 due to the level of vacancies carried in 2009-10. There is also a forecast saving of £136,000 in relation to Community Learning and Development staff costs, and a forecast saving of £44,000 in community training staff costs. This latter saving is offset by reduced income.

PROJECTED VARIANCE £'000

CHANGE £'000

(330) 0

Property Costs

The lower than planned expenditure reflects items such as Contributions to the Central Repairs Fund where charges have still to be made. There is expected to be savings of £143,000 in relation to various Sports property costs. Also the Community Training Unit have identified £22,000 of property savings.

(169) 0

Administration

Library and Information services are forecasting savings of approximately £12,000 within this heading relating to stationery costs. There is also forecasted to be a reduction of £9,000 in respect of Sports Administration costs. Community learning and Development are also projecting a saving of £27,000 in admin costs.

(48) 0

Transport

Library and Information services are forecasting savings of approximately £11,000 within this heading. In addition, there is expected to be a saving of £5,000 in relation to Sports related transport, and a further £5,000 in relation to Community Learning & Development staff travel as a consequence of staff vacancies..

(23) 0

Supplies & Services

The lower than planned expenditure reflects programmes where expenditure will not be made until later in the year. Sports centres are forecasting a reduction in costs of £158,000. The main area of underspend is likely to be in relation to equipment purchase and maintenance (£83,000), ice rink coaching Fees (£20,000) and the Golf course Development Programme (£25,000). Community learning and development are also reducing their spend by £20,000, and libraries by £35,000 due to a moratorium on non-essential spending.

(214) 0

Commissioning Services

This variance reflects lower than budgeted payments to Aberdeen Sport Village, offset by the loss of rates relief (£400,000) associated with the delayed move to the Sports Trust. There is also an additional liability regarding the Lemon Tree, £43,500 payment to the liquidator.

306 0

Government Grants

The greater than expected income relates to grants received during 2008-09 which relate to more than one financial year. As such they have been carried forward into 2009-10.

0 0

Fees & Charges

Sports Income, based upon historical patterns, is showing reduced Income. This is probably due to the effects of the recession plus year on year price increases. This has been offset in some degree by a saving in the payments to Aberdeen Sports Village. Library and Information services have identified a 10% shortfall in income across their various costs centres. This has been offset by savings in other areas.

900 0

20 0

Other Income

£36,000 of this is due to reduced income received by the libraries, which has been offset by reduced staffing costs. £50,000 is due to reduced income at the Community Training Unit which again has been offset by reduced levels of expenditure.

86 0

527 0

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010

DIRECTORATE : Education Culture & Sport
HEAD OF SERVICE : David Leng

AS AT	05 March 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 11	£'000	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	106,508	97,628	96,247	(1,381)	106,174	(334)	-0.3%		(47)
PROPERTY COSTS	16,010	14,675	12,381	(2,294)	16,408	398	2.5%		0
ADMINISTRATION COSTS	315	290	307	17	315	0	0.0%		0
TRANSPORT COSTS	2,751	2,521	2,231	(290)	2,951	200	7.3%		0
SUPPLIES & SERVICES	4,834	4,426	2,705	(1,721)	4,834	0	0.0%		0
COMMISSIONING	3,602	3,302	3,932	630	3,602	0	0.0%		0
TRANSFER PAYMENTS	1,269	1,163	1,190	27	1,269	0	0.0%		0
CAPITAL FINANCING	5,695	0	0	0	5,695	0	0.0%		0
GROSS EXPENDITURE	140,984	124,005	118,993	(5,012)	141,248	264	0.2%		(47)
LESS: INCOME									
GOVERNMENT GRANTS	(293)	(268)	(491)	(223)	(293)	(0)	0.1%		0
OTHER GRANTS	(130)	(119)	0	119	(130)	0	-0.3%		0
FEES & CHARGES	(620)	(568)	(548)	20	(755)	(135)	21.8%		0
RECHARGES	(1,481)	(1,358)	(1,210)	148	(1,481)	0	0.0%		0
OTHER INCOME	(4,470)	(4,098)	(1,135)	2,963	(4,470)	0	0.0%		0
TOTAL INCOME	(6,994)	(6,411)	(3,384)	3,027	(7,129)	(135)	1.9%		0
NET EXPENDITURE	133,991	117,594	115,609	(1,985)	134,119	129	0.1%		(47)

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

The lower than planned expenditure figure to date relates mainly to schools managing staffing savings in order to meet savings targets, plus some staffing budgets where holiday pay is due be paid at the end of the financial year.

PROJECTED
VARIANCE
£'000

CHANGE
£'000

(334)

(47)

Property Costs

The lower than planned expenditure to date reflects charges and Contributions to the Central Repairs Fund which have still to be made. (£2.48 m) The estimated overspend forecast for the year relates to an underprovision in relation to Refuse Collection costs. The majority of the annual property rates charges have now been received. There is a forecast overspend of £264,000 against this budget which has been slightly offset by estimated savings of £87,000 in water charges.

398

0

Transport Costs

The lower than planned expenditure mainly reflects invoices being received in arrears from suppliers, plus provision for the additional costs relating to the decant at Kaimhill School. The Public Transport Unit are forecasting a £200,000 overspend against this budget.

200

0

Supplies & Services

The majority of the variance against spend to date is in relation to schools Devolved Per Capita budgets. This is one area in which schools will hold any carry forward amounts for later virement against savings targets.

0

0

Commissioning Services

Expenditure is slightly behind due to management charges for Swimming Pools which will be made at year end

0

0

Recharges

This relates to an internal recharge in respect of Music Instructors which was not completed until after this report period was closed, and therefore appears to be below budgeted income..

0

0

Other Income

The lower than planned income reflects both re-imbursements awaited in respect of Education Maintenance Allowance payments, plus schools still planning how to make their DEM Target Savings which is included within this heading. The increased Income forecast mainly relates to increased Income levels in relation to the Music Service.

(135)

0

129

(47)

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010**

**DIRECTORATE :Education Culture & Sport
HEAD OF SERVICE : Rhona Jarvis**

AS AT	05 March 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
ACCOUNTING PERIOD 11		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		4,270	3,904	3,124	(780)	4,270	0	0.0%	0
PROPERTY COSTS		158	157	152	(5)	158	0	0.0%	0
ADMINISTRATION COSTS		368	336	141	(195)	354	(14)	-3.8%	(14)
TRANSPORT COSTS		122	112	112	0	122	0	0.0%	0
SUPPLIES & SERVICES		1,610	1,468	929	(539)	1,586	(24)	-1.5%	(24)
COMMISSIONING SERVICES		1,774	1,626	1,855	229	2,431	657	37.0%	100
TRANSFER PAYMENTS		47	43	9	(34)	47	0	0.0%	0
CAPITAL FINANCING COSTS		738	0	0	0	738	0	0.0%	0
GROSS EXPENDITURE		9,087	7,646	6,322	(1,324)	9,706	619	6.8%	62
LESS: INCOME									
GOVERNMENT GRANTS		(761)	(697)	(640)	57	(761)	(0)	0.0%	0
OTHER GRANTS		0	0	(40)	(40)	0	0	0.0%	0
FEES & CHARGES		(80)	(73)	(94)	(21)	(80)	0	-0.1%	0
OTHER INCOME		(72)	(66)	(140)	(74)	(72)	(0)	0.7%	0
TOTAL INCOME		(913)	(836)	(914)	(78)	(913)	(0)	0.0%	0
NET EXPENDITURE		8,174	6,810	5,408	(1,402)	8,793	619	7.6%	62

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES	PROJECTED VARIANCE £'000	CHANGE £'000
Administration Costs Administration costs are slightly behind expected expenditure as charges in respect of course expenses and any associated cover are still awaited.	(14)	(14)
Supplies & Services Expenditure is mainly behind expected planned expenditure due to delays in the billing of meal charges..	(24)	(24)
Commissioning Services The projected outturn reflects the current estimated commitments as at 26 March 2010 in respect of the aligned budget for Out Of Authority Placements. Further details of this expenditure are included within the appendix to this report.	657	100
Government Grants The higher than budgeted Grant Income reflects grants with an element of advance payment of grants made within 2008-09 which relates to the current year..	0	0
	619	62

**ABERDEEN CITY COUNCIL
REVENUE MONITORING 2009 / 2010**

**DIRECTORATE :Education Culture & Sport
SUPPORT SERVICE MANAGER : Jim Stephen**

AS AT	05 March 2010	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	PROJECTED TOTALS	PROJECTED VARIANCE		
ACCOUNTING PERIOD 11		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		4,591	4,209	5,098	889	4,738	147	3.2%	0
PROPERTY COSTS		14	14	14	0	14	0	0.0%	0
ADMINISTRATION COSTS		604	554	146	(408)	571	(33)	-5.5%	0
TRANSPORT COSTS		33	30	20	(10)	25	(8)	-24.2%	(8)
SUPPLIES & SERVICES		338	310	157	(153)	283	(55)	-16.3%	(11)
GROSS EXPENDITURE		5,580	5,117	5,435	318	5,631	51	0.9%	(19)
LESS: INCOME									
OTHER GRANTS		(62)	(56)	0	56	(62)	0	0.0%	0
RECHARGES		(665)	(610)	0	610	(665)	0	0.0%	0
OTHER INCOME		(125)	(114)	(1)	113	(125)	0	0.0%	0
TOTAL INCOME		(852)	(780)	(1)	779	(852)	0	0.0%	0
NET EXPENDITURE		4,728	4,337	5,434	1,097	4,779	51	1.1%	(19)

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

Staff Costs

The Lump Sum element of Teachers Pension costs included within this expenditure category will be set against the corporate provision for Early Retirement/Voluntary Severance. This leave the additional annual pension cost element which is a form of Spend To Save in future years.

147

0

Administration Costs

The main reason for the favourable variance to date relates to charges which will not now be made until near the end of the financial year. Savings within Administration cost of £33,000 are likely to be achieved.

(33)

0

Supplies & Services

Forecast savings of £55,000 are expected within this range of budgets.

(55)

(11)

Transport Costs

Savings are expected within the Travel & subsistence element of this budget.

(8)

(8)

Income - Recharges

Savings are being identified elsewhere within this range of budget which will offset this income shortfall.

0

0

51

(19)

Glossary

The following glossary refers to terms used within the body of the report and its appendices

Staff Costs

This cost category includes all direct staff costs such as salaries and wages as well as indirect staff costs such as pension and lump sum payments.

Property Costs

This heading includes all costs associated with the upkeep of buildings and grounds. This includes such expenditure as rates, energy, property repairs, cleaning, grounds maintenance and the 3 R's unitary charge.

Administration Costs

This heading relates to the administrative functions associated with the service. This includes such expenditure as courses, printing & stationery, telephones, disclosure checks and advertising.

Transport Costs

This heading includes the costs of day to day travel for all staff, car parking passes, Home to School Transport and any relocation travel expenses.

Supplies & Services Costs

This heading relates to a number of types of expenditure, and includes purchase, hire, repair and maintenance of equipment, catering costs, exam fees, Community Centre management funds purchases, schools per capita budgets.

Commissioning Services

This heading includes payment for services carried out by external agencies. This includes payments in respect of External Placements, swimming pools, Grampian Health Board.

Transfer Payments

This mainly reflects payments to third parties such as clothing grants, free school meal costs and education maintenance allowance payments, grants and contributions to external bodies.

Capital Financing Costs

This is the repayment costs associated with projects previously approved within the Non Housing Capital Programme. The budget reflects the planned repayment of both capital and interest elements.

Income - Fees & Charges

This is income generated from the sale of services. This includes admission charges, premises hire, music and coaching fees catering sales and the sale of season tickets.

Income - Other Income

This tends to encompass expenditure recoveries and includes education maintenance allowance reclaims from the Scottish Government, DEM Target Savings, funding carried forward from previous years and miscellaneous income categories.

Education Culture and Sport Budget Savings 0910



Report Type: PIs Report
 Report Author: Mary Bowie
 Generated on: 11 March 2010

Rows are sorted by Code

























Responsible OUs **Education, Culture and Sport**

Traffic Light: Red 1 Amber 1 Green 44

Traffic Light Icon	Short Term Trend Arrow	Code	Short Name	Full Year Budget Saving £	Full Year Projected Value £	Latest Note	Managed By
		C01	Reductions to sports and cultural grants	159,000	159,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C02	6% Reduction in Culture & Learning grants to Community Projects	43,000	43,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C03	6% reduction in grants to leased community centres	33,000	33,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C04	Reduction of opening hours of libraries	110,000	110,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C05	Reduce Central Library opening hours	36,000	36,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C06	Closure of Branch Libraries	50,000	50,000	Mary Bowie 20 January 2010 Report on Community Hubs submitted to Education, Culture & Sport Committee in Jan 2010 now deferred - savings will be achieved from existing budgets. Still on target for full completion	Mark Armstrong
		C08	Community Training Unit - Staff Reductions	27,000	27,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong

		C09	CRIS limited centralist model	12,000	12,000	12,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C10	Staff Reduction of NCPO Posts	150,000	150,000	150,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C11	Reduction in Staffing - Museums & Galleries	100,000	98,000	98,000	Mary Bowie 17 February 2010 The £100,000 savings has been removed already from the salaries budget for Museums and Galleries. Based on January budget monitoring figures it is expected that the full value of the savings will be achieved. An underachievement of the expected income generation from Corporate Hire and shops continues and this is predicted to be around £32,000. Although not linked directly to the salary BSAVE this will effect the overall outcome for Museums and Galleries.	Mark Armstrong
		C12	CLD Staff reductions	228,000	228,000	228,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C13	Citywide Creche Income Increases	13,000	13,000	13,000	Mary Bowie 20 January 2010 COMPLETE	Mark Armstrong
		C14	Deliver arts development service through neighbourhood based facilities	10,000	10,000	10,000	Lesley Thomson 22 January 2010 Savings made through vacancy management.	Mark Armstrong
		C15	City Moves Service reduction	17,000	17,000	17,000	Mary Bowie 10 November 2009 COMPLETE	Mark Armstrong
		C90	Aberdeen Performing Arts	50,000	50,000	50,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		C91	Powis Community Centre	40,000	40,000	40,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		L01	Staffing Adjustments due to Roll Reduction	288,000	288,000	288,000	Mary Bowie 20 January 2010 This saving will not now be achieved from roll reductions. As per ECS committee report 24 November 2009. Savings to be identified from other budgets. Email requesting update to value in projected saving sent 21/12/09. No update received as at 10/02/10.	David Leng
		L02	School Transport - efficiency saving	160,000	160,000	160,000	Mike Hearn 13 November 2009 Having recently completed a tendering exercise the projected outturn for this budget is £160,000 less than the expenditure last year. The spending is being monitored throughout the year as additional numbers of pupils require transport at various times and this may impact on the end of year outturn.	Jim Stephen
		L03	Pre School Nursery Restructuring	73,000	73,000	73,000	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L04	Catering, cleaning and Janitorial Services - Efficiency	700,000	700,000	700,000	Mary Bowie 28 October 2009 The new Cleaning contract has been awarded and will be implemented in all schools from August. In addition the new janitorial arrangements are also being implemented in the same timescale, with subsequent efficiencies. Managed by	Jim Stephen

		L05	Reduction in overall staff costs for new and combined schools	185,000	185,000	0	Environment and Infrastructure who advise the saving is on target.	David Leng
		L06	Rationalisation of Culture & Learning Support Teams across the city	200,000	200,000	0	Mary Bowie 20 January 2010 Six month delay in Mile End because of necessity to refinance is the main reason for anticipated £91,000 slippage for 3R's. Fully offset through alternative savings from management of vacancies and uncommitted budget	Jim Stephen
		L07	Schools Estate Strategy	0	0	0	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L09	Out of Authority Placements	1,100,000	442,000	442,000	Since the last report , committed costs have increased by £100,000. The current position on the aligned budget shows an anticipated overspend of £1,304k split £647k to Social Work and £6580k to Education. This means that ECS have made savings of £442,000 against the budget saving target of £1,100,000	Rhona Jarvis
		L10	2% efficiency saving across special schools	78,000	78,000	78,000	Mary Bowie 09 October 2009 COMPLETE - budget adjusted	Rhona Jarvis
		L11	2% ASN Efficiency	402,000	402,000	402,000	Mary Bowie 09 October 2009 COMPLETE - budget adjusted	Rhona Jarvis
		L12	Efficiencies from Non-statutory Education Services	313,000	313,000	313,000	Mary Bowie 20 January 2010 Arts Ed contribution towards this saving is complete	David Leng
		L13	Review Of Breakfast Provision	600,000	600,000	600,000	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L14	Review Of Additional PE Teachers	304,000	304,000	304,000	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L15	Reconfiguration of School Week	0	0	0	Mary Bowie 28 October 2009 COMPLETE	Rhona Jarvis
		L16	Review Pupil Support Assistant (PSA) provision	1,500,000	1,500,000	1,500,000	Mary Bowie 28 October 2009 COMPLETE - workforce reduced therefore salary costs have reduced proportionately to achieve saving	Rhona Jarvis
		L90	NPAF Further Efficiencies	600,000	600,000	600,000	Mary Bowie 28 October 2009 COMPLETE	Mark Armstrong
		N01	4 vacancies held pending outcome of VS/ER and restructuring	97,000	97,000	97,000	Mary Bowie 28 October 2009 Measures in place to achieve year on year savings of £60k due to disestablished posts. Vacancies will be managed to achieve the further saving required in 2009/10.	Jim Stephen
		N02	Efficiencies from streamlining of processes e.g. through Infosmart	10,000	10,000	10,000	Mary Bowie 28 October 2009 On target to be achieved by 31/03/10.	Jim Stephen

		SP01	Beach Leisure Centre	17,000	17,000	17,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP02	Westburn Tennis Centre	8,000	8,000	8,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP04	Kings Links	8,000	8,000	8,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP05	Westburn Outdoor Centre	1,000	1,000	1,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP06	St Machar Outdoor Centre	22,000	22,000	22,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP07	Hilton Outdoor Centre	1,000	1,000	1,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP08	Northfield Pool	7,000	7,000	7,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP10	Bucksburn Swimming Pool	20,000	20,000	20,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP11	Kincorth Sports Centre	40,000	40,000	40,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP13	Aulton Pavilion	1,000	1,000	1,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
		SP14	Sports Posts	75,000	75,000	75,000	Mary Bowie 20 January 2010 COMPLETE. Staffing establishment will be reduced by 2 posts at point of transfer to Sport Aberdeen. Alternative revenue savings for 2009/10.	Graham Wark
		SP17	Peterculter Sports Centre	40,000	40,000	40,000	Mary Bowie 20 January 2010 COMPLETE	Graham Wark
				7,928,000	7,928,000	7,268,000		

CHILDREN IN RESIDENTIAL CARE/EDUCATION PLACEMENTS 2009/10

	Current Nos	Social Care Full Year Commitment	Education Full Year Commitment	Total Joint Costs
RESIDENTIAL SCHOOL - SECURE ACCOMMODATION				
Rossie		551,689	367,793	919,482
Howdenhall		38,950	25,967	64,917
Kenmuir St Marys		13,050	8,700	21,750
Kibble Secure		69,006	46,004	115,010
	2	672,695	448,464	1,121,159
RESIDENTIAL SCHOOL - EDUCATIONAL BEHAVIOURAL DIFFICULTIES				
Beath School		0	15,647	15,647
Balnacraig		97,310	64,873	162,184
Ballinkrain		333,360	222,240	555,600
Benarty Primary School		0	25,550	25,550
Burntisland Primary School		0	10,923	10,923
Care Visions		111,946	74,630	186,576
Collydean Primary School		0	5,190	5,190
Craigiebarns Primary School		0	11,285	11,285
Denbigh Primary		0	10,689	10,689
Drumoak School		2,460	1,640	4,100
Falkland House School		87,054	58,036	145,090
Giesland		162,182	108,121	270,303
Harmeny		79,264	52,843	132,107
Hillside		218,798	145,866	364,664
Includem Crisis Response Unit		38,715	25,810	64,525
Kibble		720,820	480,546	1,201,366
Keilhill		97,785	65,190	162,976
Common Thread - Woodside		31,790	21,193	52,983
Common Thread - Bogton		45,436	30,291	75,727
Carolina Trust		27,147	18,098	45,245
Moore House		241,542	161,028	402,570
Mintlaw Academy		4,305	2,870	7,175
Parkview School		67,240	44,827	112,066
Pitcoudie Primary School		0	22,992	22,992
Radical Intervention		181,178	120,786	301,964
Seamab		173,659	115,773	289,432
St Josephs		0	12,613	12,613
Snowdon School		42,351	28,234	70,586
Queen Ann High School		0	26,000	26,000
SWIIS		62,900	41,933	104,833
Brechin High School		0	15,411	15,411
Troup House		123,580	82,386	205,966
Wilderness Experience		11,468	7,645	19,113
Wormit Primary		0	369	369
Torbain Primary School		0	13,641	13,641
Aberlour - Taylor House		68,140	45,427	113,567
	44	3,030,429	2,190,598	5,221,027
Total Educational Behavioural Difficulties	46	3,703,125	2,639,062	6,342,186
RESIDENTIAL SCHOOL - DISABILITY				
Sue Ryder		1,440	960	2,400
Linn Moore		362,742	241,828	604,570
Camphill		832,526	555,017	1,387,543
Nickirian Care		4,729	3,153	7,882
Donald Dewar Court		3,886	2,590	6,476
Royal School for Blind MDVI		42,950	28,633	71,583
	32	1,248,273	832,181	2,080,454
Total Disability	32	1,248,273	832,181	2,080,454
Total Children Residential	78	4,951,398	3,471,243	8,422,640

Summary As At 25th March 2010

	Budget	Commitment	Over/Underspend
Social Work	4,305,056	4,951,398	646,643
Education	2,813,520	3,471,243	657,723
Joint Total	7,118,576	8,422,641	1,304,366

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 April 2010
REPORT BY:	Director and City Chamberlain
TITLE OF REPORT:	Capital Budget Progress Report
REPORT NUMBER:	ECS/10/038

1. PURPOSE OF REPORT

- 1.1 This report provides an update to Committee of the progress being made on the various projects within the Non-Housing Capital Programme, previously approved by Council, which are aligned to Education, Culture and Sport services.

2. RECOMMENDATION(S)

- 2.1 It is recommended that the Committee considers and notes the content of this report in relation to the projects outlined at Appendix A.

3. FINANCIAL IMPLICATIONS

- 3.1 The monies required to fund the capital programme are achieved through external borrowing, capital receipts and grant income. The General Fund has adequate resources available to finance the capital spend in 2009/2010.
- 3.2 The overall cost of Capital is calculated on a Council-wide basis and therefore the impact on the Council will be included within the summary report to Finance and Resources Committee. It is important that approved projects are managed and monitored in a robust way to ensure there is accuracy in relation to expenditure projections and thereby enable the Council to calculate and evaluate the overall need for, and cost of, borrowing

4. SERVICE & COMMUNITY IMPACT

- 4.1 The Council operates within overall capital control mechanisms laid down by the Scottish Government as well as recommended accounting practice and policies in accordance with the Prudential Code.

5. OTHER IMPLICATIONS

- 5.1 Failure to invest adequately in the Council's asset base may lead to the Council not complying with current health and safety requirements nor

capturing the benefits that can be derived from, for example, improved design and construction practices.

- 5.2 If the continuation of close budgetary control is not exercised and maintained the Council may operate out-with the capital control mechanisms laid down by the Scottish Government in relation to the Prudential Code for the 2009/2010 Non Housing Capital Programme.

6. REPORT

- 6.1 Appendix A outlines the Non-Housing Capital Programme projects aligned to Corporate Governance services and provides for each project the budget for 2009/10, spend to the end of February 2010 and forecast out-turn. The appendix also outlines future years budget profiles and any current project forecast variance.
- 6.2 The spend to the end of February 2010 only reflects payments made and processed. It excludes commitments that have been made which will be due to be paid by the end of the year. Such commitments will be reflected in the forecast position.
- 6.3 Comments on particular projects from budget managers, where appropriate, are included in the narrative.
- 6.4 A review of projects is being undertaken specifically as to the benefits to be derived from ICT investment.

7 REPORT AUTHOR DETAILS

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8 BACKGROUND PAPERS

Financial ledger data, extracted for the period.

Non-Housing Capital Projects - Education, Culture and Sport

Project	Total Approved Project Cost (from 2009/10 for rolling projects) £'000	Previous Years Project Spend £'000	2009/10				Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000
			Total Budget 2009/10 £'000	Spend as at 28/2/10 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000	2012/13 £'000		
SCHOOLS ESTATE											
371 School Development Plans	300	0	300	2	298	300	0	0	0	300	0
Project Description/Project Cost											
Programme of works to schools.											
611 Hanover Street Primary School Refurbishment	7,946	7,742	204	150	54	204	0	0	0	7,946	0
Project Description/Project Cost											
Refurbishment of Hanover Street Primary.											
651 Aberdeen Grammar School - Games Hall Replacement	2,357	2,299	31	58	0	58	0	0	0	2,357	0
Project Description/Project Cost											
Retention payment for the Aberdeen Grammar School Hall, completed in 2007/08.											
674 Walker Road Primary School - Refurbishment	4,765	4,364	401	129	272	401	0	0	0	4,765	0
Project Description/Project Cost											
Payment of outstanding retention as approved by the Finance and Resources Committee as of 9th December 2009											
680 3R's Temporary Accommodation	948	930	18	2	16	18	0	0	0	948	0
Project Description/Project Cost											
Provide temporary accommodation for schools to permit demolition and redevelopment work on existing school sites under the 3R's project.											
682 Music School Accommodation	4,041	1,154	2,529	2,883	4	2,887	0	0	0	4,041	0
Project Description/Project Cost											
To provide for the boarding requirements of 40 boarders at the Music School. The estimated overspend relates to contaminated land not identified during survey.											

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10				Future Years Budget Profiles				Total Forecast Costs £'000	Project Forecast Variance £'000		
			Total Budget 2009/10 £'000	Spend as at 28/2/10 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000	2012/13 £'000					
742 Outdoor Education Move to Kingswells	504	54	450	347	103	450				0	0	0	504	0
Project Description/Project Cost														
To convert the old school at Kingswells to accommodate the Outdoor Education Services, this will enable the service to move out of Summerhill.														
754 Bridge of Don Alterations	260	40	220	204	8	212				8	0	0	260	0
Project Description/Project Cost														
Works to address HMIe Inspectors concerns.														
755 Northfield Academy Transformation Plan	155	7	148	137	11	148				0	0	0	155	0
Project Description/Project Cost														
To enable the school refurbishment to be completed.														
759 School Estates Strategy	1,908	1,722	306	179	7	186				0	0	0	1,908	0
Project Description/Project Cost														
This was approved at Urgent Business Committee on 12 May 2008 for work to be complete on Westerton, Donbank, Walker Road, Cornhill and Skene Square Schools.														
772 Renovate Sunnybank School	1,000	0	800	0	600	600				400	0	0	1,000	0
Project Description/Project Cost														
New project to renovate Sunnybank School. About to go to tender.														
773 Bucksburn/Newhills New School	250	0	250	0	60	60				190	0	0	250	0
Project Description/Project														
New project to look at the options for a new school.														
776 Provision for Children with Complex Needs (Initial Allocation)	150	0	150	0	76	76				74	0	0	150	0
Project Description/Project Cost														
Feasibility/design works associated with provision for children with Complex Needs														
Kingswells Primary School Extension - Retention	184	159	3	3	22	25				0	0	0	184	0
Project Description/Project Cost														
Retention Payment plus final fees.														

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 28/2/10 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000			2012/13 £'000
SCHOOLS - ICT											
710 Curricular PC Replacement Programme	5,927	1,472	1,183	50	955	1,005	1,150	1,150	1,150	5,927	0
Project Description/Project Cost											
To establish a curricular ICT refresh project to procure, image and install PC's & monitors, to improve connectivity within school establishments, to ensure servers and interactive whiteboards are installed in schools and generally to improve ICT provision in schools.											
744 3R's New Schools ICT Provision	3,150	144	2,506	1,808	592	2,400	606	0	0	3,150	0
Project Description/Project Cost											
Provision of wireless network, telephone systems, servers, classroom and departmental provision of ICT for the new campuses, both primary and secondary.											
750 Information Communication Technology Connectivity	700	0	700	57	251	308	392	0	0	700	0
Project Description/Project Cost											
Procurement of consultancy resource to carry out a comprehensive investigation of the Council's future options for connectivity and to implement the preferred solution.											
751 Upgrade to Management Information System	120	0	120	0	120	0	120	0	0	120	0
Project Description/Project Cost											
Project currently at tender stage. Approval of tender requested in a separate report to Education, Culture and Sport Committee 15 April 2010.											
SCHOOLS - OTHER EQUIPMENT											
581 Science & Technology Equipment	9	0	0	15	0	15	0	0	0	15	6
Project Description/Project Cost											
Residual expenditure from 2008-09.											
774 Adequate Funding for TASSCC Equipment & Advisory Service	120	0	30	10	20	30	30	30	30	120	0
Project Description/Project Cost											
New budget to provide adequate funding for specialist equipment for children with Special Educational Need.											
778 3R's Furniture, Fittings & Equipment and Other Works	3,881	0	3,000	1,395	1,512	2,907	974	0	0	3,881	0
Project Description/Project Cost											
Cults and Bucksburn Academy's now complete. Remaining schools being delivered up to April 2010. Since the contracts were drawn up in 2007, it has become apparent that the original provision is insufficient to meet their requirements of the current service provision. Any additional expenditure for future years will require to be an additional funding bid.											

Project	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10			Future Years Budget Profiles			Total Forecast Costs £'000	Project Forecast Variance £'000	
			Total Budget 2009/10 £'000	Spend as at 28/2/10 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000			2012/13 £'000
SPORTS											
556 Rubislaw/Harlaw Playing Fields	4,195	3,311	492	394	98	492	392	0	0	4,195	0
Project Description/Project Cost											
Improving the pavilion and changing accommodation at Rubislaw and Harlaw. The 2009/10 budget carry forward has been approved by the Finance and Resources Committee as of 9th December 2009.											
653 Inchgarth Community Facilities	343	340	0	3	0	3	0	0	0	343	0
Project Description/Project Cost											
This is a retention payment for previously completed work.											
655 Changing Facilities Upgrade - Aulton/Hazlehead	6,912	4,840	1,195	174	1,017	1,191	881	0	0	6,912	0
Project Description/Project Cost											
Replacement of the Aulton and Hazlehead changing facilities and pitches. Pavilions complete and further work to be done on pitch improvement.											
656 Regional Sports Facility - Phase 1	10,577	10,058	519	542	0	519	0	0	0	10,577	0
Project Description/Project Cost											
Development of a regional standard indoor and outdoor sports facility, which is a partnership with University of Aberdeen and Sports Scotland. This project is complete and the centre is now open with minor snagging problems. The centre has a nine court badminton sports hall, full sized AstroTurf pitch, an athletics track, a hockey pitch and a fitness suite.											
717 Regional Sports Facility - 50m Pool	23,000	40	560	219	341	560	6,000	10,000	6,400	23,000	0
Project Description/Project Cost											
To develop a 50m pool to adjoin the Regional Sports Facility. This is the government grant which is offset by expected funding contribution from the Scottish Government and Aberdeen University.											
741 Links Ice Arena Refrigeration Plant	1,477	102	1,451	1,148	186	1,334	41	0	0	1,477	0
Project Description/Project Cost											
Replacement of Linx Ice Arena refrigeration plant.											
747 Regional Sports Facility - Phase 2	2,500	0	50	0	0	0	0	2,500	0	2,500	0
Project Description/Project Cost											
Development of a mix of external pitches on the Linksfield site to complement the Regional Sports Facility Phase 1. This has been deferred to 2011/12 due to the 50m pool development.											
760 Sports Strategy	356	256	100	54	46	100	0	0	0	356	0
Project Description/Project Cost											
This project provides for the development of facilities for the provision of rugby, specifically pitch improvements at Harlaw Academy playing fields.											
CULTURE AND LEISURE											

	Total Approved Project Cost (from rolling projects) £'000	Previous Years Project Spend £'000	2009/10				Future Years Budget Profiles				Total Forecast Costs £'000	Project Forecast Variance £'000
			Total Budget 2009/10 £'000	Spend as at 28/2/10 £'000	Commitments £'000	Forecast Outturn 2009/10 £'000	2010/11 £'000	2011/12 £'000	2012/13 £'000			
Project 681 Aberdeen Arts Centre Refurbishment	462	418	0	44	0	39	5	0	0	462	0	
Project Description/Project Cost To carry out works on central heating, mechanical and water services in the Aberdeen Arts Centre. This is part of a project retention figure to be established on provision of additional completion information.												
763 Music Hall Ceiling & Roof Space	395	1	400	367	14	381	13	0	0	395	0	
Project Description/Project Cost Refurbishment work to the ceiling and roof space.												
767 Peacock Visual Arts	3,000	0	170	0	170	170	500	1,300	1,030	3,000	0	
Project Description/Project Cost Contribution towards a new centre. The budget for further architectural plans is required pending committee decision on City Square/Northern Lights development.												
770 Beach Ballroom Floor Replacement	314	0	610	44	262	306	8	0	0	314	0	
Project Description/Project Cost Replace the floor and floor coverings.												
OTHER												
706 Woodside Customer Access Point	1,943	597	1,402	977	343	1,320	26	0	0	1,943	0	
Project Description/Project Cost Work now completed. Building opened October 2009. Expenditure includes additional work approved at Finance Resources Committee on 17th September 2009.												
727 Rosemount Community Education Centre	25	0	25	8	17	25	0	0	0	25	0	
Project Description/Project Cost Retention monies on completed contract.												
Total - Education, Culture and Sport	94,174	40,050	20,323	11,403	7,475	18,730	11,810	14,980	8,610	94,180	6	

Spend as at 28th February 2010 reflects payments made only and not the costs of commitments made for orders placed or work in progress for accepted tenders which will be reflected in the forecast position.

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 April 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Education, Culture and Sport Senior Management Re-structuring
REPORT NUMBER:	ECS/10/044

1. PURPOSE OF REPORT

The purpose of this report is to make recommendations for the achievement of agreed 2010/11 revenue budget savings through:

- the establishment of a revised structure and remits for senior management posts within central support services for the Education, Culture and Sport Directorate; and
- a wider restructuring of the Education, Culture and Sport Directorate.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- i. Agrees to the proposals to establish the 9 new Manager and 7 new Quality Improvement Officer posts shown at Appendix One;
- ii. Notes the arrangements to fill these new posts through the Council's Job Matching Process;
- iii. Agrees to the disestablishment of all the existing Service Manger, Strategist Education Officer, Operational Support Manager and Manager - Communications and Administration posts within the Education, Culture and Sport Directorate.
- iv. Agrees to provide delegated authority to the Director of Education, Culture and Sport to implement further re-structuring across the Directorate, and in accordance with Council policies and procedures for Trade Union consultation and managing organisational restructuring, thereby enabling delivery of the agreed 2010/11 budget savings.
- v. Otherwise notes the report.

3. FINANCIAL IMPLICATIONS

Based on the current (2009/10) costs there will be a minimum full year financial benefit to be gained through the proposed senior management re-structuring as follows:

Current 23 Senior Managers *	£1,492,969
Proposed 16 new Senior Managers	<u>£1,101,772</u>
Minimum Full Year Saving	£ 391,196

* the existing Service Manger, Strategist, Education Officer, Operational Support Manager and Manager-Communications and Administration posts within Education, Culture and Sport

The Council's 2010/11 Education, Culture and Sport budget includes agreed savings totalling £792,000 (DS02 and CO2) to be achieved through the re-structuring of the Directorate's central support functions. This report, and the restructuring proposals detailed within, will make a significant contribution towards the sustainable achievement of these savings.

The salary grades for the proposed new 3 Service Manager Schools and 7 Quality Improvement Officer posts have been determined through the Nationally agreed grades for Quality Improvement Manager in Education and Quality Improvement Officer in Education.

The salary grades for all the 6 other new Senior Manager posts are being determined through the Council's job evaluation scheme. The £1.1M annual costs detailed above for these posts is the maximum that could result from the job evaluation process based on current Service Manager salary scales.

Against this full year saving there will be limited one-off costs, namely any severance costs resulting from the potential redundancy of postholders in the current structure. The exact value of these costs cannot be determined at this time due to a variety of factors, including the specific circumstances of individual voluntary severance / early retirement applications, the individual outcomes of the job matching process, and particularly the age, length of service and salary of the staff affected by this restructuring.

In addition, the time taken to complete the job matching process and if required the subsequent redeployment/redundancy process will reduce the level of saving achieved in 2010/11.

The report also seeks delegated authority for the Director of Education, Culture and Sport to implement further restructuring across the Directorate in line with the agreed 2010/11 budget savings. This will enable the Director to deliver the required Council budget saving in full and to determine and implement further re-structuring as swiftly and efficiently as possible.

4. SERVICE & COMMUNITY IMPACT

The overarching aim of the proposed management re-structuring is to ensure that the Education, Culture and Sport Directorate is organised to deliver Best Value, to strengthen the Directorate's overall accountability and its ability to

deliver effectively the commitments set out in *Vibrant, Dynamic and Forward Looking*, the Single Outcome Agreement and the Education, Culture and Sport Service Plan.

5. OTHER IMPLICATIONS

The revised management arrangements will impact beneficially on the Council's work through the achievement of greater efficiency, clarity and accountability. The proposals have been developed following engagement with existing Education, Culture and Sport senior managers and consultation with Trade Unions as part of the budget setting process. All aspects of the proposals have been considered in the context of equalities and human rights impact.

Filling the posts within the proposed structure will be undertaken in accordance with the Council's Job Matching Policy.

It is proposed that the job matching process commences immediately, subject to the decision of the Committee, with a view to the job matching process being completed by the end of June 2010.

In reducing the overall number of senior manager posts by 7 posts there will be a redundancy situation for some existing postholders. Until the job matching process is complete it is impossible to know the number of staff affected. For those who choose not to apply for any of the new posts or are unsuccessful through job matching, in recognising our statutory obligations to mitigate redundancies, the Council will explore any suitable redeployment opportunities. If there are no suitable redeployment opportunities the staff concerned will be in a redundancy situation.

6. REPORT

These proposals for the completion of a restructuring of senior management posts within central support services are based upon a need to achieve better outcomes and public value for our communities; a commitment to achieving best value across the board, including the achievement of agreed revenue budget savings and, the need to complete the establishment of a clear framework for accountabilities and roles and responsibilities for officers.

7. REPORT AUTHOR DETAILS

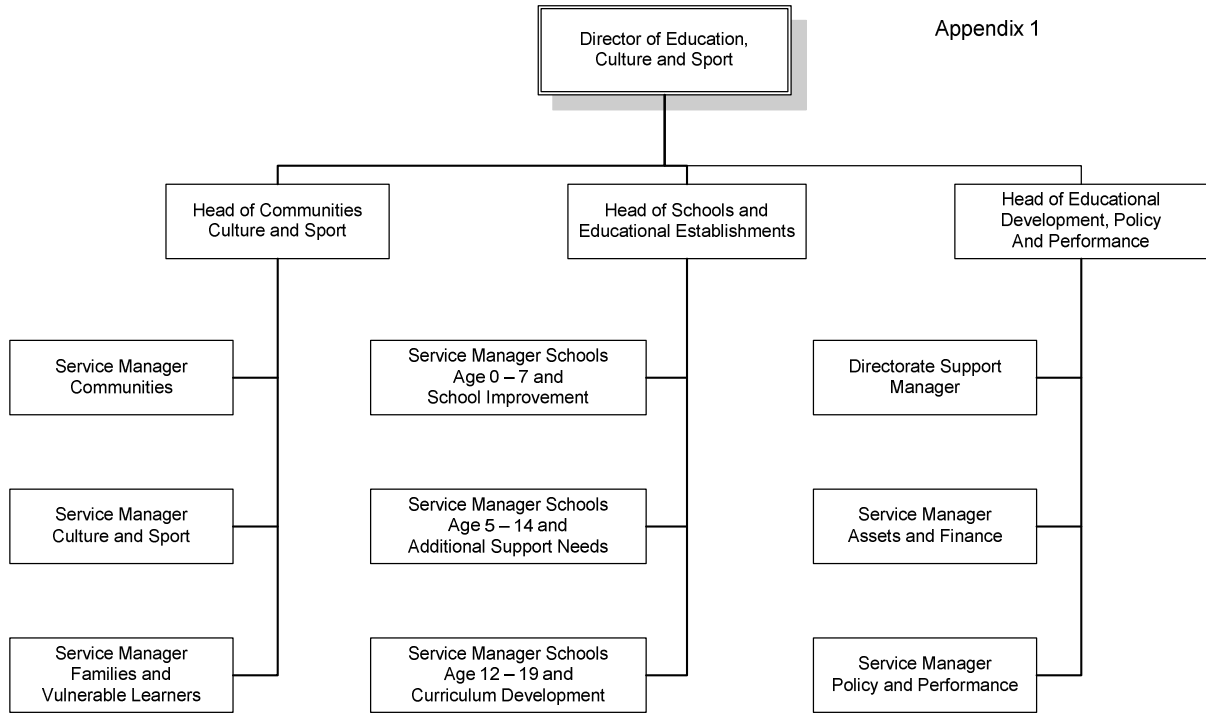
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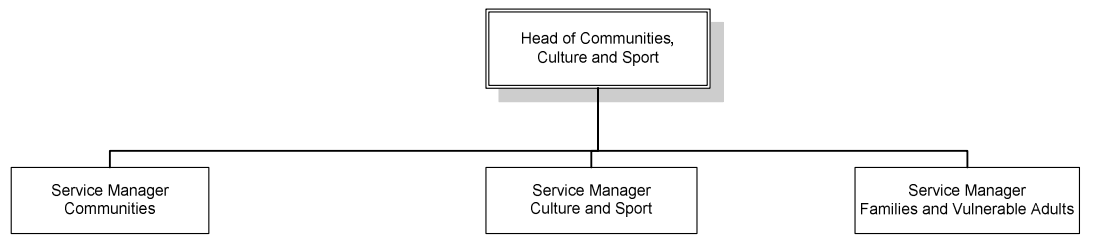
8. BACKGROUND PAPERS

Aberdeen City Council Job Matching Policy
Report Number OCE/09/12 Chief Officers Second Tier Restructuring
Report Number CG/10/045 Financial Strategy – Revenue Budget 2010/11

Appendix One – Structure Charts
Appendix Two – Job Descriptions and Person Specifications

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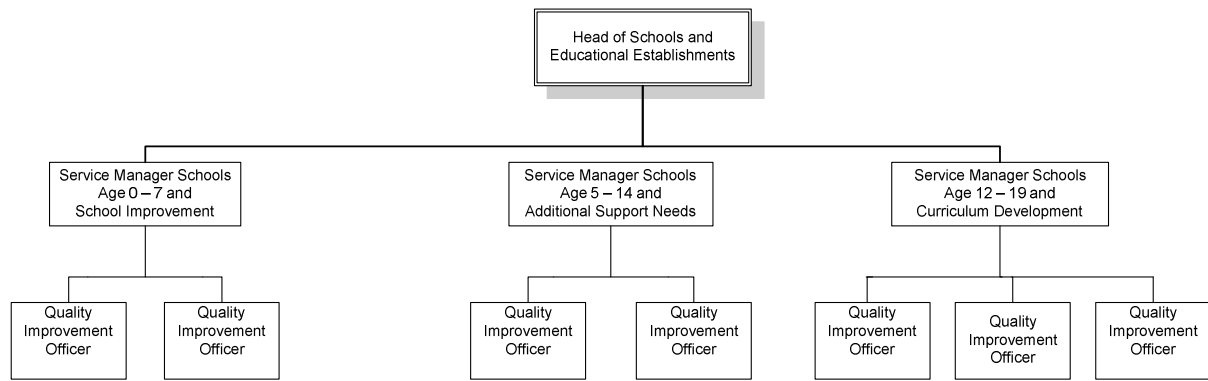


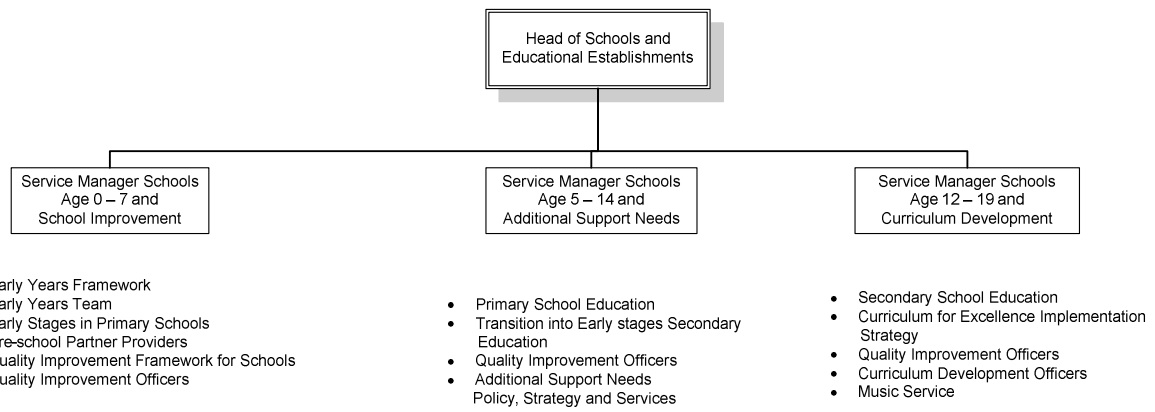


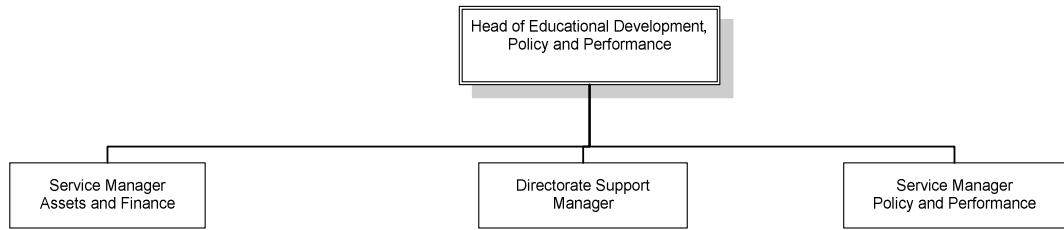
- Community Learning and Development
- Community Training Unit
- Work Experience Unit
- Community Economic Development Unit
- Neighbourhood Community Planning Officers
- Adventure Aberdeen
- Lifelong Learning Forum
- Leased Community Centres

- Arts Development
- Arts Education
- City Moves
- Libraries Service
- Museums and Galleries Service
- Beach Ballroom
- Civic Catering
- Active Aberdeen Forum
- Cultural Forum

- Educational Psychology Service
- Family Learning Team
- Family Information Service
- Post-school Transitions
- Children's Services Joint Working
- Child Protection







- Service Resource and Budget Management
- Asset Strategy and Implementation
- Property and Finance Partnerships and Projects
- ICT Policy and Strategy
- Devolved Education Management
- Capital Planning

- Service Administrative Systems and Procedures
- Service Communications
- Staffing Support
- Health and Safety Lead
- Risk Management and Business Continuity Lead
- Enquiries and Complaints

- New Service Developments
- Performance and overall Service Improvement
- Commissioning Strategy
- Workforce Development
- Service Research
- Learning Strategy
- Policy and Strategy Overview
- Strategic Level Inspections



ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Directorate Support Manager
Accountable to:	Head of Educational Development, Policy and Performance
Line management:	Team Manager for Staffing Support and Development for Education, Culture and Sport Development Officers Administration Officers for the Communications, Administrative and School External Support functions
Key Relationships:	Senior Management Team and Service Managers in Education, Culture and Sport Senior Management Teams and staff in other Council Directorates Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including the voluntary and non statutory sector

2. JOB PURPOSE

As a member of the Education, Culture and Sport Directorate, the Directorate Support Manager will be responsible to the Head of Educational Development, Policy and Performance for providing leadership, professional advice and management of effective and responsive support service functions across the Directorate.

The post holder will demonstrate sound governance at financial and operational levels and along with Educational Development, Policy and Performance Team colleagues, will be accountable to the Head of Educational Development, Policy and Performance, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the service under their responsibilities. The post holder will also ensure compliance with service standards in schools, community and cultural establishments.

3. CORE RESPONSIBILITIES

3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused
3.4	<ul style="list-style-type: none"> coaching and developing staff

3.5	<ul style="list-style-type: none"> maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> recruiting competent staff
3.15	<ul style="list-style-type: none"> valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Directorate Support Manager will be accountable for will include:</p> <ul style="list-style-type: none"> Managing the available resources within the Directorate Support Team for the delivery of the following support functions to Directorate stakeholders <ul style="list-style-type: none"> Administration, including finance processing Communications Staffing Support; Assisting and supporting the Directorate and Senior Managers in contributing to the objectives of the Services and the Council; Ensure the continuous improvement of service delivery through the use of effective performance monitoring systems and efficient information management and reporting; Leading the development and implementation of the Council's corporate policy, procedures and strategy, including the implementation and monitoring of legislation, and regulation in respect of Support Services for Education, Culture and Sport; Responsibility and accountability for co-ordinating and overseeing health and safety related matters for the Directorate, ensuring adherence to safety legislation, and that health and safety arrangements in relation to

	statutory and local obligations are implemented.
4.1	<ul style="list-style-type: none"> Monitoring, controlling and being accountable for all resources within the postholder's service remit in accordance with Standing Orders and Financial Regulations
4.2	<ul style="list-style-type: none"> Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement and for the monitoring and evaluation of services purchased by the Council to ensure effective following of the public pound
4.3	<ul style="list-style-type: none"> Preparing, in conjunction with the Educational Development, Policy and Performance Team, the Support Service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.4	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.5	<ul style="list-style-type: none"> Managing the implementation and support of priority work programmes as detailed in the strategic framework, service plans and objectives of the Directorate
4.6	<ul style="list-style-type: none"> Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.7	<ul style="list-style-type: none"> Contribute to relevant objectives within Aberdeen City's Learning Strategy
4.8	<ul style="list-style-type: none"> Providing advice and guidance to the Directorate in relation to the support functions
4.9	<ul style="list-style-type: none"> Support the Directorate in decision making on appropriate courses of action including the resolution of complex and sensitive issues
4.10	<ul style="list-style-type: none"> Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Educational Development, Policy and Performance and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.11	<ul style="list-style-type: none"> Leading the Directorate Support Team and being responsible and accountable for a co-ordinated and integrated approach to service development and delivery
4.12	<ul style="list-style-type: none"> Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.13	<ul style="list-style-type: none"> Plan, prepare, monitor and evaluate all performance management activities within remit and reporting information to both internal and external bodies
4.14	<ul style="list-style-type: none"> Leading the development and implementation of the Council's corporate policy, procedures and strategy for the Directorate's Support Services
4.15	<ul style="list-style-type: none"> Responsibility for ensuring that administrative and financial procedures are consistently applied in all Directorate establishments and ensuring that

	appropriate and effective networking relationships are in place
4.16	<ul style="list-style-type: none"> Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place
4.17	<ul style="list-style-type: none"> Ensure compliance through the development of appropriate checking mechanisms eg audit self checks, audit reports
4.18	<ul style="list-style-type: none"> Design and implement effective channels of communication across the Directorate
4.19	<ul style="list-style-type: none"> Undertake an oversight, co-ordinating and monitoring role for the Directorate for <ul style="list-style-type: none"> Health and Safety Data Protection The Freedom of Information (Scotland) Act 2002 Committee Reporting Enquiries and Complaints Educational Maintenance Allowances Clothing Grants School Placings Requests/Out of Zone Admissions Requisitioning, procurement and authorisation of goods and services Race Equality Human Rights Disability Discrimination ICT Disclosure Scotland Protection of Children (Scotland) Act 2003
4.20	<ul style="list-style-type: none"> Ensure the development and maintenance of the Directorate's health and safety policies and procedures and health and safety action plan
4.21	<ul style="list-style-type: none"> Responsibility for the collation and reporting of health and safety data and advising on actions required by services
4.22	<ul style="list-style-type: none"> Responsibility for maintenance of the Workplace Inspection programme across all Directorate establishments and reporting on findings as required
4.23	<ul style="list-style-type: none"> Responsibility for statutory reporting of and monitoring accident and incident reporting across the Directorate, ensuring that appropriate records and data are maintained
4.24	<ul style="list-style-type: none"> Representing the Directorate at Corporate Health and Safety Committee and Health and Safety/Union Management Forum Committee
4.25	<ul style="list-style-type: none"> Leading the implementation of Risk Management and Business Continuity planning, initiating reviews as appropriate in accordance with Corporate timeframes
4.26	<ul style="list-style-type: none"> Participate in the design, delivery and implementation of appropriate major projects
4.27	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver

	Council priorities in a mixed economy
4.28	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective relationships with external regulators, using external challenge to drive service improvement
4.29	<ul style="list-style-type: none"> Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.30	<ul style="list-style-type: none"> Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.31	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development

The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		✓		
Developing Others		✓		
Empowering Others		✓		
Best Value Focus		✓		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			✓	
Acting with Integrity				✓
Customer Focus			✓	
Achieving Results			✓	

Continuous Improvement			✓	
Being Accountable			✓	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Directorate Support Manager	Grade	Person Spec. No.
SELECTION CRITERIA			ESSENTIAL		
QUALIFICATIONS			DESIRABLE		
		<ul style="list-style-type: none"> Degree in a relevant subject or a relevant professional qualification 			<ul style="list-style-type: none"> Relevant Professional qualification in management/administration field ie finance, personnel, facilities management
CORE COMPETENCIES					
Team Leadership	Able to provide effective leadership and committed to effective employee communication and engagement - sound leadership skills				
Developing Others	Committed to investing time in coaching and developing people to improve performance and outcomes				
Empowering Others	Able to delegate decision making responsibility and demonstrate trust where appropriate				
Best Value Focus	Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price				
Working with others	Able to work with others collegially and co-operatively (both internally and externally) in order to achieve better services and customer				

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best practice.</p>	
		<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the wider community</p>

	<p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory, regulatory, strategic and key operational issues relevant to the specific post</p>	<p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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	<p>Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post</p> <p>Knowledge of all statutory legislation relevant to the specific post</p> <p>Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.</p> <p>Able to work creatively within rules, processes and standards.</p> <p>Inspirational team leader and effective team player.</p> <p>Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.</p> <p>Excellent people management skills.</p> <p>Capacity to meet deadlines, satisfy political objectives and organisational priorities</p>	
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ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Quality Improvement Officer (Education)
Accountable to:	Service Manager for Schools
Line management:	Group of Head Teachers and other officers within area of lead responsibility
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including Head Teachers and Partner Providers

2. JOB PURPOSE
<p>As a member of the Schools and Educational Establishments Team, the post holder will have a Quality Improvement responsibility for a group of Head teachers in one or more Learning communities. This will mean being the first point of contact for these schools and managing all aspects of the Quality Improvement Framework through the Head Teachers. The post holder will also provide leadership for areas of strategy or policy development across all school sectors, as determined by the Head of Schools. This might include a review of the Inclusion policy, or the development of a strategy for literacy across the curriculum. Finally the post holder will manage a group of officers responsible for the delivery of a key central service to schools and educational establishments. For example the early year's team or curriculum development officers.</p> <p>The post holder will also demonstrate sound governance at a financial and operational level and along with Schools Team colleagues, will be accountable to the Head of Schools and Educational Establishments, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the services under their responsibilities.</p>

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused
3.4	<ul style="list-style-type: none"> coaching and developing staff

3.5	<ul style="list-style-type: none"> maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> recruiting competent staff
3.15	<ul style="list-style-type: none"> valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Quality Improvement Officer (Education) will be responsible for are:</p> <ul style="list-style-type: none"> Quality Improvement in one or more Learning Communities Management of link Head Teachers in relation to the Quality Improvement Framework Lead responsibility for areas of strategic or policy development as determined by the Head of Schools. Lead responsibility for a central service to schools or educational establishments Management of the officers associated with this lead role Links with HMle and Care Commission in relation to the schools in their designated Learning Community
4.1	<ul style="list-style-type: none"> Leading the implementation of the Quality Improvement Framework in designated Learning Communities
4.2	<ul style="list-style-type: none"> Supporting and Challenging Head Teachers as required in the interests of

	School Improvement
4.3	<ul style="list-style-type: none"> • Providing advice, support and guidance to Head teachers, colleagues and others the Learning community
4.4	<ul style="list-style-type: none"> • Oversight and monitoring of the quality and coherence of education delivery within an Learning Community
4.5	<ul style="list-style-type: none"> • Lead in the development of strategy or policy in a designated area of educational provision in conjunction with other appropriate officers
4.5	<ul style="list-style-type: none"> • Link with partners within and beyond the service to ensure effective implementation of the strategy/policy
4.6	<ul style="list-style-type: none"> • Lead a central service that supports schools and educational establishments
4.7	<ul style="list-style-type: none"> • Manage the team that delivers the central service effectively and efficiently
4.8	<ul style="list-style-type: none"> • Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.9	<ul style="list-style-type: none"> • Contribute to relevant objectives within Aberdeen City's learning strategy
4.10	<ul style="list-style-type: none"> • Contributing to supporting the development and maintenance of effective relationships with external regulators such as HMIE and the Care Commission, using external challenge to drive service improvement
4.11	<ul style="list-style-type: none"> • Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.12	<ul style="list-style-type: none"> • Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.13	<ul style="list-style-type: none"> • Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver Council priorities in a mixed economy
4.15	<ul style="list-style-type: none"> • Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.16	<ul style="list-style-type: none"> • Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Schools and Educational Establishments and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.17	<ul style="list-style-type: none"> • Preparing, in conjunction with the Schools Management Team, the service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.18	<ul style="list-style-type: none"> • Contributing to supporting the development and fostering of a positive

	culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.19	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.20	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development

The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	

Continuous Improvement			√	
Being Accountable			√	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Quality improvement Officer (Education)	Grade	National Grade: Quality Improvement Officer Pt1-Pt3	Person Spec. No.
SELECTION CRITERIA			ESSENTIAL		DESIRABLE	
QUALIFICATIONS		<ul style="list-style-type: none"> • Educated to degree level or equivalent • Ability to provide evidence of GTC registration 				<ul style="list-style-type: none"> • Relevant Professional in Education e.g. MEd
CORE COMPETENCIES						
Team Leadership		Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills				
Developing Others		Committed to investing time in coaching and developing people to improve performance and outcomes				
Empowering Others		Able to delegate decision making responsibility and demonstrate trust where appropriate				
Best Value Focus		Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price				
Working with others		Able to work with others collegiately and co-				

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>operatively (both internally and externally) in order to achieve better services and customer focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best</p>		<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the</p>
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	<p>practice.</p> <p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory,</p>	<p>wider community</p> <p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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regulatory, strategic and key operational issues relevant to the specific post, including Curriculum for Excellence

Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post

Knowledge of all statutory legislation relevant to the specific post

Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.

Able to work creatively within rules, processes and standards.

Inspirational team leader and effective team player.

Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.

Excellent people management skills.

Capacity to meet deadlines, satisfy political objectives and organisational priorities

ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Assets and Finance
Accountable to:	Head of Educational Development, Policy and Performance
Line management:	Team managers and officers with responsibilities within the overall responsibility of the Service Manager Assets and Finance
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Senior Managers in other Directorates across the council with responsibility for Assets and Finance Scottish Government and other external partners with whom the Council works to improve the value it delivers through its assets and finances.

2. JOB PURPOSE	
<p>As a member of the Educational Development, Policy and Performance Team, the Service Manager Assets and Finance will provide leadership, vision, professional advice and effective management to the Council, and the Head of Educational Development, Policy and Performance on the strategic development, maintenance and improvement of all aspects of the Education, Culture and Sport Directorate's fixed assets, finances and ICT. Ensuring effective partnership working with relevant service providers and service clients to ensure acceptable service quality and impact will be essential.</p> <p>The post holder will also demonstrate sound governance at financial and operational level and along with Educational Development, Policy and Performance Team colleagues, will be accountable to the Head of Educational Development, Policy and Performance, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the services and functions under their responsibilities.</p>	

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused

3.4	<ul style="list-style-type: none"> coaching and developing staff
3.5	<ul style="list-style-type: none"> maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> recruiting competent staff
3.15	<ul style="list-style-type: none"> valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Assets and Finance will be accountable for will include:</p> <ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and Sport Directorate's asset strategy, policy and plans. Acting as the lead support for the development and implementation of the Education, Culture and Sport Directorate's finance strategy and policy. Leading the development and implementation of the Education, Culture and Sport Directorate's ICT strategy and policy. Managing the relationship with all partners that are commissioned to deliver or provide asset and finance support services to the Education, Culture and Sport Directorate. The Education, Culture and Sport Directorate's Asset Policy Team, ICT Teams and DEM co-ordinator.
4.1	<ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and

	<p>Sport Directorate's asset strategy, asset policy and asset plans, including the learning estate, to ensure that appropriate fixed assets are in place to enable the effective and efficient delivery of the Directorate's outcome priorities for Aberdeen City</p>
4.2	<ul style="list-style-type: none"> Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement and for the monitoring and evaluation of any associated services purchased by the Council to ensure effective following of the public pound.
4.3	<ul style="list-style-type: none"> Responsibility and accountability for the development of working with internal and external partners in all aspects of developing and managing fixed assets and finance.
4.4	<ul style="list-style-type: none"> Lead the negotiation and monitoring of service level agreements with other directorates for the provision of services to support the effective and efficient development and management of Education, Culture and Sport assets and finances, particularly Corporate Governance and Environment, Planning and Infrastructure.
4.5	<ul style="list-style-type: none"> Acting as the lead support for the development and implementation of the Education, Culture and Sport Directorate's finance strategy and policy, including zero based budgeting, review of devolved education management and effective management accounting and support.
4.6	<ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and Sport Directorate's ICT strategy and policy, including the development of GLOW, the implementation and maintenance of relevant management implementation systems and electronic financial and administrative systems.
4.7	<ul style="list-style-type: none"> Acting as the lead support for the development, implementation and monitoring of the Education, Culture and Sport Directorate's capital investment programme including investment through the Scottish Futures Trust.
4.8	<ul style="list-style-type: none"> Contribute to relevant objectives within Aberdeen City's learning strategy
4.9	<ul style="list-style-type: none"> Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.10	<ul style="list-style-type: none"> Oversee the monitoring, controlling and accountability for all the Directorate's financial resources in accordance with Standing Orders and Financial Regulations
4.11	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective relationships with external regulators, using external challenge to drive service improvement
4.12	<ul style="list-style-type: none"> Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.13	<ul style="list-style-type: none"> Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their

	specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.14	<ul style="list-style-type: none"> Leading the Assets and Finance Management Team and be responsible and accountable for a co-ordinated and integrated approach to service development and delivery
4.15	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for asset integration and/or shared assets for improvement, to deliver Council priorities in a mixed economy
4.16	<ul style="list-style-type: none"> Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.17	<ul style="list-style-type: none"> Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Educational Development, Policy and Performance and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.18	<ul style="list-style-type: none"> Preparing, in conjunction with relevant Council colleagues and the Assets and Finance Management Team, the team's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.19	<ul style="list-style-type: none"> Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.20	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.21	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development

The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	

Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	
Being Accountable			√	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Assets and Finance	Grade	Person Spec. No.	
SELECTION CRITERIA						
QUALIFICATIONS			ESSENTIAL	DESIRABLE		
			<ul style="list-style-type: none"> Educated to degree level or equivalent 		<ul style="list-style-type: none"> Relevant Professional qualification. 	
CORE COMPETENCIES						
Team Leadership	<p>Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills</p>					
Developing Others	<p>Committed to investing time in coaching and developing people to improve performance and outcomes</p>					
Empowering Others	<p>Able to delegate decision making responsibility and demonstrate trust where appropriate</p>					
Best Value Focus	<p>Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price</p>					
Working with others	<p>Able to work with others collegially and co-operatively (both internally and externally) in order to achieve better services and customer</p>					

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best practice.</p>		<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the wider community</p>
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	<p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory, regulatory, strategic and key operational issues relevant to the specific post</p>	<p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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	<p>Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post</p> <p>Knowledge of all statutory legislation relevant to the specific post</p> <p>Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.</p> <p>Able to work creatively within rules, processes and standards.</p> <p>Inspirational team leader and effective team player.</p> <p>Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.</p> <p>Excellent people management skills.</p> <p>Capacity to meet deadlines, satisfy political objectives and organisational priorities</p>	
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ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Communities.
Accountable to:	Head of Communities, Culture and Sport
Line management:	Team managers and officers with responsibilities within the overall responsibility of the Service Manager Communities
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including the private, voluntary and non-statutory sector Community leaders Community learning and development, skills development and employability bodies

2. JOB PURPOSE	
<p>As a member of the Communities, Culture and Sport Team, the Service Manager Communities will provide leadership, vision, professional advice and effective management to the Council, and the Head of Communities, Culture and Sport on the provision of the full range of high quality services for stakeholders in community development, community learning, employability and skills. Ensuring effective partnership working with the voluntary and private sectors and with local and national bodies, including service delivery partners, with an interest in community development, community learning, employability and skills will be essential.</p> <p>The post holder will also demonstrate sound governance at financial and operational level and along with Communities, Culture and Sport Team colleagues, will be accountable to the Head of Communities, Culture and Sport, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the services under their responsibilities.</p>	

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused

3.4	<ul style="list-style-type: none"> • coaching and developing staff
3.5	<ul style="list-style-type: none"> • maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> • actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> • ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> • using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> • continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> • working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> • actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> • actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> • proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> • recruiting competent staff
3.15	<ul style="list-style-type: none"> • valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> • actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Communities will be accountable for will include:</p> <ul style="list-style-type: none"> • Community Learning and Development services; • Community Training Unit and Work Experience Unit • Community Economic Development Unit • Neighbourhood community planning • Adventure Aberdeen • Facilitating and enabling the City's community planning activity for lifelong learning; • Leading the development and implementation of the Education, Culture and Sport Directorate's policy and strategy for community development, community learning, employability and skills. • Managing the relationship with all the Council's partners that are commissioned by the Education, Culture and Sport Directorate to deliver community development, community learning, employability and skills services.

4.1	<ul style="list-style-type: none"> Leading the development of all communities services provided or purchased by the Education, Culture and Sport Directorate to ensure that an appropriate range of services are in place to support the sustainable development and lifelong learning of individuals and communities in Aberdeen City
4.2	<ul style="list-style-type: none"> Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement and for the monitoring and evaluation of services purchased by the Council to ensure effective following of the public pound.
4.3	<ul style="list-style-type: none"> Responsibility and accountability for the development of working with internal and external partners in all aspects of community development, community learning, employability and skills
4.4	<ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and Sport Directorate's policy and strategy for communities
4.5	<ul style="list-style-type: none"> Leading the facilitation and enabling of the City's community planning activity for lifelong learning
4.6	<ul style="list-style-type: none"> Managing and supporting areas of building social capital, economic regeneration, skills development and improving health and wellbeing through community learning to meet Council objectives for Aberdeen City and the North East
4.7	<ul style="list-style-type: none"> Contribute to relevant objectives within Aberdeen City's learning strategy
4.8	<ul style="list-style-type: none"> Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.9	<ul style="list-style-type: none"> Monitoring, controlling and being accountable for all resources within the service in accordance with Standing Orders and Financial Regulations
4.10	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective relationships with external regulators, using external challenge to drive service improvement
4.11	<ul style="list-style-type: none"> Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.12	<ul style="list-style-type: none"> Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.13	<ul style="list-style-type: none"> Leading the Communities Management Team and be responsible and accountable for a co-ordinated and integrated approach to service development and delivery
4.14	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver

	Council priorities in a mixed economy
4.15	<ul style="list-style-type: none"> Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.16	<ul style="list-style-type: none"> Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Communities, Culture and Sport and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.17	<ul style="list-style-type: none"> Preparing, in conjunction with relevant Council colleagues and the Communities Management Team, the service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.18	<ul style="list-style-type: none"> Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.19	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.20	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development
4.21	<ul style="list-style-type: none"> Ensuring effective management, administration and governance of the Council's grants programmes associated with communities.
4.22	<ul style="list-style-type: none"> Leading the Council's policy development and associated capacity building required to enhance the role of volunteering within the city.
4.23	<ul style="list-style-type: none"> Leading the Council's policy development and associated capacity building required to enhance the role of community involvement and engagement, including parental involvement in education and Additional Support Needs Forums.

The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		

Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	
Being Accountable			√	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Communities	Grade	Person Spec. No.
SELECTION CRITERIA					
QUALIFICATIONS			ESSENTIAL		
<ul style="list-style-type: none"> • Educated to degree level or equivalent 			DESIRABLE		
<ul style="list-style-type: none"> • Relevant Professional qualification. • Relevant Management / Leadership qualification e.g. MBA, Institute of Leadership and Management 					
CORE COMPETENCIES					
Team Leadership	<p>Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills</p>				
Developing Others	<p>Committed to investing time in coaching and developing people to improve performance and outcomes</p>				
Empowering Others	<p>Able to delegate decision making responsibility and demonstrate trust where appropriate</p>				
Best Value Focus	<p>Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price</p>				
Working with others	<p>Able to work with others collegially and co-operatively (both internally and externally) in order to achieve better services and customer</p>				

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best practice.</p>	
		<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the wider community</p>

	<p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory, regulatory, strategic and key operational issues relevant to the specific post</p>	<p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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	<p>Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post</p> <p>Knowledge of all statutory legislation relevant to the specific post</p> <p>Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.</p> <p>Able to work creatively within rules, processes and standards.</p> <p>Inspirational team leader and effective team player.</p> <p>Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.</p> <p>Excellent people management skills.</p> <p>Capacity to meet deadlines, satisfy political objectives and organisational priorities</p>	
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ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Culture and Sport
Accountable to:	Head of Communities, Culture and Sport
Line management:	Team managers and officers with responsibilities within the overall responsibility of the Service Manager Culture and Sport
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including the voluntary and non statutory sector Community leaders Arts, Culture, Libraries and Sport bodies

2. JOB PURPOSE	
<p>As a member of the Communities, Culture and Sport Team, the Service Manager Culture and Sport will provide leadership, vision, professional advice and effective management to the Council, and the Head of Communities, Culture and Sport on the provision of the full range of high quality services for stakeholders in culture and sport. Ensuring effective partnership working with the voluntary sector and with local and national bodies, including service delivery partners, with an interest in culture and sport will be essential.</p> <p>The post holder will also demonstrate sound governance at financial and operational level and along with Communities, Culture and Sport Team colleagues, will be accountable to the Head of Communities, Culture and Sport, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the services under their responsibilities.</p>	

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused
3.4	<ul style="list-style-type: none"> coaching and developing staff

3.5	<ul style="list-style-type: none"> maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> recruiting competent staff
3.15	<ul style="list-style-type: none"> valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Culture and Sport will be accountable for will include:</p> <ul style="list-style-type: none"> Participatory Arts Services including the Arts Development, Arts Education Services and City Moves services; Museums and Galleries Service; Libraries Service; Beach Ballroom and Civic Catering; Facilitating and enabling the City's community planning activity for culture and sport; Leading the development and implementation of the Council's policy and strategy for culture and sport. Managing the relationship with all the Council's partners that are commissioned to deliver Culture and Sport services.
4.1	<ul style="list-style-type: none"> Leading the development of all Culture and Sport services provided or purchased by the Council to ensure that an appropriate range of services are in place to support the sustainable cultural and sporting life of the

	community in Aberdeen City
4.2	<ul style="list-style-type: none"> Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement and for the monitoring and evaluation of services purchased by the Council to ensure effective following of the public pound.
4.3	<ul style="list-style-type: none"> Responsibility and accountability for the development of working with internal and external partners in all aspects of culture and sport
4.4	<ul style="list-style-type: none"> Leading the development and implementation of the Council's policy and strategy for culture and sport
4.5	<ul style="list-style-type: none"> Leading the facilitation and enabling of the City's community planning activity for culture and sport
4.6	<ul style="list-style-type: none"> Managing and supporting areas of building social capital, economic regeneration, tourism development and improving health and wellbeing through culture and sport to meet Council objectives for Aberdeen City and the North East
4.7	<ul style="list-style-type: none"> Contribute to relevant objectives within Aberdeen City's learning strategy
4.8	<ul style="list-style-type: none"> Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.9	<ul style="list-style-type: none"> Monitoring, controlling and being accountable for all resources within the service in accordance with Standing Orders and Financial Regulations
4.10	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective relationships with external regulators, using external challenge to drive service improvement
4.11	<ul style="list-style-type: none"> Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.12	<ul style="list-style-type: none"> Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.13	<ul style="list-style-type: none"> Leading the Culture and Sport Management Team and be responsible and accountable for a co-ordinated and integrated approach to service development and delivery
4.14	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver Council priorities in a mixed economy
4.15	<ul style="list-style-type: none"> Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.16	<ul style="list-style-type: none"> Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Communities, Culture and Sport and Elected Members and presenting clear reports, strategies and policies to the

	relevant committees
4.17	<ul style="list-style-type: none"> Preparing, in conjunction with relevant Council colleagues and the Culture and Sport Management Team, the service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.18	<ul style="list-style-type: none"> Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.19	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.20	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development
4.21	<ul style="list-style-type: none"> Ensuring effective management, administration and governance of the Council's grants programmes associated with culture and sport.

The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4

Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	
Being Accountable			√	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Culture and Sport	Grade	Person Spec. No.
SELECTION CRITERIA					
QUALIFICATIONS			ESSENTIAL		
<ul style="list-style-type: none"> • Educated to degree level or equivalent 			DESIRABLE		
<ul style="list-style-type: none"> • Relevant Professional qualification in culture or sport. • Relevant Management / Leadership qualification e.g. MBA, Institute of Leadership and Management 					
CORE COMPETENCIES					
Team Leadership	<p>Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills</p>				
Developing Others	<p>Committed to investing time in coaching and developing people to improve performance and outcomes</p>				
Empowering Others	<p>Able to delegate decision making responsibility and demonstrate trust where appropriate</p>				
Best Value Focus	<p>Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price</p>				
Working with others	<p>Able to work with others collegiately and co-operatively (both internally and externally) in order to achieve better services and customer</p>				

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best practice.</p>		<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the wider community</p>
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	<p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory, regulatory, strategic and key operational issues relevant to the specific post</p>	<p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post

Knowledge of all statutory legislation relevant to the specific post

Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.

Able to work creatively within rules, processes and standards.

Inspirational team leader and effective team player.

Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.

Excellent people management skills.

Capacity to meet deadlines, satisfy political objectives and organisational priorities



ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Families and Vulnerable Learners.
Accountable to:	Head of Communities, Culture and Sport
Line management:	Team managers and officers with responsibilities within the overall responsibility of the Service Manager Families and Vulnerable Learners
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including the private, voluntary and non-statutory sector Community leaders Bodies with a role in the development and provision of integrated children's services, family support, managing and supporting transitions post school and support for vulnerable adult learners.

2. JOB PURPOSE
<p>As a member of the Communities, Culture and Sport Team, the Service Manager Families and Vulnerable Learners will provide leadership, vision, professional advice and effective management to the Council, and the Head of Communities, Culture and Sport on the provision of the full range of high quality services for stakeholders in integrated children's services and support to families and vulnerable learners. Ensuring effective partnership working with the voluntary and private sectors and with local and national bodies, including service delivery partners, with an interest in integrated children's and adult's services and family support will be essential.</p> <p>The post holder will also demonstrate sound governance at financial and operational level and along with Communities, Culture and Sport Team colleagues, will be accountable to the Head of Communities, Culture and Sport, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the services under their responsibilities.</p>

3. CORE RESPONSIBILITIES		
<table border="1"> <tr> <td>3.1</td> <td> <ul style="list-style-type: none"> providing effective management and leadership </td> </tr> </table>	3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.1	<ul style="list-style-type: none"> providing effective management and leadership 	

3.2	<ul style="list-style-type: none"> • maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> • being action-oriented and people-focused
3.4	<ul style="list-style-type: none"> • coaching and developing staff
3.5	<ul style="list-style-type: none"> • maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> • actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> • ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> • using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> • continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> • working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> • actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> • actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> • proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> • recruiting competent staff
3.15	<ul style="list-style-type: none"> • valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> • actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Families and Vulnerable Learners will be accountable for will include:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Family Learning Team • Family Information Service • Being the Education, Culture and Sport Directorate's lead for 'children in need'. • The development and production of the City's Integrated Children's Services Plan. • Facilitating and enabling the City's community planning activity for Integrated Children's Services and More Choices More Chances; • Leading the development and implementation of the Education, Culture and Sport Directorate's policy and strategy for Integrated Children's Services, managing and supporting transitions post school and support

	<p>for families and vulnerable learners.</p> <ul style="list-style-type: none"> • Leading the Education, Culture and Sport Directorate's responsibilities for child protection. • Managing the relationship with all the Council's partners that are commissioned by the Education Culture and Sport Directorate to deliver integrated children's services, manage and support transitions post school, support vulnerable learners and provide family support services.
4.1	<ul style="list-style-type: none"> • Leading the development of all integrated children's services, post school transitions services, support for vulnerable learners and family support services that are provided or purchased by the Education, Culture and Sport Directorate to ensure that an appropriate range of services are in place to support the learning, protection and development of individuals and families in Aberdeen City
4.2	<ul style="list-style-type: none"> • Lead on the Education, Culture and Sport Directorate's interface with Social Care & Wellbeing, National Health Service, Grampian Police & other relevant stakeholders with regards to Integrated Children's Services, post school transitions and family support.
4.3	<ul style="list-style-type: none"> • To ensure that Education, Culture and Sport are adequately represented on relevant multi-disciplinary working groups, including all integrated children's services groups, the Specialist Services Forum, Community Screening and Resource Group, Pre-reception Screening and Fostering and Adoption Panel.
4.4	<ul style="list-style-type: none"> • Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement and for the monitoring and evaluation of services purchased by the Council to ensure effective following of the public pound.
4.5	<ul style="list-style-type: none"> • Responsibility and accountability for the development of working with internal and external partners in all aspects of integrated children's services and support for families and vulnerable learners.
4.6	<ul style="list-style-type: none"> • Leading the development and implementation of the Education, Culture and Sport Directorate's policy and strategy for integrated children's services, , GIRFEC, managing and supporting transitions post school, support for families and support for vulnerable learners, including looked after children.
4.7	<ul style="list-style-type: none"> • Leading the facilitation and enabling of the City's community planning activity for Integrated Children's Services and More Choices More Chances including supporting the designated leads.
4.8	<ul style="list-style-type: none"> • Leading the Education, Culture and Sport Directorate's role in developing the continuum of support for vulnerable learners including the Intensive Community Support and Learning Service, Cordyce redevelopment and Shared Services Project.
4.9	<ul style="list-style-type: none"> • Leading the Education, Culture and Sport Directorate's responsibilities for child protection.
4.10	<ul style="list-style-type: none"> • Contribute to relevant objectives within Aberdeen City's learning strategy
4.11	<ul style="list-style-type: none"> • Plan and deliver services according to organisational and service priorities

	and goals, single outcome agreements and performance and budgetary targets
4.12	<ul style="list-style-type: none"> Monitoring, controlling and being accountable for all resources within the service in accordance with Standing Orders and Financial Regulations
4.13	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective relationships with external regulators, using external challenge to drive service improvement
4.14	<ul style="list-style-type: none"> Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.15	<ul style="list-style-type: none"> Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.16	<ul style="list-style-type: none"> Leading the Families and Vulnerable Learners Management Team and be responsible and accountable for a co-ordinated and integrated approach to service development and delivery
4.17	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver Council priorities in a mixed economy
4.18	<ul style="list-style-type: none"> Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.19	<ul style="list-style-type: none"> Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Communities, Culture and Sport and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.20	<ul style="list-style-type: none"> Preparing, in conjunction with relevant Council colleagues and the Families and Vulnerable Learners Management Team, the service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations, including 'out of authority' expenditure.
4.21	<ul style="list-style-type: none"> Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.22	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.23	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development

4.24	<ul style="list-style-type: none"> Ensuring effective management, administration and governance of the Council's funding programmes associated with integrated children's services and support to families and vulnerable learners.
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The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	
Being Accountable			√	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Families and Vulnerable Learners	Grade	Person Spec. No.
SELECTION CRITERIA					
QUALIFICATIONS			ESSENTIAL		
<ul style="list-style-type: none"> Educated to degree level or equivalent 			DESIRABLE		
<ul style="list-style-type: none"> Relevant Professional qualification. Relevant Management / Leadership qualification e.g. MBA, Institute of Leadership and Management 					
CORE COMPETENCIES					
Team Leadership	<p>Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills</p>				
Developing Others	<p>Committed to investing time in coaching and developing people to improve performance and outcomes</p>				
Empowering Others	<p>Able to delegate decision making responsibility and demonstrate trust where appropriate</p>				
Best Value Focus	<p>Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price</p>				
Working with others	<p>Able to work with others collegiately and co-operatively (both internally and externally) in</p>				

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p>	<p>order to achieve better services and customer focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p>	
<p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best practice.</p>	<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the wider community</p>

	<p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory, regulatory, strategic and key operational issues</p>	<p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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	<p>relevant to the specific post</p> <p>Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post</p> <p>Knowledge of all statutory legislation relevant to the specific post</p> <p>Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.</p> <p>Able to work creatively within rules, processes and standards.</p> <p>Inspirational team leader and effective team player.</p> <p>Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.</p> <p>Excellent people management skills.</p> <p>Capacity to meet deadlines, satisfy political objectives and organisational priorities</p>	
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ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Policy and Performance
Accountable to:	Head of Educational Development, Policy and Performance
Line management:	Team managers and officers with responsibilities within the overall responsibility of the Service Manager Policy and Performance
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Senior Managers in other Directorates across the council with responsibility for policy, performance and improvement. External regulators

2. JOB PURPOSE	
<p>As a member of the Educational Development, Policy and Performance Team, the Service Manager Policy and Performance will provide leadership, vision, professional advice and effective management to the Council, and the Head of Educational Development, Policy and Performance on the Directorate's strategic planning, policy development, performance management and continuous improvement. Focussing on providing a sound, efficient and effective learning strategy the post holder will support the implementation of new developments within the Education service and lead the strategic development of performance improvement.</p> <p>The post holder will also demonstrate sound governance at financial and operational level and along with Educational Development, Policy and Performance Team colleagues, will be accountable to the Head of Educational Development, Policy and Performance, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the services and functions under their responsibilities.</p>	

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused

3.4	<ul style="list-style-type: none"> coaching and developing staff
3.5	<ul style="list-style-type: none"> maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> recruiting competent staff
3.15	<ul style="list-style-type: none"> valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Policy and Performance will be accountable for will include:</p> <ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and Sport Directorate's learning strategy. Leading the development and implementation of the Education, Culture and Sport Directorate's performance improvement strategy and policy. Leading the development and implementation of the Education, Culture and Sport Directorate's commissioning strategy and policy. Maintaining a policy and strategy overview of the Directorate and ensuring effective policy and strategy review and coherence across the Directorate. Maintaining a performance overview of the Directorate and ensuring performance coherence across the Directorate. The Education, Culture and Sport Directorate's Research Team, Performance and Planning Team and Continuous Professional Development Team.

4.1	<ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and Sport Directorate's learning strategy, to enable the effective and efficient delivery of the Directorate's outcome priorities for Aberdeen City
4.2	<ul style="list-style-type: none"> Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement and for the monitoring and evaluation of any associated services purchased by the Council to ensure effective following of the public pound.
4.3	<ul style="list-style-type: none"> Responsibility and accountability for the development of working with internal and external partners in relevant aspects of developing and managing Education, Culture and Sport policy and performance.
4.4	<ul style="list-style-type: none"> Lead on strategic level inspections of the Education, Culture and Sport Directorate.
4.5	<ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and Sport Directorate's performance improvement and performance reporting strategy and policies including, appropriate benchmarking, effective self and joint-evaluation, sharing of best practice and supporting services to ensure coherent implementation and appropriate public accountability.
4.6	<ul style="list-style-type: none"> Leading the development and implementation of the Education, Culture and Sport Directorate's commissioning strategy and policies including supporting services to ensure coherent and consistent implementation.
4.7	<ul style="list-style-type: none"> Maintain a policy and strategy overview of the Directorate and ensuring effective policy and strategy review and coherence across the Directorate
4.8	<ul style="list-style-type: none"> Lead the development, implementation, monitoring and reporting of the Education, Culture and Sport Directorate's Service Plan, Standards and Quality Report and reporting on Statutory Performance Indicators.
4.9	<ul style="list-style-type: none"> Lead the Education, Culture and Sport Directorate's research and knowledge management activity to inform policy and strategy development, keep abreast of best practice and drive service innovation, creativity and improvement.
4.10	<ul style="list-style-type: none"> Lead the effective integration of the continuous professional and staff development within the Directorate's Human Resources strategy and ensure a high impact from this CPD.
4.11	<ul style="list-style-type: none"> Contribute to relevant objectives within Aberdeen City's learning strategy
4.12	<ul style="list-style-type: none"> Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.13	<ul style="list-style-type: none"> Monitoring, controlling and being accountable for all resources within the service in accordance with Standing Orders and Financial Regulations
4.14	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective relationships with external regulators, using external challenge to drive service improvement
4.15	<ul style="list-style-type: none"> Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the

	needs of customers, service users and the community
4.16	<ul style="list-style-type: none"> Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.17	<ul style="list-style-type: none"> Leading the Policy and Performance Management Team and be responsible and accountable for a co-ordinated and integrated approach to service development and delivery
4.18	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared service for improvement, to deliver Council priorities in a mixed economy
4.19	<ul style="list-style-type: none"> Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.20	<ul style="list-style-type: none"> Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Educational Development, Policy and Performance and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.21	<ul style="list-style-type: none"> Preparing, in conjunction with relevant Council colleagues and the Policy and Performance Management Team, the team's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.22	<ul style="list-style-type: none"> Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.23	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.24	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development

The above is intended to provide a description of the KEY TASKS and ACTIVITIES of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS

Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	
Being Accountable			√	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Policy and Performance	Grade	Person Spec. No.
SELECTION CRITERIA					
QUALIFICATIONS			ESSENTIAL		
			<ul style="list-style-type: none"> • Educated to degree level or equivalent 		
CORE COMPETENCIES			DESIRABLE		
Team Leadership			<ul style="list-style-type: none"> • Relevant Professional qualification. 		
Developing Others					
Empowering Others					
Best Value Focus					
Working with others					

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p>	<p>order to achieve better services and customer focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p>	
<p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best practice.</p>	<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the wider community</p>

	<p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory, regulatory, strategic and key operational issues</p>	<p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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	<p>relevant to the specific post</p> <p>Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post</p> <p>Knowledge of all statutory legislation relevant to the specific post</p> <p>Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.</p> <p>Able to work creatively within rules, processes and standards.</p> <p>Inspirational team leader and effective team player.</p> <p>Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.</p> <p>Excellent people management skills.</p> <p>Capacity to meet deadlines, satisfy political objectives and organisational priorities</p>	
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ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Schools – Age 0-7 and School Improvement
Accountable to:	Head of Schools and Educational Establishments
Line management:	Officers within the overall responsibility of the Service Manager Schools – Age 0-7 and School Improvement
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including Head Teachers and Partner Providers

2. JOB PURPOSE
<p>As a member of the Schools and Educational Establishments Team, the Service Manager Schools - Age 0-7 and School Improvement will provide leadership, vision, professional advice and effective management to the Council, and the Head of Schools and Educational Establishments on the provision of the full range of high quality services for stakeholders in Early Years and Early Stages school based education. Ensuring effective partnership working with schools, partner providers and the voluntary sector and with local and national bodies with an interest in early years will be vital.</p> <p>The post holder will also provide leadership for the School Improvement programme across all school sectors, overseeing aspects of the work of Quality Improvement Officers and ensuring implementation of the Quality Improvement framework for schools.</p> <p>The post holder will also demonstrate sound governance at a financial and operational level and along with Schools Team colleagues, will be accountable to the Head of Schools and Educational Establishments, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council’s corporate and strategic objectives are met and are reflected in the services under their responsibilities.</p>

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused
3.4	<ul style="list-style-type: none"> coaching and developing staff

3.5	<ul style="list-style-type: none"> maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> recruiting competent staff
3.15	<ul style="list-style-type: none"> valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Schools – Age 0-7 and School Improvement will be accountable for will include:</p> <ul style="list-style-type: none"> Early Years Framework Early Years team Early Stages in Primary schools; Pre-school Partner providers; A team of Quality Improvement Officers Quality improvement framework for schools; Strategic direction of the Quality Improvement aspect of the Officer team; Links with HMIE and Care Commission
4.1	<ul style="list-style-type: none"> Leading the development and implementation of the Early Years framework
4.2	<ul style="list-style-type: none"> Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement
4.3	<ul style="list-style-type: none"> Responsibility and accountability for the development of working with

	internal and external partners in all aspects of early years learning
4.4	<ul style="list-style-type: none"> • Oversight of the transitions between pre-school and Primary education in conjunctions with the other Service Managers for Schools.
4.5	<ul style="list-style-type: none"> • Leading and managing the early years team
4.5	<ul style="list-style-type: none"> • Leading a team of Quality improvement Officers
4.6	<ul style="list-style-type: none"> • Lead on the implementation of the Quality Improvement Framework for schools
4.7	<ul style="list-style-type: none"> • Provide strategic direction for the Quality Improvement aspects of the Quality Improvement Officer team
4.8	<ul style="list-style-type: none"> • Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.9	<ul style="list-style-type: none"> • Contribute to relevant objectives within Aberdeen City's learning strategy
4.10	<ul style="list-style-type: none"> • Contributing to supporting the development and maintenance of effective relationships with external regulators such as HMIE and the Care Commission, using external challenge to drive service improvement
4.11	<ul style="list-style-type: none"> • Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.12	<ul style="list-style-type: none"> • Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.13	<ul style="list-style-type: none"> • Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver Council priorities in a mixed economy
4.15	<ul style="list-style-type: none"> • Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.16	<ul style="list-style-type: none"> • Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Schools and Educational Establishments and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.17	<ul style="list-style-type: none"> • Preparing, in conjunction with the Schools Management Team, the service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.18	<ul style="list-style-type: none"> • Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.19	<ul style="list-style-type: none"> • Contributing to the modernisation of Education Culture and Sport through

	effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.20	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development

The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	

Being Accountable			√	
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ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Schools Age 0-7 and School Improvement	Grade	National Grade: Quality Improvement Manager in Education	Person Spec. No.
SELECTION CRITERIA		ESSENTIAL			DESIRABLE	
QUALIFICATIONS	<ul style="list-style-type: none"> Educated to degree level or equivalent 					<ul style="list-style-type: none"> Relevant Professional in Education e.g. MEd, GTC registration
CORE COMPETENCIES						
Team Leadership	<p>Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills</p>					
Developing Others	<p>Committed to investing time in coaching and developing people to improve performance and outcomes</p>					
Empowering Others	<p>Able to delegate decision making responsibility and demonstrate trust where appropriate</p>					
Best Value Focus	<p>Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price</p>					
Working with others	<p>Able to work with others collegially and co-operatively (both internally and externally) in</p>					

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>order to achieve better services and customer focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best practice.</p>	<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the wider community</p>
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	<p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory, regulatory, strategic and key operational issues</p>	<p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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	<p>relevant to the specific post</p> <p>Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post</p> <p>Knowledge of all statutory legislation relevant to the specific post</p> <p>Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.</p> <p>Able to work creatively within rules, processes and standards.</p> <p>Inspirational team leader and effective team player.</p> <p>Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.</p> <p>Excellent people management skills.</p> <p>Capacity to meet deadlines, satisfy political objectives and organisational priorities</p>	
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ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Schools – Age 5-14 and Additional Support Needs (ASN)
Accountable to:	Head of Schools and Educational Establishments
Line management:	Officers within the overall responsibility of the Service Manager Schools – Age 5-14 and Additional Support Needs
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including Head Teachers and Partner Providers

2. JOB PURPOSE
<p>As a member of the Schools and Educational Establishments Team, the Service Manager Schools – Age 5-14 and Additional Support Needs, will provide leadership, vision, professional advice and effective management to the Council, and the Head of Schools and Educational Establishments on the provision of the full range of high quality services for stakeholders in Primary School education. Ensuring effective partnership working with schools, partner providers and the voluntary sector and with local and national bodies with an interest in primary education will be vital.</p> <p>The post holder will also provide leadership for Additional Support Needs across all school sectors, overseeing all aspects of the work of ASN services</p> <p>The post holder will also demonstrate sound governance at a financial and operational level and along with Schools Team colleagues, will be accountable to the Head of Schools and Educational Establishments, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council's corporate and strategic objectives are met and are reflected in the services under their responsibilities.</p>

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff
3.3	<ul style="list-style-type: none"> being action-oriented and people-focused

3.4	<ul style="list-style-type: none"> coaching and developing staff
3.5	<ul style="list-style-type: none"> maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> recruiting competent staff
3.15	<ul style="list-style-type: none"> valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Schools – Age 5-14 and Additional Support Needs will be accountable for will include:</p> <ul style="list-style-type: none"> Primary school education Transition into early stages secondary education A team of Quality Improvement Officers Additional Support Needs policy and strategy Additional Support Needs services Links with HMle and Care Commission
4.1	<ul style="list-style-type: none"> Leading the development of primary school education
4.2	<ul style="list-style-type: none"> Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement
4.3	<ul style="list-style-type: none"> Responsibility and accountability for the development of working with internal and external partners in all aspects of primary school learning

4.4	<ul style="list-style-type: none"> • Oversight of the transitions between Primary and Secondary education in conjunctions with the other Service Managers for Schools.
	<ul style="list-style-type: none"> • Leading a team of Quality improvement Officers
4.5	<ul style="list-style-type: none"> • Leading the city-wide Additional Support Needs services
4.6	<ul style="list-style-type: none"> • Provide strategic direction for ASN
4.7	<ul style="list-style-type: none"> • Lead on the implementation of the ASN policy and procedures for children and young people
4.8	<ul style="list-style-type: none"> • Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.9	<ul style="list-style-type: none"> • Contribute to relevant objectives within Aberdeen City's learning strategy
4.10	<ul style="list-style-type: none"> • Contributing to supporting the development and maintenance of effective relationships with external regulators such as HMIE and the Care Commission, using external challenge to drive service improvement
4.11	<ul style="list-style-type: none"> • Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.12	<ul style="list-style-type: none"> • Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.13	<ul style="list-style-type: none"> • Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver Council priorities in a mixed economy
4.15	<ul style="list-style-type: none"> • Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.16	<ul style="list-style-type: none"> • Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Schools and Educational Establishments and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.17	<ul style="list-style-type: none"> • Preparing, in conjunction with the Schools Management Team, the service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.18	<ul style="list-style-type: none"> • Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.19	<ul style="list-style-type: none"> • Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery

4.20	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development
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The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	
Being Accountable			√	

ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Schools Age 5-14 and Additional Support Needs	Grade	National Grade: Quality Improvement Manager in Education	Person Spec. No.	
SELECTION CRITERIA							
QUALIFICATIONS			<p style="text-align: center;">ESSENTIAL</p> <ul style="list-style-type: none"> • Educated to degree level or equivalent 				DESIRABLE
<ul style="list-style-type: none"> • Relevant Professional in Education • Relevant Management / Leadership qualification e.g. MEd, GTC registration 							
CORE COMPETENCIES							
Team Leadership	<p>Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills</p>						
Developing Others	<p>Committed to investing time in coaching and developing people to improve performance and outcomes</p>						
Empowering Others	<p>Able to delegate decision making responsibility and demonstrate trust where appropriate</p>						
Best Value Focus	<p>Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price</p>						
Working with others	<p>Able to work with others collegiately and co-</p>						

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>operatively (both internally and externally) in order to achieve better services and customer focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best</p>		<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the</p>
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	<p>practice.</p> <p>Demonstrate experience of reporting within a publicly accountable environment.</p> <p>Proven record at management level of delivering required results within a customer focused organisation.</p> <p>Established and maintained successful, complex internal and external relationships across a variety of forums.</p> <p>Effectively designed and developed organisational policy and short and long-term strategies in order to improve service delivery and achieve organisational aims.</p> <p>Effectively interpreting and implementing organisational policy in order to design and improve service delivery.</p> <p>Proven record of maximising resources and enhancing the quality ethos to ensure efficiency and best value.</p> <p>Demonstrate an evidence based and innovative approach to policy and service development and improvement.</p> <p>Effectively managed resources including human, property, financial and ICT in order to achieve excellence in service delivery and organisational capability.</p> <p>Demonstrable knowledge of the statutory,</p>	<p>wider community</p> <p>Experience of promoting a positive and enabling culture</p> <p>Track record of managing risk whilst effectively managing services</p> <p>Experience of incorporating the public, private and voluntary sectors in service delivery</p> <p>Understanding the statutory basis for local government services and the major issues facing local government.</p> <p>Experience of managing multiple projects and budgets within an organisation and with partners</p> <p>Experience of achieving efficiencies to reduce unit cost and improve value and customer service</p> <p>Knowledge of shaping and developing services via commissioning and partnership working</p> <p>Comprehensive understanding of fairness and inclusion issues and how they affect different sections of the community/service delivery needs</p> <p>Understanding of urban and community issues, including sustainability</p> <p>Dedicated to promoting a positive image of the organisation to communities and partners.</p>
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regulatory, strategic and key operational issues relevant to the specific post

Substantial knowledge of area(s) for which the post holder is responsible, including best practice and developments in areas relating to the functions of the specific post

Knowledge of all statutory legislation relevant to the specific post

Ability to use all methods of communication to engage, influence and gain support in order to achieve organisational aims.

Able to work creatively within rules, processes and standards.

Inspirational team leader and effective team player.

Ability to treat people with respect; focus on equality, social inclusion and promote diversity throughout the organisation.

Excellent people management skills.

Capacity to meet deadlines, satisfy political objectives and organisational priorities

ABERDEEN CITY COUNCIL

JOB DESCRIPTION

Job Title:	Service Manager Schools – Age 12-19 and Curriculum Development
Accountable to:	Head of Schools and Educational Establishments
Line management:	Officers within the overall responsibility of the Service Manager Schools – Age 12-19 and Curriculum Development
Key Relationships:	Senior Management Team and Service Managers Conveners and Vice-Conveners of relevant service Committees Elected Members Service users and partners including Head Teachers and Partner Providers

2. JOB PURPOSE
<p>As a member of the Schools and Educational Establishments Team, the Service Manager Schools – Age 12-19 and Curriculum Development, will provide leadership, vision, professional advice and effective management to the Council, and the Head of Schools and Educational Establishments on the provision of the full range of high quality services for stakeholders in Secondary School education. Ensuring effective partnership working with schools, partner providers and the voluntary sector and with local and national bodies with an interest in secondary education will be vital. The post holder will also provide leadership for Curriculum Development and in particular the implementation of Curriculum for Excellence across all school sectors and within the wider learning community.</p> <p>The post holder will also demonstrate sound governance at a financial and operational level and along with Schools Team colleagues, will be accountable to the Head of Schools and Educational Establishments, the Director for Education, Culture and Sport, the Chief Executive and Elected Members for ensuring that the Council’s corporate and strategic objectives are met and are reflected in the services under their responsibilities.</p>

3. CORE RESPONSIBILITIES	
3.1	<ul style="list-style-type: none"> providing effective management and leadership
3.2	<ul style="list-style-type: none"> maximising levels of performance, motivation and morale of staff

3.3	<ul style="list-style-type: none"> • being action-oriented and people-focused
3.4	<ul style="list-style-type: none"> • coaching and developing staff
3.5	<ul style="list-style-type: none"> • maintaining and promoting the core values and corporate goals of the Council and ensuring they are communicated effectively to staff
3.6	<ul style="list-style-type: none"> • actively supporting and implementing corporate objectives, and being accountable for the delivery of those objectives
3.7	<ul style="list-style-type: none"> • ensuring that staff are kept well informed about corporate objectives and priorities and matters that impact on their employment and the service they provide
3.8	<ul style="list-style-type: none"> • using resources appropriately to achieve best value results for the organisation and the wider community, keeping a considered and appropriate balance between cost, quality and price
3.9	<ul style="list-style-type: none"> • continually reviewing service performance and striving to improve the quality and efficiency of the service within their functional area
3.10	<ul style="list-style-type: none"> • working with others co-operatively (including external organisations where appropriate) to meet corporate objectives
3.11	<ul style="list-style-type: none"> • actively promoting and delivering equality of opportunity to staff and service users
3.12	<ul style="list-style-type: none"> • actively contributing to a flexible, agile and learning organisation
3.13	<ul style="list-style-type: none"> • proactively managing the health and safety of staff within the post's functional area and ensuring that all key elements of effective health and safety management are in place (e.g. risk assessments)
3.14	<ul style="list-style-type: none"> • recruiting competent staff
3.15	<ul style="list-style-type: none"> • valuing others by delegating responsibility and demonstrating trust within agreed boundaries
3.16	<ul style="list-style-type: none"> • actively supporting the creation of a culture where innovation and managed risk taking are encouraged

4. ROLE SPECIFIC RESPONSIBILITIES	
	<p>The specific roles that the Service Manager Schools – Age 12-19 and Curriculum Development will be accountable for will include:</p> <ul style="list-style-type: none"> • Secondary school education • Supporting transitions into life-long learning opportunities • A team of Quality Improvement Officers • Curriculum for Excellence implementation strategy • Curriculum development officers • Links with HMle and Care Commission
4.1	<ul style="list-style-type: none"> • Leading the development of secondary school education
4.2	<ul style="list-style-type: none"> • Responsibility and accountability for the planning and delivery of the Council's services within the post's remit including service improvement
4.3	<ul style="list-style-type: none"> • Responsibility and accountability for the development of working with

	internal and external partners in all aspects of secondary school learning
4.4	<ul style="list-style-type: none"> Supporting the effective transitions between Secondary education and life-long learning opportunities in conjunctions with the other Service Managers.
	<ul style="list-style-type: none"> Leading a team of Quality improvement Officers
4.5	<ul style="list-style-type: none"> Leading the city-wide Curriculum development services
4.6	<ul style="list-style-type: none"> Provide strategic direction for Curriculum for Excellence
4.7	<ul style="list-style-type: none"> Lead on the implementation of the Curriculum for Excellence in all schools and within the wider learning communities.
4.8	<ul style="list-style-type: none"> Plan and deliver services according to organisational and service priorities and goals, single outcome agreements and performance and budgetary targets
4.9	<ul style="list-style-type: none"> Contribute to relevant objectives within Aberdeen City's learning strategy
4.10	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective relationships with external regulators such as HMle and the Care Commission, using external challenge to drive service improvement
4.11	<ul style="list-style-type: none"> Promoting, managing and being accountable for the performance of all functions within the post's remit, ensuring that these services achieve the highest possible standards, represent best value and are responsive to the needs of customers, service users and the community
4.12	<ul style="list-style-type: none"> Ensuring that effective and robust systems are in place to develop, manage and monitor performance of the service within the post's remit and their specific functions. This includes ensuring that the highest standards of corporate governance are in place.
4.13	<ul style="list-style-type: none"> Contributing to supporting the development and maintenance of effective partnerships with neighbouring authorities and stakeholders in the public, private and voluntary sectors, exploring and enhancing opportunities for service integration and/or shared services for improvement, to deliver Council priorities in a mixed economy
4.15	<ul style="list-style-type: none"> Through visible leadership, based on the Council's Vision and Values Statement, facilitating integrated working to achieve service excellence
4.16	<ul style="list-style-type: none"> Providing sound advice, guidance and support to the Director of Education, Culture and Sport, Head of Schools and Educational Establishments and Elected Members and presenting clear reports, strategies and policies to the relevant committees
4.17	<ul style="list-style-type: none"> Preparing, in conjunction with the Schools Management Team, the service's capital and revenue budgets and thereafter prudently and effectively managing the Council's resources within that approved budget whilst ensuring that expenditure is within the Council's policies and financial regulations
4.18	<ul style="list-style-type: none"> Contributing to supporting the development and fostering of a positive culture, excellent working relationships and effective ways of working with employees, Trades Unions and Elected Members
4.19	<ul style="list-style-type: none"> Contributing to the modernisation of Education Culture and Sport through effective workforce planning. Contribute to ensuring that the service has a

	comprehensive organisational, employee development, recruitment and retention strategy in place that supports high quality service delivery
4.20	<ul style="list-style-type: none"> Motivating and empowering staff through clear direction, appraisal and effective communication to develop their full potential. Increase organisational capacity through workforce learning and development

The above is intended to provide a description of the **KEY TASKS** and **ACTIVITIES** of the job. Duties and responsibilities attached to jobs may change from time to time without changing the general character of the duties or the level of responsibility entailed.

5. EXPECTED BEHAVIOURS				
Management Core Competencies	Level 1	Level 2	Level 3	
Team Leadership		√		
Developing Others		√		
Empowering Others		√		
Best Value Focus		√		
Core Competencies	Level 1	Level 2	Level 3	Level 4
Working with Others			√	
Acting with Integrity				√
Customer Focus			√	
Achieving Results			√	
Continuous Improvement			√	

Being Accountable			√	
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ABERDEEN CITY COUNCIL

PERSON SPECIFICATION

Service Group	Education, Culture and Sport	Job Title	Service Manager Schools Age 12-19 and Curriculum Development	Grade	National Grade: Quality Improvement Manager in Education	Person Spec. No.
SELECTION CRITERIA						
QUALIFICATIONS			<p style="text-align: center;">ESSENTIAL</p> <ul style="list-style-type: none"> Educated to degree level or equivalent 			
CORE COMPETENCIES			<p style="text-align: center;">DESIRABLE</p> <ul style="list-style-type: none"> Relevant Professional Qualification in Education e.g. MEd, GTC registration 			
Team Leadership	<p>Able to provide effective leadership and committed to effective employee communication and engagement sound leadership skills</p>					
Developing Others	<p>Committed to investing time in coaching and developing people to improve performance and outcomes</p>					
Empowering Others	<p>Able to delegate decision making responsibility and demonstrate trust where appropriate</p>					
Best Value Focus	<p>Able to make the best use of resources, including employees, ICT and financial resources, whilst striking a balance between cost, quality and price</p>					
Working with others	<p>Able to work with others collegiately and co-</p>					

<p>Acting with integrity</p> <p>Customer Focus</p> <p>Achieving Results</p> <p>Continuous Improvement</p> <p>Being Accountable</p> <p>Providing and safe and healthy working environment</p> <p>JOB SPECIFIC COMPETENCIES (gained through knowledge and experience)</p>	<p>operatively (both internally and externally) in order to achieve better services and customer focused outcomes</p> <p>Able to behave in a transparent, consistent and reliable manner whilst ensuring that everyone is treated fairly and with respect</p> <p>Able to take a balanced view of customer needs and place this at the centre of all decision making</p> <p>Able to ensure that organisational and performance objectives and standards are achieved</p> <p>Able to demonstrate aspiration service improvement and a pro-active drive and desire to improve performance, deliver better services and increase public value</p> <p>Accepts responsibility for own actions and able to deal with performance issues quickly and decisively</p> <p>Ability to plan and monitor health and safety performance and motivate employees to work in a safe and healthy manner</p> <p>Demonstrate integrated and cross-cutting approaches to policy and service development, implementation and improvement</p> <p>Experience relating to work portfolio and knowledge of relevant legislation and best</p>		<p>Experience of working at a management level within a large complex organisation.</p> <p>Ability to develop effective and productive links with Elected Members/ politicians and working successfully in a political environment and the</p>
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Excellent people management skills.

Capacity to meet deadlines, satisfy political objectives and organisational priorities

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	15 April 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Directorate Service Improvement Plan 2010-13
REPORT NUMBER:	ECS/10/024

1. PURPOSE OF REPORT

This report seeks Committee approval of the Education, Culture and Sport Service Improvement Plan 2010-13.

2. RECOMMENDATION(S)

It is recommended that the Committee:

1. Approve the Service Improvement Plan for 2010-13.
2. Instruct that quarterly progress reports be presented to Committee as part of the Education, Culture and Sport performance reporting framework.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising from this report.

4. SERVICE & COMMUNITY IMPACT

There are no direct implications arising from this report. However, the Service Improvement Plan identifies factors which influence service needs, development and delivery. It sets the priorities which the Directorate will undertake in order to achieve the Council's key strategic objectives which are reflective of the National Priorities set by the Scottish Government, the Concordat and the Single Outcome Agreement.

5. OTHER IMPLICATIONS

There are no direct implications arising from this report. However, the Service Improvement Plan identifies the Directorate's legislative responsibilities.

6. REPORT

The Education, Culture and Sport Directorate Service Improvement Plan covers a three year planning cycle from 2010-13 and will be subject to annual review and update.

The Service Improvement Plan identifies factors which influence service needs, development and delivery. It sets the priorities which the Directorate will undertake in order to achieve the Council's key strategic objectives which are reflective of the National Priorities set by the Scottish Government, the Concordat and the Single Outcome Agreement.

Section 5 expands upon the Directorate's priorities and outcomes in an action plan format. Performance and progress towards these will be reported on a quarterly basis to the Education, Culture and Sport Committee as part of the performance reporting framework.

7. REPORT AUTHOR DETAILS

Denise Godsman
Directorate Support Officer
Email: dgodsm@aberdeencity.gov.uk
Tel: 01224 523131

8. BACKGROUND PAPERS

Appendix 1 Education, Culture and Sport Directorate Service Improvement Plan 2010-13



Education, Culture and Sport Directorate

Service Improvement Plan 2010 - 13



ABERDEEN
CITY COUNCIL

A City of Learning

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1 Introduction

1.1 Role of the Service Improvement Plan

The Education, Culture and Sport Directorate Service Improvement Plan covers a three year planning cycle from 2010-2013 and will be subject to annual review and update.

The Service Improvement Plan identifies factors which influence service needs, development and delivery. It outlines the activities and initiatives which the Directorate will undertake in order to achieve the Council's key strategic objectives which are reflective of the National Priorities set by the Scottish Government, the Concordat and the Single Outcome Agreement.

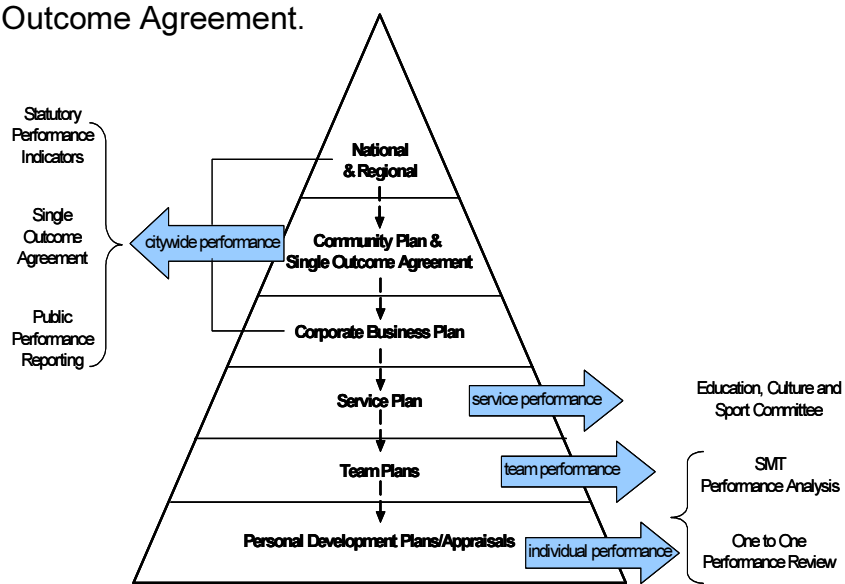


Figure 1: 'Golden Thread' & Performance Management Model

The Action Plan contained within Section 5 expands upon our Directorate priorities and outcomes and is supported by operational plans for the three service sectors of the Directorate:

- Schools and Educational Establishments
- Communities, Culture and Sport
- Educational Development, Policy and Performance.

In addition to regular reporting across all areas of the Directorate, performance and progress against our priorities and outcomes will be made on a regular basis to the Education, Culture and Sport Committee.

The final year end report to committee will form the basis of our annual Standards and Quality Report for the Education, Culture and Sport Directorate which is a key public performance document demonstrating how well our services are performing.

We are committed to improving services, enhancing the quality of life and making best of resources and are driven by an agenda of continuous improvement, seeking to modernise the way we work. Self evaluation is the key to achieving this and over the lifespan of this plan there will be a focus on increasing our capacity to self evaluate building upon good practice already in place.

1.2 Service Overview

Aberdeen City Council is one of the largest local authorities in Scotland serving the third largest city in the country with a population of around 210,000. It provides employment to over 10,000 people across the region. The Education, Culture and Sport Directorate employs over 4,000 staff working across the city supporting the following three service sectors:

- Schools and Educational Establishments
- Communities, Culture and Sport
- Educational Development, Policy and Performance

The focus of the Education, Culture and Sport Directorate is to contribute to building a 'City of Learning' which empowers individuals to fulfil their potential and to contribute to the economic, social and cultural wellbeing of our communities.

Our key priorities are met through the provision of a range of services and activities:

- Delivery of pre-school and school education
- Provision of museum and gallery service
- Provision of public library service
- Promotion of lifelong learning amongst young people and adults
- Delivery of sport and leisure opportunities through direct service provision and via partnership working including Sport Aberdeen

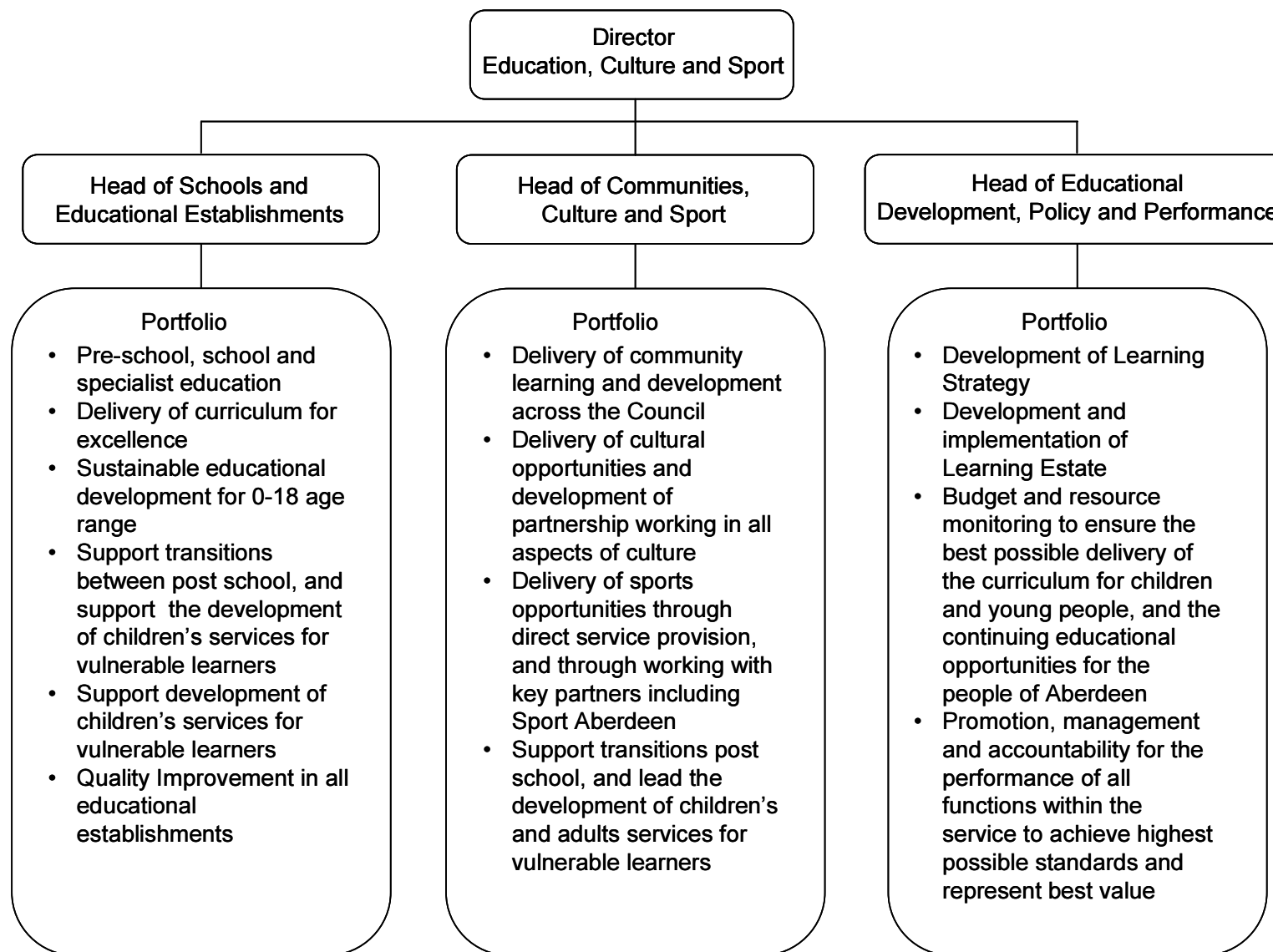


Figure 2: Education, Culture and Sport Senior Management Structure

2 Vision and Strategic Priorities

Vision

'Aberdeen – A City of Learning'

A sound education opens doors, not just to positive employment opportunities, but also to the enjoyment of art and culture and the stretching of imagination and horizons. It also provides information to enable children, young people and adults to make informed lifestyle choices about, for example, their health and about their journey through life and work. As a Directorate we deliver a wide range of services so that people can take part in learning, sport and cultural activities including early years services, schools, libraries, museums, community and leisure centres.

High quality services delivered via schools, libraries and community learning will enable individuals, groups and communities to obtain the education and skills they need to fulfil their potential and to contribute to the prosperity of the city. Schools and other environments where learning takes place will become the learning hubs of each community. Working in partnership with parents and the wider community is essential to delivering our vision of Aberdeen as a City of Learning.

Strategic Priorities

Our priorities for the Directorate encompass the activities and initiatives which we will undertake in order to achieve the Council's key strategic objectives which are reflective of the National Priorities set by the Scottish Government, the Concordat and the Single Outcome Agreement. Underpinning all of these priority themes are the objectives to improve attainment and achievement for all our learners and to close the gaps in learning, health, participation and employment outcomes that exist within the City.

1. Curriculum for Excellence
2. Fit for Purpose Schools/Learning Centres
3. Learning in the wider community
4. Technology
5. Health and wellbeing
6. Engagement in arts, culture and heritage
7. Helping those with different needs
8. Better Performing/Value for Money
9. Skilled and Trained Staff
10. Working together

3 Key Drivers for Change

3.1 Demographic and Social Changes

Aberdeen is an urban conurbation and in many ways is a 'typical' modern city. Aberdeen is also a city of contrasts – in addition to having areas of considerable wealth, Aberdeen is rated the 14th most deprived local authority in Scotland, based on the results of the 2009 Scottish Index of Multiple Deprivation. Within this overall figure there are areas of significant deprivation and consequent health, social, educational and economic inequalities across the city.

- 27 Aberdeen data zones are among the most deprived 15% of all Scottish data zones. The total population within these zones is of 18,648, almost 9% of Aberdeen's total population
- In the crime domain, Aberdeen has 56 data zones that are among the most deprived 15% of all Scottish data zones
- The most deprived data zones are mainly located in the priority neighbourhoods identified in the Community Regeneration Strategy i.e. Tillydrone, Middlefield, Northfield, Torry, Woodside, Seaton and Cummings Park

The population estimate for the city is 210,400. Although population increases have been recorded over the last 2-3 years, attributed to migration as opposed to data relating to births and deaths, the current population is well below the peak of almost 220,000 during the mid 1990s. The Black and Minority Ethnic (BME) population of Aberdeen represented 3% of the population at the time of the 2001 Census in comparison with the Scottish average of 2%.

- At the time of the 2001 Census, over 42,000 working age people in Aberdeen had no qualifications, i.e. over a quarter of all working age people. The proportion of working age adults with no recognised qualifications was highest in the most deprived parts of the city, e.g. in Cummings Park and Middlefield almost half of adults had no qualifications.
- The pupil population (aged 3-18) of the Aberdeen City Council schools is 26,578 (Census, 2009) but this is predicted to fall slightly in the period to 2012. The 2009 Pupil Census reported approximately 9% of pupils with English as an additional language. There is a low reported incidence of race-related incidents in Aberdeen schools - most schools have few Black and Minority Ethnic pupils – a marginal number have more than 20 on their roll.

- In 2009, 16.9% of pupils in primary schools in Aberdeen were entitled to free school meals. This was slightly lower than the overall Scottish entitlement rate of 17.4%. However, only 13.7% of Aberdeen primary pupils were registered for free meals, compared with 16.7% across Scotland. In secondary schools, 10.9% of Aberdeen pupils were entitled to free meals compared to a Scottish average of 12.9%; but only 7.6% were registered, compared with the Scottish average of 12.3%.
- The destinations of school leavers in Aberdeen in 2008/09 were broadly similar to the overall Scottish situation. 37% of leavers in Aberdeen went into Higher Education and 24% went into Further Education, compared with Scottish figures of 35% and 27% respectively. The proportion of leavers going into Employment was 19%, compared with 18% in Scotland. Around one in eight Aberdeen school leavers were classed as 'Unemployed and seeking employment or training'. (Note: there was quite a shift in these figures between 2007/08 and 2008/09, especially the % going into employment, down from 29% to 19%).
- In March 2008, there were 650 looked after children - 1.6% of the city's total 0-18 population. Most of these children are looked after in the community, including 204 who are at home with their parents. Around one in seven looked after children are in residential accommodation, mostly in a residential school or a local authority home.

3.2 Legislation, National and Local Priorities and Strategies

The Directorate delivers a wide range of educational, cultural and sport and leisure services in response to legislative requirements and national and local strategies. This plan does not replicate the detail of activity contained within these frameworks however, outlines the key influences which will impact upon service needs, development and delivery over the next three years.

Scottish Government has a wide range of policies which supports the development and well-being of Scotland's children and young people, lifelong learners, sport and culture.

Scottish Ministers have high expectations and aspirations for all Scotland's children and young people. These expectations and aspirations apply across agency, service and professional boundaries. Ministers believe that children and young people should be safe, nurtured, healthy, achieving, active, respected, responsible and included.

Legislation

- Local Government (Scotland) Act 1973
- Race Relations Act 1976
- Education (Scotland) Act 1980
- Children (Scotland) Act 1995
- Disability Discrimination Act 1995
- Education and Training (Scotland) Act 2000
- Standards in Scotland's Schools etc Act 2000
- Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- Education (School Meals) (Scotland) Act 2003
- Local Government in Scotland Act 2003
- Protection of Children (Scotland) Act 2003
- Civil Contingencies Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2004
- School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004
- Gaelic Language (Scotland) Act 2005
- Equality Act 2006
- Joint Inspection of Children's Services and Inspection of Social Work Services (Scotland) Act 2006
- Scottish Schools (Parental Involvement) Act 2006
- Schools (Health Promotion and Nutrition) Scotland Act 2007
- Schools (Consultation) (Scotland) Act 2010

National Priorities and Strategies

- Public Services Reform (Scotland) Bill
- Scottish Government National Objectives – Wealthier and Fairer; Smarter; Healthier; Safer and Stronger; Greener
- Concordat
 - Improve the fabric of schools and nurseries
 - Develop and deliver Curriculum for Excellence
 - Reduce class sizes in P1-3
 - Increase pre-school provision
 - Expand pre-school entitlement
 - Provide nutritious free school meals to all P1-3 pupils
 - Extend entitlement to free school meals to all primary and secondary pupils of families in receipt of maximum child tax credit and maximum working tax credit
 - Extend opportunities for vocational education and skills development through partnership working
- Curriculum for Excellence
- Getting It Right For Every Child
- Looked After Children & Young People: We can and must do better
- Building Better Schools – Investing in Scotland’s Future (2009)
- The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008
- More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland (2006)
- 16+ Learning Choices
- Skills for Scotland: A Lifelong Skills Strategy (2007)
- Working and learning together to build stronger communities Scottish Executive Guidance for Community Learning and Development (2004)
- Reaching Higher – building on the success of Sport 21 (2007)
- Culture Delivers (2008)
- Adult ESOL (English For Speakers of Other Languages) Strategy for Scotland (2007)
- Better Behaviour/Better Learning

Local Priorities and Strategies

- Single Outcome Agreement
- Vibrant, Dynamic and Forward Looking
- Corporate Business Plan 2010-2013
- Aberdeen Learning Strategy 2009: ‘What do we want for our children/learners?’
- Learning Estate Strategy
- Vibrant Aberdeen – A Draft Cultural Strategy for Aberdeen 2010 – 2015
- Fit for the Future: A Sport and Physical Activity Strategy for Aberdeen City

3.3 Inclusion and Equality

Our commitment to inclusion and equalities is embedded in our action plan under Priority 7 – Helping those with different needs. We will continue to review our policies and procedures to ensure compliance with existing and new legislation as outlined in 3.2 ensuring that the needs of all our citizens are met appropriately. Specifically, we will:

- Continue to support learning opportunities for those whom English is not their first language and respond to local trends in migrant workers and their families
- Continue to improve disabled access in all our establishments and public buildings
- Continue to engage with and support the city's looked after children, young people and care leavers as part of our corporate parenting role

3.4 Partnership Working

We are currently involved in a number of partnership arrangements with private and public sector providers as well as the voluntary sector. We will continue to consult with partners and service users to work with them to develop how we deliver our services in the future. Specifically, we will:

- Continue to work towards the creation of, and support of, the Aberdeen Sports Trust – 'Sport Aberdeen' – to deliver efficient and effective provision of sport of leisure activities throughout the City
- Investigate development opportunities with other learning providers to enhance learning opportunities within schools and learning establishments
- Continue to promote the participation of the private, public and voluntary sectors in our planning and development particularly in relation to children's services; community learning and development; and within arts and cultural activities.

3.5 Financial Analysis

Revenue Expenditure

The following chart and table provides an overview of the Directorate's Revenue Budgets.

Expenditure Type	2010/11 Budget	
	£'000	%
Staff Costs	131,537	66%
Property Costs	30,625	15%
Administration Costs	1,369	1%
Transport Costs	3,310	2%
Supplies & Services	9,108	5%
Commissioning Services	5,815	3%
Transfer payments	3,439	2%
Capital Financing Costs	12,771	6%
Gross Expenditure	197,974	
Income	14,976	
Net Expenditure	182,998	

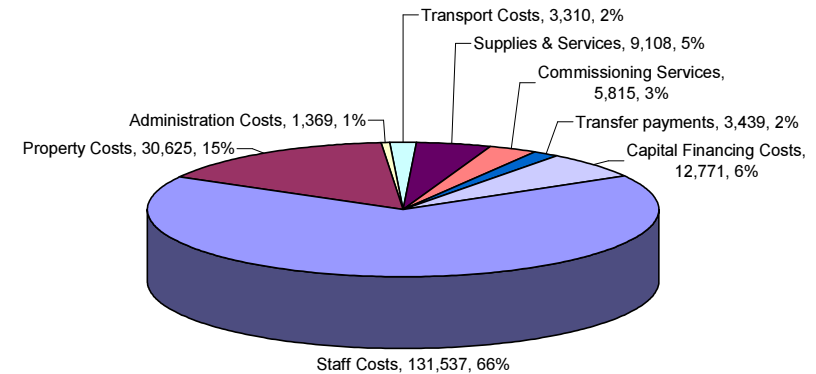


Figure 3: Gross Revenue Expenditure 2010/11 (£'000)

66% of the Revenue Budget for the Education, Culture and Sport Directorate relates to staffing costs which are reflective of the size and nature of the Directorate's activity. Property costs amount to 15% of the budget reflecting the scope of the Directorate's estate. Over 7% of gross expenditure is recouped as income.

Capital Expenditure

The following table sets out the planned capital investment

	Estimated 2010/11 Budget £'000	Estimated 2011/12 Budget £m	Estimated 2012/13 Budget £m
Schools Estate	2,569	9,216	12,258
Schools ICT	2,085	1,150	1,150
Schools - Other Equipment	1,004	30	30
Sports	7,314	12,500	6,400
Culture & Heritage	526	1,300	1,030
Other	26	0	0
Total	13,524	24,196	20,868

Service Efficiencies

The following efficiency measures have been agreed for the 2010/11 Education, Culture and Sport Budget

Lead	Title of Service Change	2010/11 £'000
Communities, Culture and Sport	Catering (Non School)	24
Communities, Culture and Sport	Reduction in central support/management posts	145
Communities, Culture and Sport	Reduction in CLD Team Leader/Development posts	68
Communities, Culture and Sport	Reduction in CLD Senior Community Worker Posts	37
Communities, Culture and Sport	Reduction in Community Training Unit Budget	30
Communities, Culture and Sport	Reduction in CLD Training and Development Funding	80
Communities, Culture and Sport	Arts Development Team	23
Communities, Culture and Sport	Sports & Culture Grants	191
Communities, Culture and Sport	5% Reduction in funding for Sport Aberdeen	500
Communities, Culture and Sport	Museum and Gallery Staffing Reductions	62

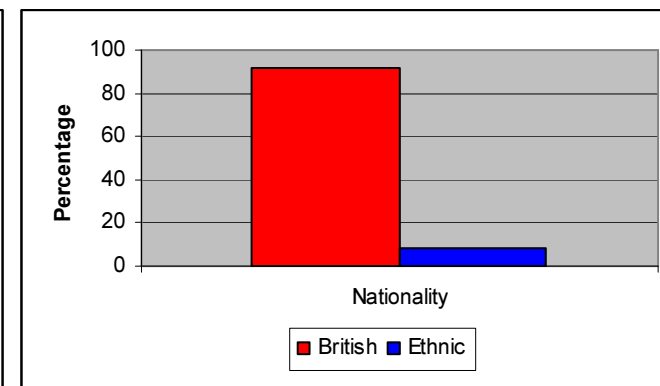
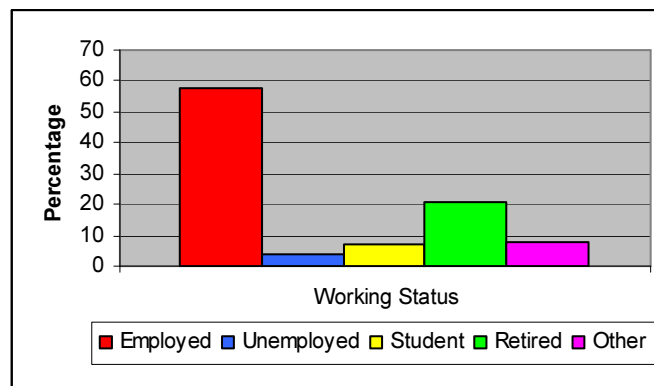
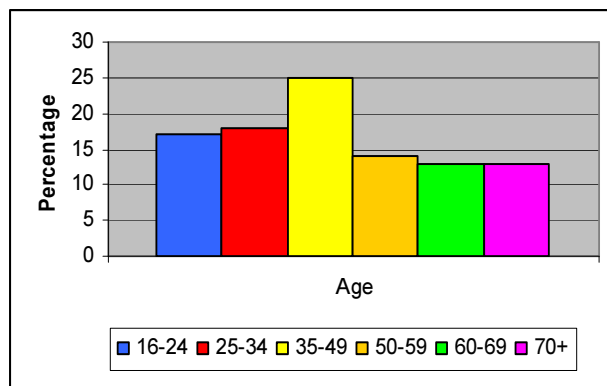
Lead	Title of Service Change	2010/11 £'000
Communities, Culture and Sport	5% Reduction in grants to Community Projects	33
Communities, Culture and Sport	Reduction in budgets for leased community centres	29
Communities, Culture and Sport	8.75% reduction in Neighbourhood Planning budget	40
Communities, Culture and Sport	Library Service - Reduction in library posts	122
Communities, Culture and Sport	Library Service Charges	20
Communities, Culture and Sport	Citymoves	14
Communities, Culture and Sport	Arts Education	11
Communities, Culture and Sport	Tribal Electronic Strategic Planning	17
Communities, Culture and Sport	Admin Support Integrated Children's Service	15
Communities, Culture and Sport	Integrated Children's Service Development Budget	17
Communities, Culture and Sport	5% Reduction in gross budget for Adventure Aberdeen	20
Communities, Culture and Sport	Reduction in Clerical Post	24
Communities, Culture and Sport	Station House Media Unit	50
Communities, Culture and Sport	Linksfeld Swimming Pool	125
Schools and Educational Services	Schools - Teaching	2,225
Schools and Educational Services	Secondary Schools Technical Support	197
Schools and Educational Services	Secondary Schools Admin/Clerical	218
Schools and Educational Services	Non-statutory	535
Schools and Educational Services	ICT- Glow/European/Resources	20
Schools and Educational Services	Facilities - Education	750
Schools and Educational Services	School Transport	125
Schools and Educational Services	Continuing Professional Development Learning	75
Schools and Educational Services	Staffing adjustments due to school roll reductions	211
Educational Development, Policy and Performance	Additional Support Needs	1,552
Educational Development, Policy and Performance	Early Years, Early Intervention	145
Operational Support	Directorate and Support Costs	164
Operational Support	Operational Support	647
Total		8,560

4 Service and Performance Improvement

4.1 What do users think of our services?

Aberdeen City Council is committed to making a real difference to the communities within which people live. In the summer of 2009, a survey was undertaken amongst a cross section of city residents to gauge satisfaction on a variety of quality of life issues and the services provided by the Council. 1,300 face to face interviews were undertaken with residents aged between 16 to 70+ years.

Demographic variables of residents surveyed



Demographic Analysis

Children aged 0 – 15 have not been included in the survey however, form a large part of our service users - 34% of households within the city have children of pre-school/school age. We will seek to engage young people who should be involved in decisions which affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities .

Two thirds of those interviewed had been residents of the city for 20+ years, 4% had been residents for less than one year and 13% between 1-5 years. 8% of residents were of ethnic origin.

What makes Aberdeen a Good Place to Live

Respondents were asked to indicate the importance of a number of services which they felt would make the city a good place to live as well how satisfied they were with the services presently provided.

Services which make the city a good place to live	Very/Fairly Important	Very/Fairly Satisfied	Very/Fairly Dissatisfied
• Cultural activities e.g. museums and galleries	91%	85%	12%
• Sports and leisure facilities	86%	68%	22%
• Community activities	85%	54%	31%
• Ease of access to facilities for people with disabilities	80%	55%	18%
• Good schools	74%	58%	8%
• Activities/facilities for teenagers	70%	24%	40%
• Activities/facilities for young children	68%	34%	31%
• Childcare provision	64%	31%	20%

The gap between importance and satisfaction/dissatisfaction evidences areas for improvement which residents feel would make Aberdeen a better place to live. Hot spots include activities for teenagers and young children as well as childcare provision.

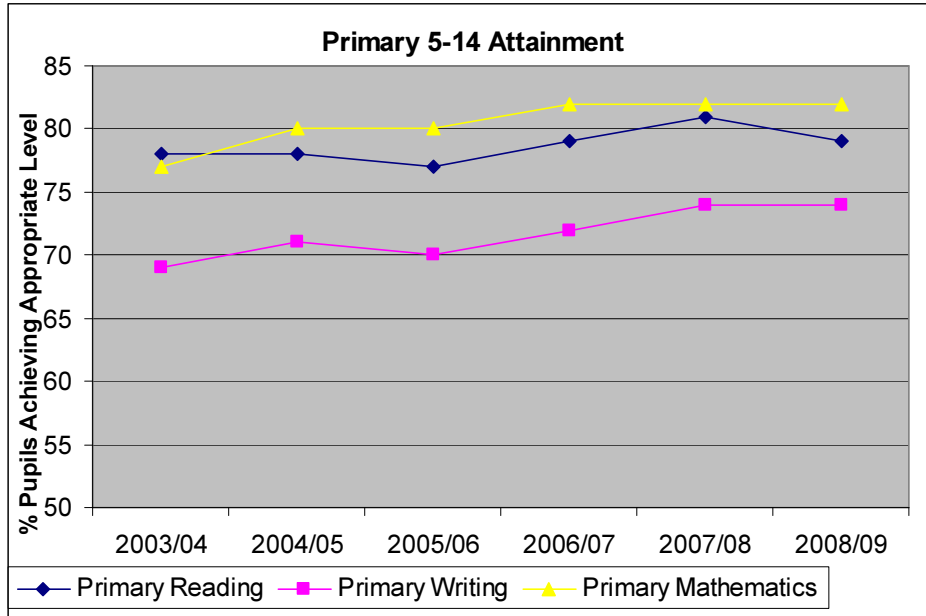
User Satisfaction

Satisfaction with services used in past year	Usage	Very/Fairly Satisfied	Very/Fairly Dissatisfied
• Museums and Galleries	54%	93%	7%
• Libraries	51%	92%	8%
• Sports/Community Centres	45%	84%	16%
• Schools	26%	88%	11%
• Adult Learning Facilities	16%	86%	14%

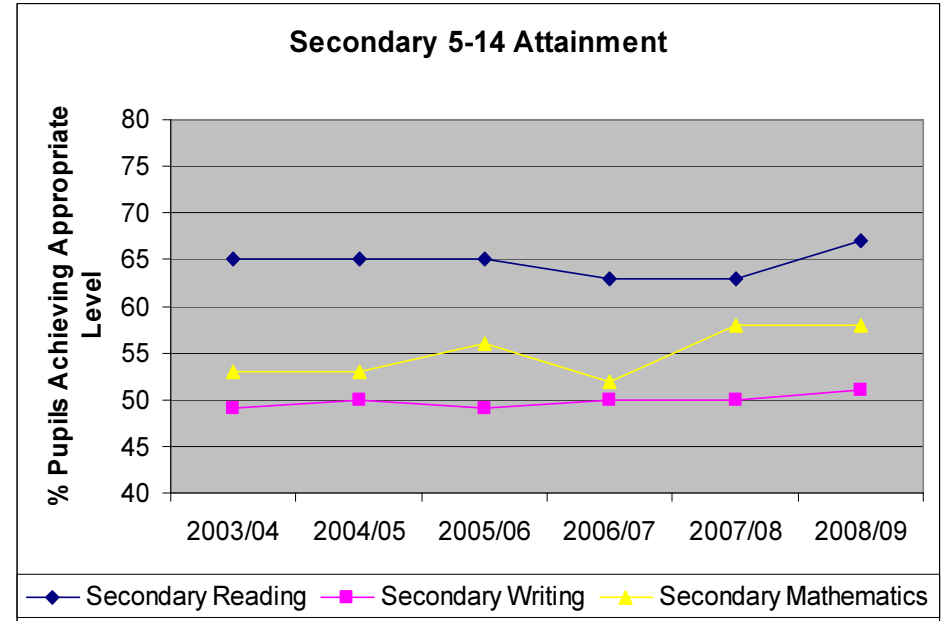
Users of these key services expressed fairly high levels of satisfaction across the board with significant peaks within the sectors of culture and libraries.

4.2 How well do we perform?

- Improve attainment across city schools

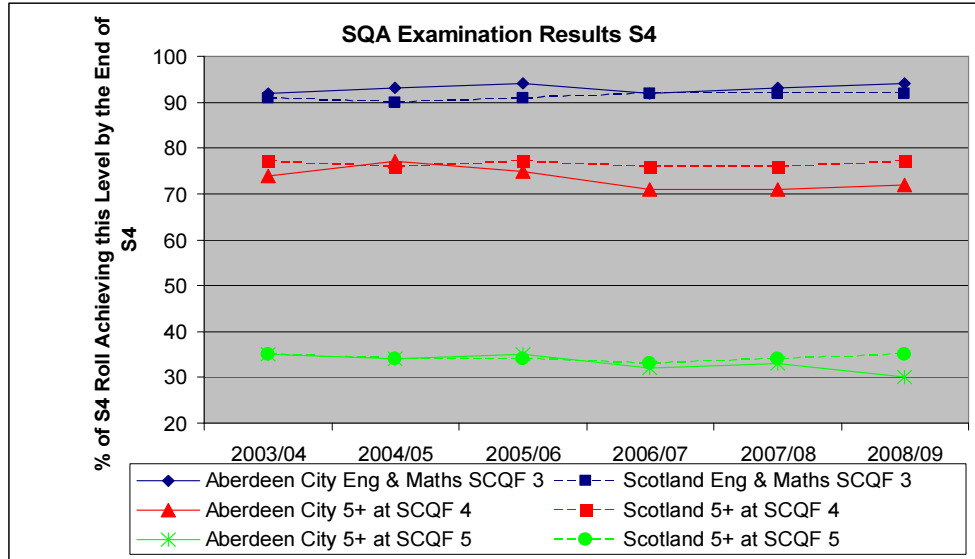


- Primary 5-14 attainment remained fairly stable in 2008/09 compared to the previous year. There was little change in writing and mathematics while primary reading declined slightly from the previous year's level.

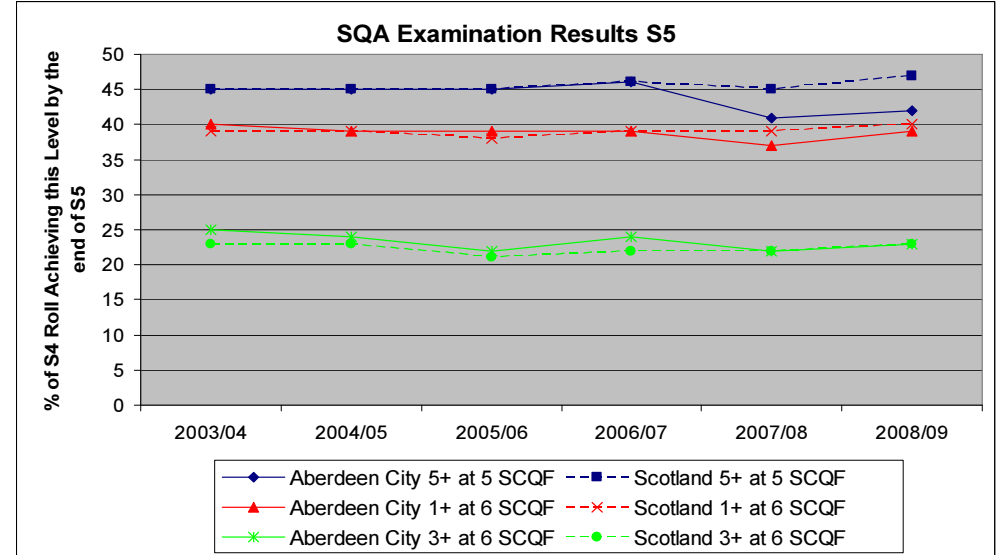


- Secondary 5-14 attainment increased in 2008/09 compared to the previous year. Reading levels increased by four percentage points, writing by one point, and mathematics remained stable from the previous year's level.

- Improve attainment across city schools (cont)

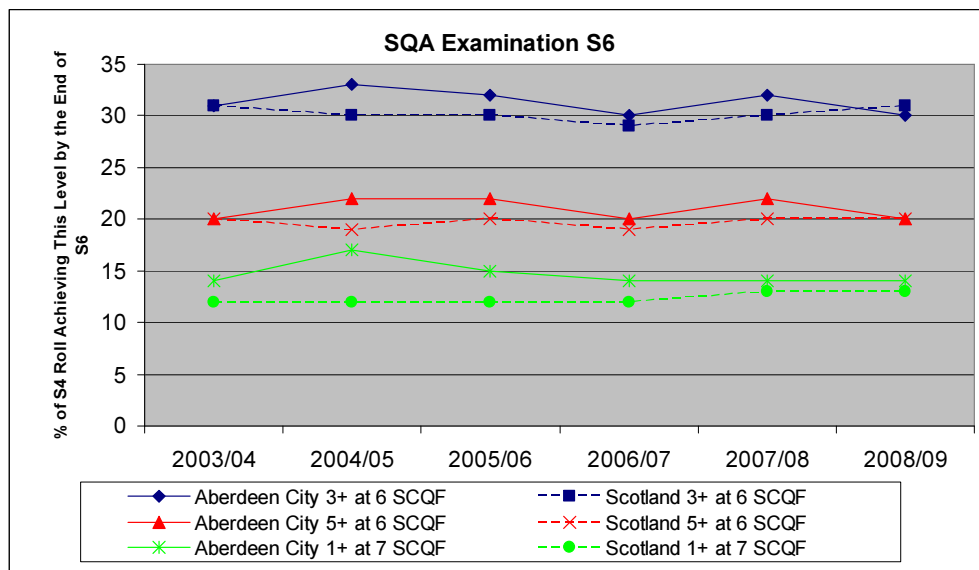


- The percentage of S4 pupils achieving English and Mathematics at level 3 (Standard Grade foundation level) or better by the end of S4 increased slightly in Aberdeen City in 2008/09.
- The percentage of S4 pupils achieving English and Mathematics at level 3 or better has always been equal to or better than the national average.
- 5+ Level 5 Awards decreased three percentage points from 33 to 30, tying the largest decrease in the previous six years while most other award levels remained fairly constant.



- The percentage of the S4 year group achieving 1 or more awards at level 6 or better by the end of S5 (Higher) was slightly higher in Aberdeen in 2008/09 as was the group achieving 3 or more awards.
- While Aberdeen had previously remained within a few percentage points of the national average for S4 staying on rates, 2008/09 saw the gap between the two widen to eight points.
- The percentage of the S4 year group achieving 5 or more awards at level 5 or better by the end of S5 (Higher) was slightly higher in Aberdeen in 2008/09 although it has not recovered from the large drop which occurred during 2007/08.

- Improve attainment across city schools (cont)



- The percentage of the S4 year group achieving 1 or more awards at level 7 or better by the end of S5 (Advanced Higher) was the same in Aberdeen in 2008/09 compared to 2007/08 and remained slightly above the national average.
- For the first time in six years, the percentage of the S4 year group achieving 3 or more awards at level 6 or better in Aberdeen declined below the national average. The group achieving 5 or more awards at level 6 also declined over the same period.

- Build seven new primary schools, two new secondary schools and refurbish one primary schools

The 3Rs Project (Reorganise, Renovate, Rebuild) is Aberdeen City Council's project to make Aberdeen's schools fit for the 21st century. The project provides an opportunity to remodel provision by ensuring schools are able to provide excellent facilities for the next 30 years. It will be a significant factor in improving educational standards and raising attainment levels.

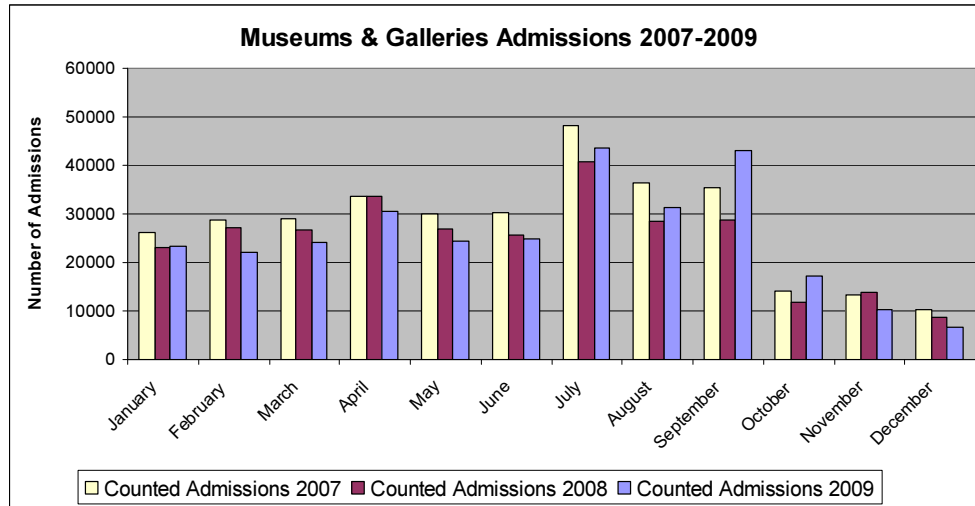
Airyhall School	Opened Aug 2009
Braehead School	Opened Mar 2010
Manor Park School	Opening Sept 2010
Heathryburn School	Opened May 2009
Mile End School	Opened Mar 2010
Kaimhill School	Opening Aug 2010
Hazlehead School	Opened Mar 2010
Seaton School Refurbishment	Opening Aug 2010

New secondary schools in Cults and Bucksburn opened in October 2009.

- Increase proportion of Schools and Community Learning Centres receiving positive inspection reports

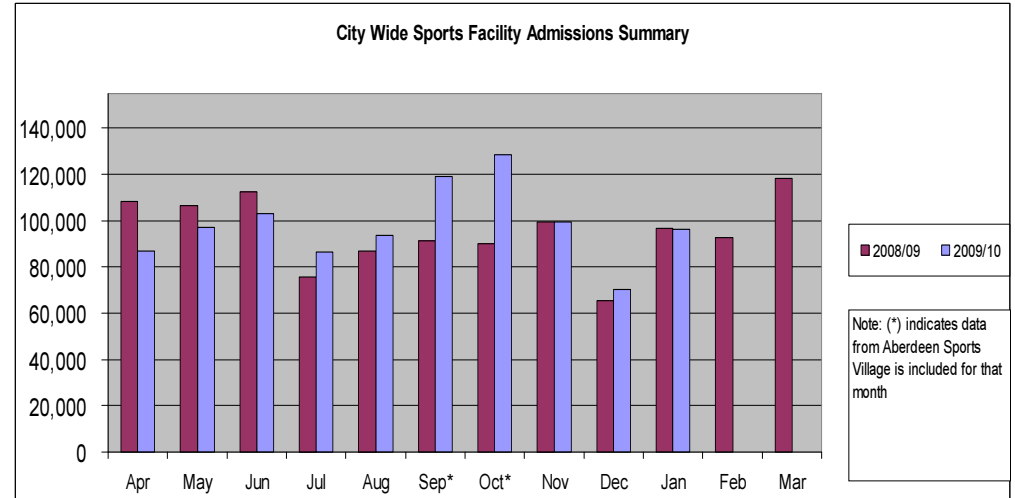
	Number of Inspections Conducted 2008-2010	Number of Positive Inspection Results	Positive Inspection Percentage
HMIe Inspections 2008-2010			
Community Learning and Development Centres	4	4	100%
Primary Schools	13	12	92%
Secondary Schools	3	1	33%
Special Schools	3	2	67%

- Increase visits to/usages of council funded or part funded museums per 1,000 population



- The downturn in visitor numbers in 2008-09 is in line with that reported by Visit Scotland. The Monday closure of Aberdeen Art Gallery and Aberdeen Maritime Museum resulted in a 15% reduction in opening hours at these venues
- Despite this reduction, Aberdeen Art Gallery remains the second most popular visitor attraction in the Grampian area (source: www.visitscotland.com)
- There has been a significant increase in the use of Aberdeen City Council web based museum and art gallery services particularly by schools. This is in line with a national shift in the way in which art and culture are accessed.

- Increase number of people using our sports facilities



- Aberdeen Sports Village opened in August 2009 on the site of the Chris Anderson Stadium. Facilities include a full size indoor football pitch, indoor and outdoor athletics facilities, sports hall, performance gym and fitness suite, sport medicine area, four squash courts and ancillary support facilities.
- Steady progress is being made on the development of the 50m pool. Funding for the project is almost complete with £5m pledged from both the Scottish Government and the University of Aberdeen and £10m from Aberdeen City Council.
- A number of sports facilities and swimming pools were closed or their opening hours reduced as part of the 2008-09 budget decisions. However, admissions per operating hour have shown an improvement throughout the city and the average level of admissions per facility increased to 74,324 from 73,647 in 2007-08.

5 Strategic Priorities and Outcomes – Action Plan

PRIORITY 1: CURRICULUM FOR EXCELLENCE

- 1.1 Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Improve early years development, learning and care experiences via implementation of the Early Years Framework	Pre school provision Pre school inspection reports % Bookstart uptake Attainment and achievement		Head of Schools and Educational Services	•	•		
b. Develop the strategy and policy framework for Curriculum for Excellence with an initial focus on literacy and numeracy <ul style="list-style-type: none"> • Implement first year of Curriculum for Excellence as part of a 3 year rolling programme of implementation with initial focus on literacy and numeracy • Establishment of good practice action learning sets. • Maximise opportunities for joint working approaches with other local authorities. 	Recognition of good strategic leadership for Curriculum for Excellence. Provision of literacy and numeracy CPD opportunities for all relevant staff across the directorate. Evidence of sharing of good practice and co-ordination of activity both within City and across authorities. Attainment and achievement	2010	Head of Schools and Educational Services	•	•	•	•

PRIORITY 1: CURRICULUM FOR EXCELLENCE

1.1 Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
c. Ensure the delivery of high quality learning experiences which meet the needs of the learner <ul style="list-style-type: none"> • Implement more rigorous monitoring and tracking of pupil progress • Identify needs and aspirations of children and young people 	School inspection reports Class sizes Attainment and achievement Reduce Exclusions		Head of Schools and Educational Services	•	•	•	

PRIORITY 1: CURRICULUM FOR EXCELLENCE

1.2 Improve the outcomes for all our children and young people

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Implement action plan to support young people under More Choices, More Chances Strategy and 16+ Learning Choices	% school leavers going into positive destinations % school leavers going into positive destinations from deprived areas % school leavers from special education % of young people achieving their learning goals	2012	Head of Communities, Culture and Sport	•	•	•	•
b. Implement improved work experience opportunities	No of links with local employers and businesses Breadth of choice of placements % increase in Aberdeen City Council work based placements	2011	Head of Communities, Culture and Sport	•		•	

PRIORITY 2: FIT FOR PURPOSE SCHOOLS/LEARNING CENTRES

2.1 Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Complete delivery of 3Rs Programme and maximise use to achieve full potential	Build seven new primary schools, two new secondary schools and refurbishment of one primary school by 2010 - % complete	2010	Head of Schools and Educational Services	●	●	●	
b. Develop and implement Learning Estate Strategy to ensure an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need <ul style="list-style-type: none"> ● Sustainable solution to need to vacate Summerhill/Linksfield in relation to educational support services. ● Improve planning and implementation through learning from recent estate developments and projects. ● Production of Education, Culture and Sport Asset Plan. 	Condition and suitability of schools Capacity and occupancy levels of schools Demonstrable stakeholder engagement throughout the process	2011	Head of Educational Development, Policy and Performance	●	●	●	

PRIORITY 2: FIT FOR PURPOSE SCHOOLS/LEARNING CENTRES

2.1 Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
<p>c. Establish effective learning partnerships of schools, community education, libraries and other learning providers</p> <ul style="list-style-type: none"> • Define the role of learning communities and learning partnerships and integrate within neighbourhood planning. • Implement the actions from the community centres review • Identify the needs of the community through partnership working • Comprehensive programmes of action in place to meet identified needs 	<p>Establishment of operational Learning Partnerships across the City.</p> <p>Production of action programmes for each learning partnership.</p> <p>Positive inspection reports of learning communities</p> <p>Performance measures required for each of 3 national priorities</p> <p>Improved access to learning estate out with school hours</p>	2011	Head of Communities, Culture and Sport		•	•	•
<p>d. Through the Enterprise, Planning and Infrastructure Directorate deliver Regional Aquatic Centre (50m Pool and Diving Pool)</p>	<p>Achievement of development stages in line with Development and Construction Programme</p> <p>Demonstrable community engagement throughout the process</p>	2013	Head of Communities, Culture and Sport			•	

PRIORITY 2: FIT FOR PURPOSE SCHOOLS/LEARNING CENTRES

2.1 Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
e. Develop proposals for the viable redevelopment of Aberdeen Art Gallery and the storage of the City's Reserve Collections.	Achievement of development stages in line with Development and Construction Programme Demonstrable community engagement throughout the process	2010	Head of Communities, Culture and Sport			•	

PRIORITY 3: LEARNING IN THE WIDER COMMUNITY

3.1 Encourage people of all ages to play an active role in their learning in order to maximise their potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Develop and implement the Aberdeen Learning Strategy outlining key developments and improvements of city learning services	% of Learning Strategy targets achieved	2011	Head of Educational Development, Policy and Performance	•	•	•	•
b. Implement the recommendations of the Scottish Schools (Parental Involvement) Act 2006 <ul style="list-style-type: none"> Encourage the development of parent councils Encourage the development of pupil councils 	% of parent councils % of pupil councils	2010	Head of Schools and Educational Services			•	
c. Facilitate high quality adult learning services with a particular focus on youth and adult literacy and numeracy	Increase no of adults improving their literacy against 09/10 baseline		Head of Communities, Culture and Sport		•		
d. Every learner will have a personal ongoing learning plan developed following assessment of their skills, competencies and needs	% adults achieving their learning goals		Head of Communities, Culture and Sport		•		

PRIORITY 3: LEARNING IN THE WIDER COMMUNITY

3.2 Enable an economically active population

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Agree citywide strategies to close the opportunities gap <ul style="list-style-type: none"> • Identify local skills gaps required to support the economy • Design services to match training/employment opportunities in the public and private sectors 	Increase no of training opportunities against 2009/10 baseline		Head of Communities, Culture and Sport				

PRIORITY 3: LEARNING IN THE WIDER COMMUNITY

3.3 Improve engagement and sustained involvement of all people in the learning process

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Engage with 'hard to reach' communities and individuals, working with front line services and agencies to identify and assess needs	% adults involved in Fairer Scotland projects, Healthy Minds, ESL (English as Second Language), LGBT, Silver Surfers, etc. No of outreach and pathway events designed to attract learners No of follow-ups from these events		Head of Communities, Culture and Sport		•	•	
b. Work with other learning providers to build alternative learning programmes	No of learning partnerships established No of learning programmes established by Learning Partnerships		Head of Communities, Culture and Sport			•	
c. Strengthen Lifelong Learning Forum through appropriate membership	Attendance at Lifelong Learning Forum meetings. Evidenced impact of Forum on improved learning outcomes for all.		Head of Communities, Culture and Sport			•	

PRIORITY 4: TECHNOLOGY

4.1 Encourage active and appropriate use of technology to widen learning opportunities

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Embed the use of ICT to enhance learning and teaching <ul style="list-style-type: none"> • Glow • Enable remote learning opportunities for lifelong learning • Online access to information about cultural and leisure opportunities. 	% schools Glow enabled % pupils/staff with Glow accounts Numbers of other stakeholders with Glow accounts No of online learning opportunities % internet library usage		Head of Schools and Educational Services/ Head of Communities, Culture and Sport		•		
b. Develop a Technology Strategy for Education, Culture and Sport	Production of Strategy Implementation of Strategy action plan.	2011	Head of Educational Development, Policy and Performance				
c. Develop user friendly learning websites			Head of Communities, Culture and Sport				
d. Further develop online learning within communities <ul style="list-style-type: none"> • Enable online course enrolments 			Head of Communities, Culture and Sport	•			

PRIORITY 5: HEALTH AND WELLBEING

5.1 Encourage people to get involved in recreational activities, leisure pursuits and a wide variety of sports maximising the social, educational, health and economic benefits

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Complete creation of, and support of, Sport Aberdeen to deliver efficient and effective provision of sports and leisure activities to the City	Increase participation levels (particularly amongst hard to reach groups)	2010	Head of Communities, Culture and Sport		•	•	•
b. Implement 'Fit for the Future' – Sport and Physical Activity Strategy for the City	Sporting participation	2013	Head of Communities, Culture and Sport		•	•	•
c. Provide opportunities for children and young people to participate in physical activities and to enable the creation of pathways from school to the wider community	Increased PE – primary and secondary – target 2 hours Increase range and uptake of involvement in wider achievement award schemes e.g. ASDAN, Duke of Edinburgh, Xcel, John Muir Awards, Youth Achievement, Volunteering Awards	2012	Head of Schools and Educational Services		•	•	
d. Increase the number of activities for all children to get engaged in physical activities and sport through Active Schools	Increase participation in line with Active Schools Action Plan Increased participation by Looked After Children	2011	Head of Schools and Educational Services		•	•	•

PRIORITY 5: HEALTH AND WELLBEING

5.2 Encourage people to make positive choices about their diets and lifestyles

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Improve the health and wellbeing of pupils and staff via continued development of the Health Promoting Schools initiative	Increase no of schools achieving Health Promoting Schools accreditation Increase no and range of extra curricular activities	2011	Head of Schools and Educational Services	•	•		•
b. Increase the number of health promoting establishments	No of establishments with Healthy working lives award		Head of Schools and Educational Services			•	
c. Implement the requirements of Schools (Scotland) Health Promotion and Nutrition Act 2007	% uptake of free schools meals		Head of Schools and Educational Services	•			

PRIORITY 5: HEALTH AND WELLBEING

5.3 Environmental sustainability

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Encourage and increase active travel to school	No/% of children walking or cycling to school		Head of Schools and Educational Services		•	•	
b. Promote healthy travel options	Increased no of healthy travel options undertaken		Head of Schools and Educational Services		•	•	
c. Increase the number of Eco-Schools within the city	No of schools participating in eco schools award/achieved bronze; silver; gold; green flags		Head of Schools and Educational Services		•		

PRIORITY 6: ENGAGEMENT IN ARTS, CULTURE AND HERITAGE

6.1 Increase the opportunities for all residents and visitors to engage in arts, culture and heritage activities

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Develop and implement 'Vibrant Aberdeen' – A Cultural Strategy for Aberdeen	Cultural participation numbers	2013	Head of Communities, Culture and Sport		•	•	•
b. Demonstrate and evidence the key role culture can play in all aspects of life including city regeneration	No of key cultural projects profiled Increase no of cultural projects attracting external funding		Head of Communities, Culture and Sport		•	•	
c. Engage with hard to reach groups – bring cultural activities to each community	Increase no of arts, cultural and heritage outreach projects		Head of Communities, Culture and Sport		•	•	
d. Implement a co-ordinated programme of school visits to cultural establishments linked to learning programmes	No of school visits No of group visits		Head of Schools and Educational Services/ Head of Communities, Culture and Sport	•	•	•	•

PRIORITY 6: ENGAGEMENT IN ARTS, CULTURE AND HERITAGE

6.1 Increase the opportunities for all residents and visitors to engage in arts, culture and heritage activities

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
e. Develop virtual resources for virtual online visitors <ul style="list-style-type: none"> • Increase amount of downloadable material • Improve customer interface opportunities for participation in arts, culture and heritage activities 	No of virtual visitors to cultural websites		Head of Communities, Culture and Sport				

PRIORITY 6: ENGAGEMENT IN ARTS, CULTURE AND HERITAGE

6.2 Improve the quality and impact of arts, culture and heritage provision across the City

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Attract more major exhibitions and productions to the City	Increase participation - Users/Visitors to Museums and Galleries Impact on quality of life Increase no of major exhibitions to city		Head of Communities, Culture and Sport		•	•	
b. Ensure new and existing venues are fit for purpose and have the capacity for development of cultural activities <ul style="list-style-type: none"> Investment to ensure facilities are fit for purpose 	Increase range of venues, including non cultural venues, available to organisations for cultural activities		Head of Communities, Culture and Sport		•	•	
c. Monitor and evaluate qualitative and quantitative impact of arts, culture and heritage activities <ul style="list-style-type: none"> Adopt sector wide qualitative and quantitative measures 	Users/Visitors to Museums and Galleries/Libraries Impact on Learning – HMle reports		Head of Educational Development, Policy and Performance				

PRIORITY 6: ENGAGEMENT IN ARTS, CULTURE AND HERITAGE

6.3 Development of meaningful and successful partnerships that increase opportunities available to engage in cultural, arts and heritage activities

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Develop partnership working networks and links with both cultural and non cultural bodies	% of artists team teaching in schools Increase no of joint projects development		Head of Communities, Culture and Sport		•	•	
b. Recruitment, development and retention of volunteers to support delivery of cultural, arts and heritage type activities	No of volunteers Increase no of volunteer opportunities		Head of Communities, Culture and Sport				

PRIORITY 6: ENGAGEMENT IN ARTS, CULTURE AND HERITAGE

6.4 Enable creative opportunities for practitioners and artists to retain creative individuals within the City

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Increase opportunities for artists to produce work for artist led social enterprises	Increase workspace for artists in alternative venues Increase opportunities for work to be profiled		Head of Communities, Culture and Sport		•		
b. Encourage and support artists to produce new and innovative work <ul style="list-style-type: none"> • Increase small grant criteria to include grants available for new and innovative work 			Head of Communities, Culture and Sport			•	
c. Ensure culture and the arts becomes an attractive and viable career choice in the City	Increase no of cultural career and employment opportunities Increase no of arts learning opportunities in the city		Head of Communities, Culture and Sport		•		

PRIORITY 6: ENGAGEMENT IN ARTS, CULTURE AND HERITAGE

6.5 Create and celebrate a cultural identity which is recognised locally, nationally and internationally

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Develop a cultural programme reflecting the uniqueness of the area exploiting our unique assets			Head of Communities, Culture and Sport		•	•	
b. Build upon the contribution of arts, culture and heritage to the promotion of the city	Increase no of editorials and reviews promoting arts, culture and heritage activities		Head of Communities, Culture and Sport			•	

PRIORITY 7: HELPING THOSE WITH DIFFERENT NEEDS

7.1 Support children and young people through an integrated children’s service with single points of access

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Implementation and delivery of Integrated Children’s Service Plan 2010-15	Achievement of outcomes	2015	Head of Communities, Culture and Sport		●	●	
b. Raise awareness and provide support to help children, young people, their families and carers access services to meet their individual needs within the requirements of Getting It Right For Every Child (GIRFEC) <ul style="list-style-type: none"> ● Introduce a holistic assessment of children’s’ needs in order to target additional support to children and families ● Cross transitions to be planned, prepared and implemented at every stage 	No of children taken into care LAC attainment		Head of Communities, Culture and Sport		●	●	

PRIORITY 7: HELPING THOSE WITH DIFFERENT NEEDS

7.2 Support vulnerable children to achieve their full potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Early identification and provision of support to families to help them meet their children's needs <ul style="list-style-type: none"> Provide and engage parents in programmes to support effective parenting and family learning 	% uptake of free schools meals % uptake of school uniforms Additional Support Needs		Head of Communities, Culture and Sport		•	•	
b. Improve the engagement, involvement and achievement of the City's looked after children as part of our corporate parenting role	LAC attainment LAC stay on post 16 % positive destinations of looked after children No Out of school placements	2010	Head of Communities, Culture and Sport		•	•	•
c. Identification and support of young carers	% young carers % young carers with support plans		Head of Communities, Culture and Sport			•	
d. Implementation of Education (Additional Support for Learning)(Scotland) Act 2004	No pupils with Co-ordinated Support Plans (CSPs) No pupils with Individual Education Plans (IEPs)		Head of Educational Development, Policy and Performance				

PRIORITY 7: HELPING THOSE WITH DIFFERENT NEEDS

7.2 Support vulnerable children to achieve their full potential

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
e. Review of Inclusion Strategy	No of Out of Authority Placements Attendance Rates Exclusion Rates Violent Incident Rates		Head of Educational Development, Policy and Performance				

PRIORITY 7: HELPING THOSE WITH DIFFERENT NEEDS

7.3 Ensure our services and facilities are accessible to all

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Apply Council's strategy on disability access to services and properties <ul style="list-style-type: none"> Review all facilities to ensure fit for purpose 	% schools with accessible facilities % public buildings with accessible facilities		Head of Educational Development, Policy and Performance		•		
b. Promote equalities to support the inclusion of minority or disadvantaged groups	No of non English speaking people receiving English tuition EAL		Head of Communities, Culture and Sport		•		
c. Provide affordable, quality childcare places	No council run childminders; out of school clubs; breakfast clubs; holiday playschemes	2012	Head of Schools and Educational Services	•	•		•

PRIORITY 8: BETTER PERFORMING/VALUE FOR MONEY

8.1 Simplify and standardise service provision targeting resources to the right areas and helping to balance budgets

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Explore shared services delivery and joint contracts to reduce procurement costs			Head of Educational Development, Policy and Performance			•	
b. Maximise available resources to the 'front line' and reduce central service costs <ul style="list-style-type: none"> • Alignment of budget mapped to service priorities 			Head of Educational Development, Policy and Performance			•	
c. Corporate implementation of robust financial systems – PECOS, E-Financials, Collaborative Planning			Head of Educational Development, Policy and Performance			•	
d. Implement Zero based budget approach to developing proposals for 2011-12 Education, Culture and Sport budget			Head of Educational Development, Policy and Performance				

PRIORITY 8: BETTER PERFORMING/VALUE FOR MONEY

8.1 Simplify and standardise service provision targeting resources to the right areas and helping to balance budgets

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
e. Implementation of Integrated Management Information System for Education, Culture and Sport			Head of Educational Development, Policy and Performance				

PRIORITY 8: BETTER PERFORMING/VALUE FOR MONEY

8.2 Encourage and maximise use of online resources for all

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan				
a. Enable public internet access in council facilities within communities <ul style="list-style-type: none"> • Increase awareness of free library access 	No of public access points		Head of Communities, Culture and Sport						•		
b. Promote the benefits of single source access to Council information			Head of Communities, Culture and Sport								
c. Enable customer self service e.g. e-forms			Head of Educational Development, Policy and Performance								

PRIORITY 8: BETTER PERFORMING/VALUE FOR MONEY

8.3 Demonstrate our commitment to continuous improvement

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Engage with service users to determine if expectations are being fulfilled and improve customer satisfaction	Resident survey improvement		Head of Communities, Culture and Sport		•		
b. Demonstrate effective self evaluation <ul style="list-style-type: none"> Self Evaluation Policy to be finalised 		Dec 2010	Head of Educational Development, Policy and Performance				
c. Effective monitoring and reporting of performance against quantitative and qualitative measures <ul style="list-style-type: none"> Agree Directorate Balanced Scorecard 	Evidence of using Balanced Scorecard to drive performance improvement	Dec 2010	Head of Educational Development, Policy and Performance				
d. Develop and implement a cross directional integrated approach to Quality Improvement, Quality Assurance and Continuous Improvement			Head of Educational Development, Policy and Performance				

PRIORITY 9: SKILLED AND TRAINED STAFF

9.1 Skilled workforce with the knowledge, understanding and expertise required to carry out their duties

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Develop effective leadership at all levels <ul style="list-style-type: none"> Leadership development strategy finalised Implement a mentoring programme for new Headteachers and other senior managers. 	% positive establishment/team self evaluation of leadership % positive inspection reports on leadership % positive 360° appraisal results for managers	Dec 2010	Head of Educational Development, Policy and Performance				
b. Develop and deliver comprehensive and high quality professional development programmes <ul style="list-style-type: none"> Involvement of partners in delivery of CPD Develop CPD programme for Pupil Support Assistants Increase cross-directorate CPD opportunities 	CPD opportunities matched to needs of service, teams and individuals % opportunities rated 5 or above in evaluations Evidence of positive impact on learning and teaching as a result of CPD opportunities undertaken		Head of Educational Development, Policy and Performance			•	
c. Develop an enabling culture throughout the workforce	% of employees actively seeking out opportunities for themselves & of appraisals/PR&D meetings carried out effectively		Head of Educational Development, Policy and Performance				

PRIORITY 9: SKILLED AND TRAINED STAFF

9.1 Skilled workforce with the knowledge, understanding and expertise required to carry out their duties

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
d. Develop a Service Workforce Strategy and Plan	Long term plans for workforce development in place to suit needs of the Service Knowledge/skills of employees due to leave the Service are routinely passed on in advance	Dec 2010	Head of Educational Development, Policy and Performance			•	

PRIORITY 10: WORKING TOGETHER

10.1 Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery for children, families and communities

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
a. Identify services where shared service delivery will achieve better outcomes and best value <ul style="list-style-type: none"> • Produce proposals for shared services and joint working with Aberdeenshire Council in relation to Culture, Heritage and Communities • Develop appropriate partnerships with further and higher education institutions. 		March 2011	Head of Communities, Culture and Sport			•	
b. Improve cross-directorate working to deliver integrated services and impacts.	Evidence of multi-disciplinary team working and action planning/implementation.		SMT				
c. Develop network of partnerships with the public, private and third sector – local, regional and national – and define shared visions, aims and goals	Effective performance management and monitoring systems to be developed and implemented to monitor aims and goals		Head of Communities, Culture and Sport/ Head of Educational Development, Policy and Performance		•	•	

PRIORITY 10: WORKING TOGETHER

10.1 Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery for children, families and communities

Action	Performance Measure	Timescale	Lead	National Concordat	SOA	VDFL	Corporate Business Plan
d. Develop Lifelong Learning, Culture and Active Aberdeen Forums to improve their impact and their capacity to improve outcomes <ul style="list-style-type: none"> • Production of a joint Games Legacy Plan for NE Scotland 			Head of Communities, Culture and Sport				

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Enterprise, Planning and Infrastructure Committee

23 February 2010

TIED HOUSING WITHIN THE FACILITIES MANAGEMENT SERVICE – EPI/10/058

With reference to article 5 of the minute of the meeting of the Audit and Risk Committee of 8 September, 2009, the Committee had before it a report by the Director of Enterprise, Planning and Infrastructure which provided information regarding the existence, location and present occupation status of tied housing within the service; and provided confirmation as to any requirement for the provision of tied housing within the service.

Historically tied housing was provided to janitorial and school ground staff within the Council, where predominately, janitors took up occupancy of the lodge house attached to the school to which they were appointed as janitor and provided the services required to that building. However, over time this practice had changed to meet evolving needs, most recently, with the establishment of a city wide Facilities Management Service. In light of this change janitorial staff were no longer appointed to a single school site, and therefore it was less likely that the members of facilities staff resident in any particular lodge house would be required to have specific duties only with regard to the school the lodge was attached to. Despite this it was highlighted that many of the facilities staff resident in tied houses across the city remained on call out lists and/or hold keys for, and provided a first contact emergency response with respect to, the education property to which the tied house was attached. It was also noted that janitorial staff who did not reside in tied houses were also required to undertake on call and response duties. As such it was no longer deemed necessary that houses and their occupancy be tied to the adjacent buildings. Details of the existent and present occupation status of tied housing within the service was provided.

The report recommended:-

that the Committee-

- (a) note the contents of the report;
- (b) concur that there was little future service need for the list of properties to be tied to the services provisions;
- (c) instruct officers to include this information along with that of other services in a future report to the Finance and Resources Committee on the overall future of the tied houses policy;
- (d) forward the minute of this item and the report to the Education, Culture and Sport Committee, as they requested, for their information; and

The Convener, seconded by the Vice-Convener, moved that the recommendations be approved.

As an amendment, Councillor Boulton, seconded by Councillor Adam, moved:-
that the Committee approve recommendations (a), (c) and (d).

On a division, there voted:- for the motion (10) – the Convener, the Vice-Convener, and Councillors Clark, Corall, Cormie, Grieg, Jaffrey, Penny, Robertson and John

West; for the amendment (5) – Councillors Adam, Allan, Boulton, Crockett and Milne.

The Committee resolved:-

- (i) to adopt the motion; and
- (ii) to request the Director of Enterprise, Planning and Infrastructure to advise Councillor Allan directly of the current status of the Victoria Road school lodge.

COMMITTEE	Enterprise Planning and Infrastructure
DATE	23 February 2010
DIRECTOR	Gordon McIntosh
TITLE OF REPORT	Tied Housing within Facilities Management Service
REPORT NUMBER:	EPI/10/058

1. PURPOSE OF REPORT

Following the decision of the Audit and Risk Committee of 8 September 2009 the purpose of the report is to provide the Committee with:

- (i) Information with regard to the existence, location and present occupation status of tied housing within the Enterprise, Planning and Infrastructure Service.
- (ii) Confirmation as to any requirement for the provision of tied housing within the Service.

2. RECOMMENDATION(S)

It is recommended that the Enterprise, Planning and Infrastructure Committee:

- (i) Note the content of this report.
- (ii) Agree that there is little future service need for the list of properties to be tied to the services provision.
- (iii) Instruct officers to include this information with that of other services in the report to Finance and Resources on the future of tied houses policy.
- (iv) Agree to forward the minute of this item and the report to the Education, Culture and Sport Committee, as they requested, for their information.

3. FINANCIAL IMPLICATIONS

None as a result of this report.

4. SERVICE & COMMUNITY IMPACT

None directly as a result of this report. However, the wider policy on tied houses will take into account our asset management strategy and aim to meet National Outcome 15.

5. OTHER IMPLICATIONS

None

6. REPORT

6.1 Background

6.1.1 Historically tied housing was provided to janitorial and school grounds staff within the Council. Predominantly janitors took up occupancy of the lodge house attached to the school to which they were appointed as janitor and provided the services required to that building.

6.2 Present Position

6.2.1 Over time the above practice has changed to meet evolving needs, most recently, with the establishment of a city wide Facilities Management Service. Staff work in groups and cover a number of buildings and service needs. As janitorial staff are no longer appointed to a single school site, it is less likely that the members of facilities staff resident in any particular lodge house will be required to have specific duties only with regard to the school the lodge is attached to.

Many of the Facilities staff resident in tied houses across the city remain on call out lists and/or hold keys for, and provide a first contact emergency response with respect to, the Education property to which the tied house is attached. It should be noted that janitorial staff who do not reside in tied houses are also required to undertake on call and response duties. It is no longer deemed necessary that houses and their occupancy are tied to the adjacent buildings (in this case, schools).

There are a number of tied houses that are presently unoccupied. The properties and their respective present occupancy statuses are detailed below:

Enterprise, Planning and Infrastructure - Tied Houses

<u>Property</u>	<u>Occupancy Status</u>
Aberdeen Grammar School Lodge	Vacant
Aberdeen Grammar School Flat	Occupied
Ashgrove School Lodge	Occupied
Ashley Road School Lodge	Vacant
Bankhead Academy Lodge	Occupied
Braeside School Lodge	Occupied
Broomhill School Lodge	Occupied
Burnside School Lodge	Occupied
Causewayend School Lodge	Occupied
Cornhill School Lodge 1	Occupied
Craighill School Lodge	Occupied
Culter School Lodge	Occupied

Cults Academy Lodge	Occupied
Fernielea School Lodge	Occupied
Ferryhill School Lodge	Occupied
Harlaw Academy Flat	Occupied
Harlaw Academy Playing Field Lodge	Occupied
Hazlehead Academy Lodge 1	Occupied
Hazlehead Academy Lodge 2	Occupied
Hazlehead School Lodge	Occupied
Holy Family RC School Lodge	Occupied
Inverdee School Lodge	Occupied
Kaimhill School Lodge	Occupied
Kincorth Academy Lodge	Vacant
Kittybrewster School Lodge	Vacant
Linksfield Academy	Occupied
Lodge 1 Stockethill Crescent	Occupied
Marchburn School Lodge	Vacant
Mile-End School Lodge	Vacant
Muirfield Lodge	Occupied
Northfield Academy Lodge	Occupied
Quarryhill School Lodge	Occupied
Rosehill School Lodge	Occupied
Seaton School Lodge	Occupied
Skene Square School Lodge	Vacant
Stockethill School Lodge	Vacant
Summerhill Academy Lodge	Occupied
Sunnybank School Lodge	Occupied
Torry School Lodge	Occupied
Tullos School Lodge	Occupied
Walker Road School Lodge	Occupied
Westerton School Lodge	Occupied
Woodside School Lodge	Occupied

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

None

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 April 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Vibrant Aberdeen: The Cultural Strategy for Aberdeen (2010-2015)
REPORT NUMBER:	ECS/10/031

1. PURPOSE OF REPORT

This report brings before the Committee the proposed final draft of 'Vibrant Aberdeen'- The Cultural Strategy for Aberdeen (2010-2015). It seeks the committee's endorsement of the strategy and approval to develop an Aberdeen City Council action plan.

2. RECOMMENDATION(S)

That the Committee:

- i. Endorses the final draft of 'Vibrant Aberdeen' – The Cultural Strategy for Aberdeen (2010-2015).
- ii. Provides approval to develop an Aberdeen City Council action plan based on the Cultural Strategy and instructs officers to bring this to the appropriate committee for consideration.

3. FINANCIAL IMPLICATIONS

'Vibrant Aberdeen' will be delivered within budgets already identified and is based on the assumption that there are no additional funds available from the Council. The various external funding opportunities available will be explored on an ongoing basis.

A key theme within the Strategy is about utilising available resources to maximise additional investment.

4. SERVICE & COMMUNITY IMPACT

The report links to outcome 13 in the Single Outcome agreement - We take pride in a strong, fair and inclusive national identity. The Strategy will serve to enhance the City's strong cultural tradition and further develop cultural life and tourism for the benefit of practitioners, residents and visitors.

The report also relates to all the key aims set out in the Arts, Heritage and Sport strand of the Community Plan.

- Culture will become part of everyday life for citizens of all ages and visitors to our City.
- To support cultural activities which have a positive impact on the social, economic and cultural development of the City.
- To foster a strong, diverse and independent creative community.
- To encourage access to and participation in the City's cultural life.
- To develop productive and sustainable City partnerships within and beyond the cultural sector
- To strengthen support for and ownership of the City's distinctive Cultural character.

'Vibrant Aberdeen' has been designed to help deliver all the Cultural objectives set out in Vibrant, Dynamic and Forward Looking:

- Support arts venues to bring the best and most innovative performances to the City
- Recognise the contribution of Sport, Culture and Arts to promoting the area as a tourist destination
- Promote the City as a tourist destination
- Recognise the role of Sport and Arts in tackling anti-social behaviour

5. OTHER IMPLICATIONS

There are no additional Legal, Resource, Personnel, Property, Equipment, Environmental or Health and Safety implications at this stage.

6. REPORT

6.1 'Vibrant Aberdeen' Background

'Vibrant Aberdeen' has been developed by the Cultural Forum as a partnership document which provides a cultural vision and strategic framework for the entire City.

In these terms, there was an identified requirement for the development of a collective strategy, based on research and extensive consultation which presented an honest analysis of the city's current cultural health. From this, objectives for the future could be established to create a framework identifying specific cultural forum actions and also providing a structure from which cultural organisations and individuals can develop their own respective action plans.

The development of 'Vibrant Aberdeen' initially began through a range of strategy workshops including a session specifically for elected members. These sessions provided a base level of information which allowed for the development of a basic draft.

This draft was further developed through the formation of a strategy sub-group comprising nominated members of the cultural forum. Following a final

workshop session, a consultation draft was completed and endorsed for public consultation by the Education, Culture and Sport Committee on the 8th of October 2009.

6.2 Public Consultation Process

The public consultation began immediately following the Committee's decision to endorse the consultation draft and concluded on January 31st 2010.

The consultation took various forms, including public surveys, question and answer sessions and individual feedback meetings and provided the highest and most detailed level of engagement and feedback the City has delivered in relation to the issue of cultural development.

Over 320 members of the public provided feedback through on-line survey's while question and answer sessions were well attended including a session delivered in partnership with Transition Extreme and Creative Cultures Scotland which attracted an audience of over 50 representatives from the cultural sector who currently sit outwith the Cultural Forum.

In addition to this, Creative Cultures Scotland, as a partner within the Cultural Forum, also utilised social networking tools such as Twitter and Facebook to receive extensive feedback on the consultation draft.

Along with consulting with residents of the City, the consultation draft was also presented to key national cultural partners. This resulted in extensive feedback from senior officials within the Scottish Government, Visit Scotland and Museums and Galleries Scotland.

6.3 Development of Final Draft

Following the conclusion of the consultation period all the feedback received was collated and analysed. The results from the consultation was generally positive towards the consultation draft with responses both constructive and in context. In particular there was a positive response for the adoption of a partnership model to create a strategy and for setting an ambitious vision for the future of culture in the city.

The ethos in developing 'Vibrant Aberdeen' has been to create a document which is representative of both the cultural sector and residents in the city and fully incorporates the results of the public consultation into the final draft.

In particular, feedback indicated that there was difficulty fully understanding the consultation draft due to its length, layout and reference to corporate terms such as the Single Outcome Agreement. Other main areas highlighted included the number of objectives and the need to gain a clearer understanding of the role of the Cultural Forum within the delivery of 'Vibrant Aberdeen'.

6.4 Final Draft

The Executive Summary of the final draft of 'Vibrant Aberdeen', contained at Appendix One, is the text format that it is proposed for public presentation of the Strategy on the basis that it provides a clear and concise summary which is easily accessible for all.

Pending Committee endorsement, the final graphic design for the document will be developed in line with the design used in the consultation draft which was very well received. Additionally the final design will be made available in various formats which ensure the document meets various presentation guidelines and is accessible for all.

It is proposed that the detailed format document of 'Vibrant Aberdeen' will be more commonly utilised within the cultural sector of the city, for engagement with local, national and international partners and within the Cultural Forum.

This latter, full strategy document has been made available in the Member's Library.

6.4.1 Final Draft: Analysis

As previously detailed, 'Vibrant Aberdeen' has been developed from extensive research and consultation. This has been collated to present an analysis of the City's cultural strengths and weaknesses along with the opportunities and threats in regards to future development.

This section of the final draft provides an objective appraisal of the City's cultural framework, which is derived from a necessary balance between research based evidence and the feedback from the cultural sector and residents of the City.

6.4.2 Final Draft: Aberdeen's Vision

The final draft presents a vision of Aberdeen becoming a 'vibrant, creative and ambitious city'. This has been developed from the draft vision of Aberdeen becoming a 'vibrant, cosmopolitan and internationally acclaimed creative city'.

The consultation demonstrated a consensus of opinion which suggested the vision outlined in the draft document was too long, that the city was already cosmopolitan in its demographics and that achieving an internationally acclaimed cultural status was not realistic in the proposed time-line of the document.

The vision is, nonetheless, both ambitious and truly reflective of the City and its clear will to become more vibrant, to promote creativity and to increase its level of cultural ambition.

6.4.3 Final Draft: Objectives

The final draft presents the five overarching objectives of 'Vibrant Aberdeen'. These objectives have been refined from the nine which were contained in the consultation draft however remain representative of the key cultural requirements that were identified during the development of 'Vibrant Aberdeen'.

The five objectives are to:

- Establish a cohesive cultural sector.
- Increase community engagement in cultural activity.
- Improve the city's cultural profile.
- Increase investment in culture.
- Effectively monitor and evaluate the impact of culture.

Within 'Vibrant Aberdeen' each objective is complimented by the inclusion of the identified requirements to provide clarity on the rationale behind each objective.

6.4.4 Final Draft: Cultural Forum Actions

Following the results of the public consultation specific Cultural Forum actions have been included in the final draft. These actions not only provide specific tasks but increase the level of clarity on the potential role and functions of the Cultural Forum within the 'Vibrant Aberdeen' framework.

The Cultural Forum Actions are:

- Develop and expand the role and functions of the Cultural Forum.
- Deliver extensive research into cultural participation in Aberdeen.
- Lead potential bid for UK City of Culture 2017
- Commission research into external investment in Culture.
- Record and monitor the impact of 'Vibrant Aberdeen'.

6.4.5 Final Draft: Individual Action Plans

As 'Vibrant Aberdeen' is a partnership document, it does not provide an action plan for each partner. Instead it provides a framework for the development of individual action plans. The strategy has been consciously been created in a way which will allow all partner organisations within the Forum to create individual action plans which can incorporate existing plans.

It is proposed that, should the strategy be endorsed by the Committee, that approval for the development of an Aberdeen City Council action plan around the 'Vibrant Aberdeen' framework be provided.

6.4.6 Final Draft: Table

Presented within 'Vibrant Aberdeen' is a table which details the objectives, requirements, cultural forum actions, the role of individual action plans and the desired outcomes. This table was developed to provide a clear and concise picture of 'Vibrant Aberdeen' which is both accessible and easy to understand. This follows on from public feedback that with the consultation draft there was often difficulty clearly understanding each aspect of the strategy.

6.5 Next Steps

Assuming that the Committee endorses the Strategy and subsequently approves the creation of an Aberdeen City Council action plan, this work will be incorporated within the Service and Team Plans for the coming year, progress against which, will be reported to the future Committee meetings as appropriate

Concurrent with this, the Cultural Forum will begin planning the implementation of its specific actions, initially involving developing a time-line for delivering each action and identifying the role of partners.

Monitoring of these actions will be incorporated within the remit of the Forum and reported on an annual basis to Committee, along with any updates or issues which require Committee approval on an on-going basis.

7. REPORT AUTHOR DETAILS

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01224 814627

8. BACKGROUND PAPERS

Education, Culture and Sport Committee – 27 August 2009 – Cultural Strategy Update.

Education, Culture and Sport Committee – 8 October 2010 – Vibrant Aberdeen: Draft Cultural Strategy for Aberdeen City 2010-2015

Analysis: Where are we now and where are going?

VIBRANT ABERDEEN

has been developed through extensive research and consultation carried out to fully examine the current cultural climate of the city. This analysis took various forms including consultation with cultural organisations and the public as well as research into local and national statistical records. The aim was to discover where the city's cultural strengths and weaknesses lay and what the challenges and opportunities are for future cultural development in Aberdeen.

The results from the research and consultation were significant. Not only was the response provided by individuals and organisations both passionate and constructive but displayed remarkable consistency with the findings from statistical based information. This consistency thus allowed for the shared priorities and overall vision for the city to be clearly established. The below section provides a snapshot of this work, providing a list of the key strengths, weaknesses, opportunities and threats that were identified.

STRENGTHS

- Active communities and schools
- An active voluntary sector
- High quality of life
- Prestigious educational establishments
- Quality cultural venues and archives
- Significant collections and diverse cultural programme
- Unique cultural heritage

WEAKNESSES

- Below average participation rates
- Difficulty retaining creative skills
- Lack of collective voice
- Lack of evidence for benefits of culture
- Relatively low level of cultural investment and ambition
- Over reliance on current cultural infrastructure
- Perception of the city
- Poor communication of cultural opportunities

OPPORTUNITIES

- Creative Scotland
- Internationalism
- National Organisations
- Olympic and Commonwealth Games
- Public consultation and debate
- UK City of Culture
- Work with Aberdeenshire

THREATS

- Ability to access external funding
- Changes in access to culture
- Demographic trends
- Engaging with hard to reach groups
- Local authority budgets
- Potential changes in government
- Reduced expenditure on cultural activities

2010/2015 EXECUTIVE SUMMARY

VIBRANT ABERDEEN

A Cultural Strategy for Aberdeen

Our Vision:
Aberdeen will be a vibrant, creative and ambitious city

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 th April 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Grants to Cultural Organisations 2010/11
REPORT NUMBER:	ECS/10/032

1. PURPOSE OF REPORT

To present to Elected Members the proposed cultural projects recommended to be funded by Aberdeen City Council in 2010/11.

2. RECOMMENDATION(S)

That the Committee notes the revised cultural grants application and evaluation process and approves the following recommendations:

- i. The allocation of cultural grants to the value of £408,282.72 to cultural organisations according to the table set out in the main body of the report.
- ii. Enable officers to provide recommendations to future Committees in regards to the disbursement of any remaining funds in response to potential additional applications against the Cultural Grants fund(s) within this fiscal year.

3. FINANCIAL IMPLICATIONS

A total of £408,376 is available within the 2010/11 budget to support the Cultural Grants process. The budgetary breakdown, identifying specific headings, is as undernoted:

£ 100,000 Core Cultural Grants, £ 38,376 Voluntary Arts Organisations

£ 200,000 (formerly the Arts and Creative stream of the Energising Aberdeen Fund)

£70,000 Culture and Leisure Development Budget for 2010/11.

Applicants were invited to be considered for grants of up to 50% of the costs of their projects, showing either match funding or an in kind contribution.

83 applications have been received, requesting funds of £810,970.95. It is recommended to allocate cultural grants to the value of £408,282.72 which will support projects to the estimated total value of £12.6 million to Aberdeen City residents.

Applications were considered in the context of cultural provision across Aberdeen and Aberdeenshire and, where possible, against cross-cutting support streams provided by Aberdeen City Council, in order to avoid potential duplication of funding.

By providing up to a maximum of 50% of the project funding, the Council's proportionate level of exposure is reduced and is designed to encourage partners to carefully examine the opportunities for a range of alternative funding streams, consider the further development of self sustainability within their projects and look to facilitate partnership working in the delivery of cultural opportunities for the Community.

4. SERVICE & COMMUNITY IMPACT

There is a requirement for all successful applicants to illustrate how their projects connect to one or more of the local outcomes in the Single Outcome Agreement. The Cultural and Active Aberdeen Forums for Aberdeen City lead on the three Local Outcomes lying under National Outcome 13 'We take pride in a strong and inclusive national identity' with local outcome

The projects proposed also directly relate to strands of the following Local Outcomes:

Outcome 2, 'Aberdeen will have high quality employment opportunities for its citizens',

Outcome 3, 'People of all ages take an active part in their own learning to achieve their full potential' and 'Learning and training is appropriate and accessible to learner's needs.

Both local outcomes for National Outcome 4, 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens'.

Outcome 7. 'Improve the quality of life in our most deprived areas.'

Outcome 12, 'Aberdeen is widely recognised as a City with high quality natural assets, biodiversity, architecture and heritage which instill civic pride in its citizens.'

Outcome 15, 'Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs.'

Guidance for Community Planning partnerships, from the Scottish Government entitled 'Culture Delivers' states: 'Cultural provision and infrastructure is part of the drive for best value. High quality should be promoted, continually seeking to improve its impact on communities and taking account of local aspirations and needs. Cultural activity can also help other sectors and services deliver in ways more closely matched to peoples wishes, and can assist in engaging citizens with civic life'.

The Aberdeen City Cultural strategy, 'Vibrant Aberdeen' is due to be launched on the 30th April 2010 and forms the framework for the outcome evaluation process, is based on a series of core objectives which support the principles of service and community enhancement:

The five objectives are to:

- Establish a cohesive cultural sector.
- Increase community engagement in cultural activity.
- Improve the city's cultural profile.
- Increase investment in culture.
- Effectively monitor and evaluate the impact of culture.

5. OTHER IMPLICATIONS

Other Key issues relate to:

- Cultural organisations in the City not being able to continue to operate should Council funding not be granted
- On occasion external funds will not be brought to the City if matching funds are not made available by the City Council.
- Funds not being used by organisations for the purposes for which they were granted.

These risks have and will be continue to be managed through a robust assessment of each application and through systems to monitor and review funded activities throughout the year.

There are no additional Legal, Resource, Personnel, Property, Equipment, Environmental or health and safety implications arising from this report at this time.

6. REPORT

6.1 Revised Aberdeen City Council Cultural Grants Application Process.

The revised Aberdeen City Council Cultural Grants Application Process which has been utilised for this current year was presented to the Culture and Leisure Trust Monitoring Working Meeting on January 18th 2010, which noted and supported implementation of the process.

6.1.1 Rationale

Historically, the Cultural Grant Application process was administered directly through submissions framed within the template of the Council's Funding Pack.

Having reviewed the existing application process, both internally and externally with current and previous applicants for cultural grants, it was clear that the current process, from the perspective of applicants and Aberdeen City Council was failing to effectively meet the needs of either party.

This mirrored feedback, arising from the Cultural Grants Application process over a longer period, which suggested that applicants felt that:

The form was difficult to complete and did not provide the necessary space to clearly illustrate the scope and purpose of the project.

Determining the cultural grant criteria in such a wide ranging generic document was overly challenging

The inability to submit applications on-line or via email was a material obstacle to enhancing access to the application process.

Too little guidance on the criteria and the reporting requirements following grant allocation was provided.

From the Council's perspective as funder, the findings of the review carried out by the Culture and Sport Strategy team confirmed that the previous applications pack:

Was unable to provide the stimulus to receive the information required to easily make a balanced decision on grant allocation.

Did not provide scope to include the identified objectives within the draft cultural strategy and was administratively inefficient.

Contained out of date and misleading information.

Lacked adequate guidance on reporting which had and could lead to difficulties in the monitoring and reporting of grants as a result of the huge variations in terms of the quality and level of information provided.

6.1.2 Revised Process

Whilst retaining and to an extent, expanding the principles outlined in the Council's Funding Pack, to more closely align with both the guidance outlined in the Council's own 'Following The Public Pound' policy and observations made by Internal Audit as part of a Service review in 2009, the first step in the revised process was to categorise the cultural grants in line with the level of grant funding requested. It was determined that this was an appropriate format as it enabled application forms and reporting to be pitched at a level which:

Allowed applications to be more fairly considered within the context of comparative requests and;

A. Ensures that Aberdeen City Council receives the necessary extent of information relevant to the level of grant in compliance with the 'Following the Public Pound' guidelines.

B. New grant criteria, which considered the Council's wider and cultural objectives, were developed along with revised application forms and reporting templates which were made available via the Council website and in hard copy both as a full funding pack and as individual files.

Reflecting the widening role of the Cultural Strategy, the additional option of submitting a direct on-line application via email was also created through a new generic web address, (vibrantaberdeen@aberdeencity.gov.uk)

To further streamline the administration of the application process, acknowledgement of applications and notification of the outcome of applications will be provided to applicants by a stated date through their allocated email address. This will be complemented by written confirmation should the applicant request this.

6.1.3 Managing the Change

The Culture and Sport Strategy team identified that the transition to the new grants process needed to be managed carefully and put measures into place to ensure this was done effectively.

Firstly, potential applicants were been kept informed of the planned changes through a mailing list and through Creative Cultures. They also received the application packs on the 21st of December 2009 to allow additional time to consider applications before the official beginning of the application process. In order to assist applicants with the new process, the application schedule was also extended through until the end of February.

While the majority, if not all, of the 2009/10 applications for cultural grants utilised email as a communication method, the postal application option was, nonetheless, maintained to ensure that all access routes were maintained.

Additionally to provide support, the Culture and Sport Strategy team scheduled a series of cultural grants workshops during the application phase. This included an overview of the cultural grants session in partnership with Creative Cultures, three application specific workshops and a 'making applications' workshop in partnership with the Cultural Enterprise Office. Applicants who were unable to attend any of these sessions or required further advice and information were encouraged to contact the Culture and Sport strategy team directly. This resulted in 12 individual sessions to provide additional support.

6.1.4 Benefits

Applicants

Through the applied revisions, applicants now have a process which provides clear and structured guidance on the grants and also an increased level of flexibility through the online administration process. Administratively, benefits are also gathered, particularly for smaller applications, from entering a process which requests only the level of information and detail which reflects the level of grant sought.

In providing an increased level of ongoing support and information through the grants workshops and the option of directly contacting the Culture and Sport Strategy team, applicants were able to access both pre-application advice and will, subject to the Committee's acceptance of the above recommendations, receive feedback on their application which can be used for future applications to both Aberdeen City Council and other external funding providers.

Aberdeen City Council

Aberdeen City Council has and will benefit from this revised process by aiding the robustness of the evaluation process through the provision of more relevant and up to date information from applicants.

In aligning the reporting templates with the application framework, it is anticipated that projects will be more easily measured against the grant criteria

and the detail provided in the original application and ensuring that applications in line with the Council's priorities.

By linking the reporting templates to the application process, a streamlining of the administration procedure is delivered which allows for a reduced level of administrative support in both the processing and monitoring of the Cultural Grants scheme.

6.2 Grants to Cultural Organisations

A table is attached as Appendix One which lists all the applications and the recommendations of the cultural grants selection panel for funding for 2010/11. The criteria for which the selection panel made the attached recommendations for the dispersal of funds included:

- Links to the Single Outcome Agreement
- Links to 'Vibrant Aberdeen' – The Cultural Strategy for Aberdeen
- 50% match funding (in kind or cash)
- Evidence of beneficial partnership working
- A report back on last years funding, where relevant, and the submission of a full application for 10/11.

Of the 83 applications received for 2010/11, it is recommended to provide an allocation to 76 of the organisations. The organisations that are not recommended for an allocation were judged by the selection panel to have not successfully met the grant criteria. This included organisations that did not have the required level of match funding, whose project was unnecessary duplication or whose application did not provide the necessary level of information. It is planned to provide feedback and additional support to organisations in order to assist future applications.

6.2.1 A full copy of the Cultural Grants application pack, containing all relevant documentation and criteria has been lodged in the Members Library.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Culture & Leisure Trust Working Group January 2010 – 'Revised Aberdeen City Council Cultural Grants Application Process'
'Vibrant Aberdeen' Cultural Strategy for Aberdeen 2010 – 2015
'Culture Delivers' – Scottish Government paper on the Arts and Community Planning.

Appendix 1 – Cultural Grants Allocation 2010/11

Category A – Under £1000

Applicant	Project	Grant Requested	Grant Recommendation
Archaeology Scotland	Scottish Archaeology Month	£500.00	£500.00
Aberdeen Chamber Music Club	Concert Series 2010/11	£600.00	£600.00
Aberdeen Chamber Orchestra	Rehearsal and Concert Programme	£800.00	£600.00
Aberdeen Potters	Development Programme	£1,000.00	£1,000.00
Crafty Potters	Promote Pottery Class	£600.00	£0.00
Fleeman Promotions	Performance of Doric Plays	£1,000.00	£750.00
Grampian Festivals	Annual Highland Dancing Festival	£900.00	£225.00
Johnny Come Lately	Limited Edition	£500.00	£0.00
Learig Orchestra	Open Orchestra	£400.00	£400.00
Lemon Tree Writers	North-East Voices publications project	£800.00	£0.00
Morven Singers	Programme	£100.00	£100.00
Newhills Primary	Like Tobago	£500.00	£0.00
North East Open Studios	Aberdeen Focus	£999.00	£999.00
North East Scotland Classical Guitar Society	5th Annual Spring Concert & Workshop	£920.00	£0.00
Northfield Street Art Project Partnership Team	Art Attack	£900.00	£900.00
Poetry Aberdeen	Participation in New Words Festival	£1,000.00	£0.00
Scottish Country Dance Festival	Scottish Country Dance Festival 2011	£999.00	£500.00
Spring Tides Poetry group	Poetry group	£750.00	£375.00
The Lyrical Musical Society	The Producers	£950.00	£0.00
Vocoustics	Series of live music events and performances	£1,000.00	£750.00

Category B - £1000 - £10,000

Aberdeen and North East Scotland Music Festival	Aberdeen Music Festival	£1,700.00	£0.00
Aberdeen Choral Society	General running/Annual concerts	£2,000.00	£1,000.00
Aberdeen City and Shire Film Office	Aberdeen City and Shire Film Festival 2011	£7,000.00	£0.00
Aberdeen City Libraries	Reader in Residence	£4,000.00	£3,450.00
Aberdeen International Youth Festival	Youth Singing Group	£8,610.00	£6,465.00
Aberdeen International Youth Festival	Festivals collective	£2,500.00	£1,875.00
Aberdeen Malayalee Association	Malayalee Association Activities	£7,050.00	£0.00
Aberdeen Sinfonietta	Music Hall Concert Series 2010-2011	£6,000.00	£3,000.00
Aberdite Theatre	FLY	£2,350.00	£1,175.00
Act 2	Forum Theatre piece	£4,125.00	£3,000.00
APA/ACC/AIYF	Twinning Project	£7,000.00	£3,500.00
Art Gallery and Museums	Plague re-enactment	£1,205.00	£1,205.00
Arts Education	WORDfirsts publication	£3,500.00	£3,500.00
City Moves Dance Agency	Step forward Integrated Dance Company	£8,700.00	£4,350.00
City Moves Dance Agency	City Moves/PVA/Live Art Project	£4,000.00	£4,000.00
Community Planning	Sluie Park Installation	£2,550.00	£1,912.50
Curriculum Resources and Information Service	Northern Writers Creative Conference	£1,611.80	£805.90
Grampian Youth Orchestra	Spring Concert Weekend	£2,500.00	£1,000.00
Granite City Highland Dancing Association	Granite City Highland Dancing Festival	£1,200.00	£1,200.00
Interesting Music Promotions	Music Promotion	£5,000.00	£0.00
Limousine Bull Artists' Collective	Series of contemporary fine art events	£10,000.00	£7,500.00
Marie Skene	Drama - Youth	£10,000.00	£0.00
North East Arts Touring	Touring theatre	£7,500.00	£5,500.00
Playwrights Studio Scotland	Writer Development Project	£2,620.00	£1,965.00
Project Slogan	Gallery programme development	£6,000.00	£3,000.00
Pushing out the boat	Issue Number 10	£1,700.00	£1,275.00
Scottish Ballet	Programme and Educational Activities	£2,000.00	£2,000.00
Scottish Chamber Orchestra	Concert Series	£2,500.00	£1,800.00
Scottish Chamber Orchestra	Wind Farm	£2,026.64	£1,013.32

Scottish Community Drama Association	Annual Programme	£3,000.00	£2,250.00
Scottish Ensemble	Residency	£10,000.00	£2,500.00
Scottish Opera	Performance and Education Activity Programme	£5,000.00	£3,750.00
The North East of Scotland Music School	Development grant	£7,500.00	£5,000.00
The Reading Bus	Jackanory onboard The Reading Bus	£5,000.00	£2,500.00
Transition Extreme	Joint art project with Ombionce	£7,763.51	£2,600.00
Triple Threat Theatre	Oliver	£10,000.00	£0.00
WordFringe	New Words Festival & year round development	£10,000.00	£7,500.00
Workers Educational Association	Reach Out	£10,000.00	£5,000.00

Category C – Over £10,000

Aberdeen Performing Arts	APA Youth Theatre	£15,000.00	£11,250.00
Aberdeen Performing Arts	The Cone-Gatherers	£20,000.00	£10,000.00
Aberdeen Performing Arts / Jazz Aberdeen	Jazz programme & Festival	£30,000.00	£22,500.00
Aberdeenshire Council	National Saxophone Conference - Aberdeen 2010	£10,625.00	£0.00
Art Gallery and Museums	125th Anniversary Programme	£22,200.00	£16,650.00
Art Gallery and Museums	Lunch break Concerts series	£11,000.00	£8,000.00
Arts Development	Art Engagement and Consultation	£51,532.00	£23,000.00
Arts Education	Arts Across Learning Festival 2010	£20,000.00	£20,000.00
Castlegate Arts Ltd	Programme of Participatory Arts and Business Development	£91,500.00	£40,000.00
City Moves Dance Agency	DanceLive Festival	£12,000.00	£3,000.00
Creative Cultures Scotland	Creative Cultures Scotland	£25,000.00	£25,000.00
Cultural Enterprise Office	Delivery of Cultural Enterprise Office Services	£18,000.00	£12,000.00
Ferryhill Railway Heritage Trust	Restoration of Endangered Victorian Engine Shed	£15,000.00	£0.00
Growing Audiences North East	Growing Audiences North East	£10,000.00	£10,000.00
Peacock Visual Arts	Artistic Programme for 2010/11	£21,650.00	£10,825.00
Royal Scottish National Orchestra	2010/11 Concert Series and Education Programme	£11,500.00	£11,500.00
Royal Scottish National Orchestra	Renewal	£15,000.00	£0.00
Scottish Culture and Traditions	Core Programme of Activities	£39,504.00	£19,752.00
Sound	Sound Festival	£14,000.00	£10,500.00

Station House Media Unit	shmuSOUND	£20,030.00	£10,015.00
The National Galleries of Scotland	Silver City - Parallel Lives: Portrait of the Nation in Aberdeen	£10,000.00	£7,500.00
The Skinny, Radge Media Limited	Aberdeen distribution and expansion	£15,000.00	£0.00
University of Aberdeen	University of Aberdeen Flagship Cultural Programme	£45,000.00	£25,000.00
Wizard Festival Ltd	Wizard Festival	£20,000.00	£7,500.00
Totals		£810,970.95	£408,282.72

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 April 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Sports Grants
REPORT NUMBER:	ECS/10/040

1. PURPOSE OF REPORT

This report brings before the Committee applications for financial assistance from sports organisations and makes a recommendation for each application. There have been two funding applications received.

2. RECOMMENDATION(S)

That the Committee considers the applications and approves the recommendations:

2.1 Netball Scotland	£678
2.2 North East Tennis Tournament Group	£2000

3. FINANCIAL IMPLICATIONS

The Sports Grants budget for the year 2010/11 is £69,000. Assuming that the recommendations are approved there will be £66322 available for the remainder of the financial year.

4. SERVICE & COMMUNITY IMPACT

The report relates to the Arts, Heritage and Sport strand of the Community Plan, specifically in relation to the Sports, Leisure and Recreation vision of developing Aberdeen as an "Active City".

The report also links to Vibrant, Dynamic and Forward Looking through Culture, Arts and Sport:

- Increase participation in sport, provide support for athletes and reward excellence
- Recognise the contribution of Sport, Culture and Arts to promoting the area as a tourist destination
- Recognise the role of Sport and Arts in tackling anti-social behaviour

5. OTHER IMPLICATIONS

The local sports groups and organisations adopt a variety of methods to attract funding, however, some groups would be unable to host an event or develop further without the financial assistance from this grant. Groups who do not meet the criteria will be assisted by officers to source alternative solutions.

6. REPORT

The Financial Assistance budget for 2010/11 has been set by the Council at £69,000. A copy of the guideline notes for sports organisations is included in the City Council Funding Pack sent to potential applicants. In addition a copy of the new sports grants criteria approved at the Education, Culture and Sport Committee on 8 October is provided outlining the assessment process. The new criteria are directly linked to the five key objectives of Fit for the Future, the Sport and Physical Activity Strategy for Aberdeen. Applicants are assessed against the criteria and recommendations made for Committee approval.

Netball Scotland`

This request is in support of the hosting of the Netball Scottish Cup Finals. This will be the first opportunity for netball fans in Aberdeen to view a finals day, hosted locally, since 2004. Spectators will be able to see top class international players and some of the best junior netball players in Scotland, some of which will be potential athletes for the Commonwealth Games in 2014. Scottish Cup Finals Day is one of the most prestigious dates within the netball calendar and will see ten teams compete in five finals from Under 13's to senior players to become the champions of Scotland in their respective age groups. Netball Scotland will work in partnership with Active Schools to attract a number of primary school children to the event. The event which will be held at Aberdeen Sports Village will attract spectators from across Scotland and contribute to raising the profile of Sport in Aberdeen.

Funding Request	Funding Recommendation
£678	£678

North East Tennis Tournament Group

This request is in support of the hosting of two tennis tournaments to be held at the Westburn Tennis Centre. The City of Aberdeen North East Tennis Tournament is held in July each year and attracts in excess of 200 participants from across the UK. The North East Indoor Tennis Championships is the premier indoor tennis tournament in the North East of Scotland and includes both junior and senior events. The age range of participants for both events is from 8 through to over 70 years of age. The organising group has attracted private sponsorship and the support of the National Governing body for both tournaments. The request will be used to offset some of the costs incurred in court hire. The tournaments contribute to raising the profile of sport in Aberdeen

and provide the opportunity for local participants to compete without having to travel out with the city.

Funding Request	Funding Recommendation
£2000	£2000

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Aberdeen City Council Funding Pack
Fit for the Future, A Sport and Physical Activity Strategy for Aberdeen City

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The criteria for the Sports Grants can be defined as follows:

Objective 1

Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen

Applications for funding will be considered whereby activities or events contribute to the following:

- Emerging forms of participation
- Initiatives to tackle anti-social behaviour
- Increasing participation in the over 50's age group
- The development of local community sports clubs

Applications for funding will also be considered in support of

- Removing barriers to participation with regards to access and travel within the city.

Objective 2

Provide a comprehensive and high quality range of sports facilities in Aberdeen City Council

- Applications for funding will be considered to support small scale initiatives up to £500

Objective 3

Maximise social, educational, health and economic benefits of sport and physical activity in Aberdeen City Council

Applications for funding will be considered whereby activities and/or programmes

- Support the Sports Leadership Award Scheme
- Address the needs of community groups, including disadvantaged and hard to reach groups
- Provide diversionary activities which address specific social issues within the community.

Objective 4

Develop and Sustain pathways which nurture local, regional and national sporting people to reach their potential

Applications for funding will be considered in support of:

- Annual funding for Grampian Coaching
- Annual Funding for Grampian Institute of Sport
- Regional Partnerships with National Governing Bodies
- Developing grass roots sports development

Objective 5

Raise the Profile of Sport in Aberdeen City Council

Applications for funding will be considered in support of:

- Hosting an event in Aberdeen City
- Developing initiatives linked to sporting events held in Aberdeen City
- Sporting Ambassador Programme

Application Context

Financial Considerations

In line with related grant criteria, a maximum contribution of 50% towards identified costs will be made from this Scheme

The extent to which efforts have been made to maximise additional sponsorship and/or involve other appropriate agencies in gathering financial support will be considered in all applications as will the extent to which the financial request is a realistic reflection of the overall proposals of an application.

It should be noted that there will be the award of only one grant per organisation per year.

Consideration of the level of existing financial support from Aberdeen City Council for an organisation or activity will also be taken into account when assessing applications.

Disbursement of Grants

In line with the Council's Code of Practice – "Following the Public Pound", Committee grant recommendations will be actioned by the issuing of an offer letter, monitoring the use of financial assistance, receiving reports from funded organisations/individuals and the payment of a grant

Where felt necessary, awarded grants may be disbursed over a series of instalments to further meet the recommendations of the above Code of Practice and allow scrutiny of the impact that grant support is having against the Objectives identified.

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 April 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT:	Northfield & Cummings Park Sports Facilities
REPORT NUMBER:	ECS/10/042

1. PURPOSE OF REPORT

- 1.1 This report provides an update, as requested, on the progress to develop sports facilities and opportunities in the Northfield and Cummings Park area, following a report to the North Area Committee in September 2008.

2. RECOMMENDATION(S)

That the Committee:

- i. Note the progress to date in developing sports facilities and opportunities in the Northfield and Cummings Park area.
- ii. Note that Fairer Scotland Funding be used to improve the drainage for football pitches in Northfield.
- iii. Note that for Fairer Scotland Funding to be used to provide a programme of taster, coaching and coach education sessions for Northfield Academy pupils by Active Schools in conjunction with Aberdeen Amateur Boxing Club.

3. FINANCIAL IMPLICATIONS

£35,000 had previously been allocated by the Fairer Scotland Fund 2009/10 towards the upgrading of the tennis courts at Northfield Outdoor Sports Centre. However due to a lack of external 'match funding' being attracted towards the project within the timescale, this funding allocation had to be reviewed by the Fairer Scotland Fund.

Following a resubmission, the revised proposal, which was considered and approved by the Fairer Scotland Fund Board on 13 March 2010, is to allocate:

- £4,682 towards the drainage improvements to the football pitches adjacent to the Allan Douglas Park and at Northfield Academy; and

- £4,110 towards the provision of a development programme at Northfield Academy in conjunction with Aberdeen Amateur Boxing Club.

4. SERVICE & COMMUNITY IMPACT

This report is in keeping with the Community Plan Challenge to develop Aberdeen as an Active City, and encourage participation and develop active communities.

The proposals within the report play a part in helping the City Council to deliver the new Sport and Physical Activity Strategy, 'Fit for the Future'.

The report also contributes to "Vibrant, Dynamic & Forward Looking" in recognising the role that Sports and Arts can make in tackling anti-social behaviour, and increasing participation in sport. There are also links with 'Closing the Gap' and Regeneration strategies for the Northfield area.

5. OTHER IMPLICATIONS

Whilst the proposed improvements to the drainage of the grass pitches are classed as a temporary solution to the problem, they should significantly improve the quality of training and playing facilities, and crucially can be undertaken within the timescale for the Fairer Scotland Funding. Further major works would need to be carried out to fully resolve the drainage problems flooding in the Northfield area, as identified in the Hydrogeological Study, though the proposed works do provide an interim measure, whilst a more permanent solution is investigated further.

The original proposal was to investigate an all weather floodlit multi sport facility for use all year round. However if floodlighting is not an option in the Northfield area, this will put pressure on existing indoor venues to provide an all weather and all year round facility suitable for football and other sports.

6. REPORT

In 2008, Councillor Gordon Graham submitted a Motion to the North Area Committee, for the Council to:

'work in partnership with officials of Byron Boys Football Club and Aberdeen Amateur Boxing Club to provide options for state of the art facilities on the former Cummings Park School site'.

Officers met with representatives of both Clubs, and brought forward a report to the North Area Committee in September 2008, with more detail being presented to the meeting in January 2009.

The Committee resolved to:-

- (a) note the progress which had been made in clarifying that floodlighting of all-weather pitches at the two 3Rs Schools in Northfield should not take place;
- (b) note the submission of application for funding for upgrading the existing

tennis courts at the Northfield Outdoor Sports Centre; and
(c) request further reports from officers, when the outcome of the funding application was known.

In 2007, as part of preparatory work for regeneration in the Northfield, Middlefield and Cummings Park Neighbourhoods, the City Council commissioned specialist consultants to carry out a detailed Middlefield Hydrogeological Study of the area. This identified particular problems with drainage in many parts of the area, including the football pitches adjacent to the Allan Douglas Park. These problems were well known by local football clubs, including the expanding Byron Boys Football Club, which was struggling to find training and playing facilities, partly due to their growth in numbers, and partly due to the poor standard of the pitches.

The original proposal in 2008 was to develop all weather training facilities, in the form of a Multi Use Games Area (MUGA), on the existing dilapidated tennis courts at Northfield Outdoor Sports Centre, but was not at the time planning to address the inherent drainage problems on the grass pitches.

In November 2008 an application to the Cashback for Communities Fund (Sports Facilities) was made but was unsuccessful due to the high volume of applications. In July 2009, £35,000 was granted from the Fairer Scotland Fund towards upgrading the tennis courts surface, on the understanding that the required match funding of between £25,000 - £35,000, would be attracted from other sources of external funding by the end of March 2010. However a further application to the Fairer Scotland Community Safety Fund in 2009/10 for fencing and storage was unsuccessful.

Officers worked closely with the Council's External Funding team, and made several applications for the necessary match funding to completely refurbish the tennis courts. Unfortunately sufficient funds were not obtained in time, and in order not to lose the Fairer Scotland Funding, it was agreed, in conjunction with Byron Boys Club, that a revised request be made to Fairer Scotland Fund to improve the drainage of the existing football pitches adjacent to Allan Douglas Park and at Northfield Academy.

The improvement to existing pitches will enable Byron Boys Club will have access to better quality training and playing pitches, which will enable them to continue their development as a community football club. This revised proposal will allow time to further investigate future funding for the wider development of sports facilities in the Northfield and Cummings Park area in conjunction with the Community Groups, including Byron Boys Club.

In order to broaden the scope of the benefit of the Fairer Scotland Fund grant, the revised proposal was expanded to include an Active Schools project to work in conjunction with Aberdeen Amateur Boxing Club based at Cummings Park Community Centre. This project builds on early discussions with Aberdeen Amateur Boxing Club and Council Officials following the committee motion in 2008. The aim of the project is to; provide taster sessions and after-school coaching at Northfield Academy; enable pathways to be formed between the local schools and Aberdeen Amateur Boxing Club; to purchase new equipment and to provide training opportunities for senior pupils, volunteers and sports coaches

The revised proposal was endorsed by the Northfield Forum on 23 February 2010, prior to being approved by the Fairer Scotland Fund Board on 13 March 2010.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Report and minutes of North Area Committee meeting of 23 September 2008
Report and minutes of North Area Committee meeting of 6 January 2009
Middlefield Hydrogeological Study May 2008

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	15 April 2010
DIRECTOR	Fred McBride/Annette Bruton
TITLE OF REPORT	Review of Integrated Children's Services Strategic Planning Governance Structure
REPORT NUMBER:	ECS/10/036

1. PURPOSE OF REPORT

In 2009, the Children and Young Peoples Strategic Partnership undertook a review of the planning and governance to support the delivery of integrated children's services. The purpose of the report is to seek committee's approval for the proposed future planning and governance arrangements to strengthen the delivery of integrated children's services in the City.

2. RECOMMENDATION(S)

It is recommended that Committee agree:

- i) That the integrated children's services strategic planning structure should be designed around key outcomes.
- ii) That the number of planning and working groups within the structure and the membership there of, should be significantly slimmed down in order to assist an outcome focused approach.
- iii) For committee to approve the revised strategic planning structure and membership at Appendix 1.
- iv) To note that a recommendation has been made to the Corporate Policy and Performance Committee that the Integrated Children's Services Partnership replace the Children and Young Peoples Strategic Planning Group as a Challenge Forum of The Aberdeen City Alliance to lead and coordinate the delivery of local improvement objectives to improve outcomes for children and young people within the Single Outcome Agreement.

3. FINANCIAL IMPLICATIONS

Whilst there are no direct financial implications associated with this report, the revised planning structure and membership will reduce overlap and duplication by reducing the number of groups, reducing the number of people attending groups (including those who attend more than one or several groups) and there by free up time and capacity to concentrate on managing and delivering required changes to frontline services and better outcomes for children.

4. SERVICE & COMMUNITY IMPACT

The recommendations within the report will ensure robust governance and planning to support an integrated approach to service delivery within children's services and across the wider Single Outcome Agreement priorities. The recommendations will support the delivery of the Council's commitments set out within 'Vibrant, Dynamic and Forward Looking', with particular reference to actions 1-13 under Education and 1-14 under Health and Care.

The developments outlined within this report also support progress towards meeting the national outcomes outlined within the Single Outcome Agreement, with particular reference to the following:

- National Outcome 4 – Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- National Outcome 5 – Our children have the best start in life and are ready to succeed.
- National Outcome 8 – We have improved the life chances of children and young people and families at risk.

Specifically, Aberdeen City Council is committed to strengthening the leadership and governance to deliver the Integrated Children's Services Plan within our local Protecting Vulnerable Children Multi-Agency Action Plan in response to HMIE Inspection Reports.

5. OTHER IMPLICATIONS

The major implications of these proposals is that Elected Members would be freed up to challenge and scrutinise the work undertaken by the various groups within the strategic planning structure rather than being directly involved in operational work.

6. REPORT

6:1 In 2009, the Children and Young People's Strategic Planning Group (CYPSPG) undertook a review of the governance and planning to support the delivery of integrated children's services in the City. The review considered the governance and resource management arrangements in place locally to deliver the Integrated Children's Services Plan (ICSP) 'For Aberdeen's Children'. The approach taken was to offer structured one-to-one interviews with all members of the CYPSPG and Children and Young People's Services Management Group (CYPSMG) using questions from a self evaluation tool designed to review partnership arrangements. A total of 20 people participated and included representation from Elected Members, Aberdeen City Council's Education, Culture and Sport and Social Care and Wellbeing Directorates, NHS Grampian, Grampian Police, and Aberdeen Council of Voluntary Organisation (ACVO) who represent the Third Sector. The report set out recommendations across the following key areas:

- Improve outcomes for children and families;
- Overseeing the effective use of resources;

- Roles and accountabilities of partners in delivering improvements set out in the ICSP;
- Effective consultation, engagement and involvement of key stakeholders;
- Supporting local capacity building and capability development;
- Governance and principles of the partnership; and
- Managing risks and exercising controls.

This report relates specifically to the recommendations to improve the leadership and governance of the Partnership.

- 6:2 Currently the Children and Young People’s Strategic Planning Group, which is the highest level group within the current strategic planning structure, has potential membership of almost forty people including eight Elected Members. The Children and Young People’s Service Management Group, the next group in the planning hierarchy has potentially more than twenty members. Whilst not all members attend every meeting, the potential size of these groups is not conducive to effective task-orientated strategic planning (appendix 1: Current Governance Structure).
- 6:3 A significantly smaller group of representatives from key agencies met to discuss the recommendations of the report and consider how the strategic planning of integrated children’s services could be made more effective. This smaller group comprised senior representatives from NHS Grampian, Grampian Police, ACVO, the Authority Children’s Reporter, Aberdeen Youth Council, the Director of Education, Culture and Sport, the Director of Housing and Environment and the Director of Social Care and Wellbeing at Aberdeen City Council. There was unanimous agreement that governance and membership of the strategic planning structure should be designed around key outcomes and that membership should be at a more senior level within the strategic planning group, with the management group taking a more task-focused approach to the delivery of key processes such as Getting it Right for Every Child (GIRFEC) and that the partnership would remit work programmes to a small number of focused delivery sub-groups. The delivery sub-groups themselves would be focused on the following key outcomes:
- Getting the Best Start in Life;
 - Achieving their Potential;
 - Responsible Citizens;
 - Safe and protected;
 - Successful transitions to adulthood.
- 6:4 There was also unanimous agreement that the proposed strategic planning structure will be fit to take forward key messages emanating from the Getting It Right For Every Child (GIRFEC) pathfinder model being developed in Highland Council in order to drive forward practice change, culture change and a focus on improved outcomes for children (See Appendix 2: Proposed Governance Structure). This will further develop our local approach and ensure learning from best practice is embedded within the future change programme for GIRFEC.

Some of the key messages which were agreed to be important in driving forward these changes are as follows.

- 'Getting it Right' approach should also be followed in Child Protection cases.
- A more proportionate response is needed by Police and Social Work to concerns.
- Social Work, schools and health should produce fewer reports for the children's reporter.
- An assessment and plan is put in place more quickly for those who are not referred to the reporter but for whom concerns still exist that may require additional or multi-agency support.
- There should be a greater emphasis on engaging young people in the planning process.
- There should be significant decreases in exclusions from schools.
- Staff development should be provided on a multi-agency basis within localities wherever appropriate.
- There is a need to further develop our approach to ensure there is a lead professional where there is multi-agency involvement in a child's life.
- Lead professionals and others have the skills and the tools to engage effectively with children and young people, particularly those under eight.
- That universal services are seen as the appropriate providers of support for children and young people with a range of additional needs.
- To develop the alignment of social work, education, health and police delivery teams at a locality level.

In order to deliver these key messages to a wide range of staff within integrated children's services, it was agreed by senior agency representatives that a series of seminars led by the proposed Integrated Children's Services Partnership and Management Group would be an appropriate and effective vehicle for leading the proposed changes. It is envisaged, with committee's approval, that these will be developed in early 2010 and delivered by the end of June 2010.

6:5 It was further envisaged that there would one large event then further events based around teams within localities/ associated school groups. This will begin to embed the practice and culture change at frontline locality level. It will also provide an opportunity to engage practitioner, managers and chief officers across all partner agencies in robust self evaluation to determine local priorities for the development of the Integrated Children's Services Plan 2010-2013 and to identify local improvement objectives and outcomes to inform the development of The Aberdeen City Alliance Single Outcome Agreement.

6:6 Detailed terms of reference, role and remit documents will be developed for all governance groups within the Integrated Children's Services Structure and made available on the Community Planning Website under the TACA Challenge Forums.

7. REPORT AUTHOR DETAILS

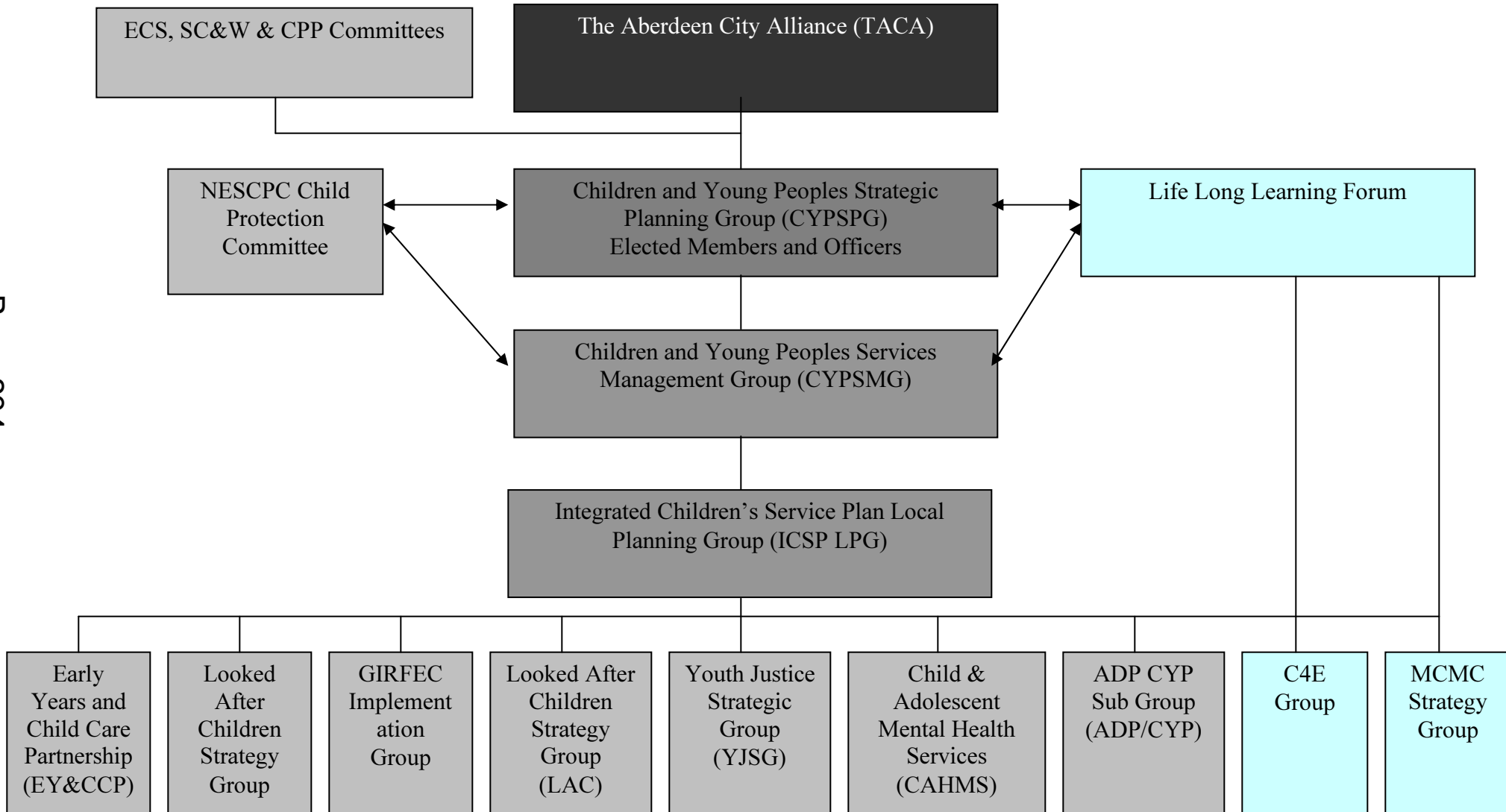
Kay Dunn
Strategist for Integrated Children's Services
Tel No: (52)3882
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8. BACKGROUND PAPERS

Self Evaluation Report : Aberdeen City - Children and Young People's Strategic Group 'Improving the Governance and Planning for the delivery of Integrated Children's Services in Aberdeen City' July 2009.

An Evaluation of the Early Implementation Phases of GIRFEC in Highland 2006-2009 'Changing Professional Practice and Culture to Get it Right for Every Child', November 2009.

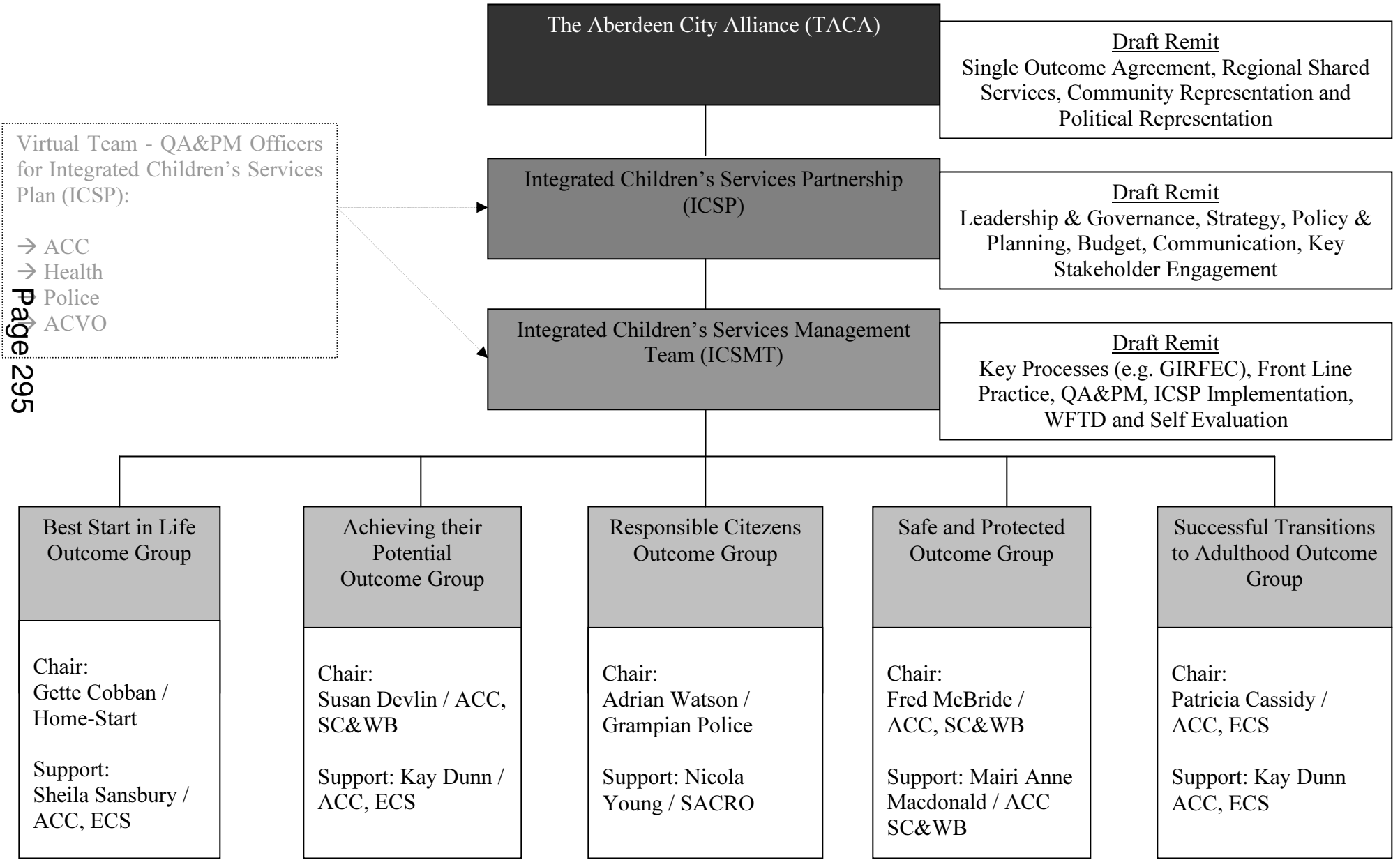
Appendix I: Current Governance Structure for Integrated Children's Services



Appendix II: Proposed Governance Structure for Integrated Children's Services

Virtual Team - QA&PM Officers for Integrated Children's Services Plan (ICSP):

- ACC
- Health
- Police
- ACVO



Appendix III: Proposed Membership for Governance Structure for Integrated Children's Services

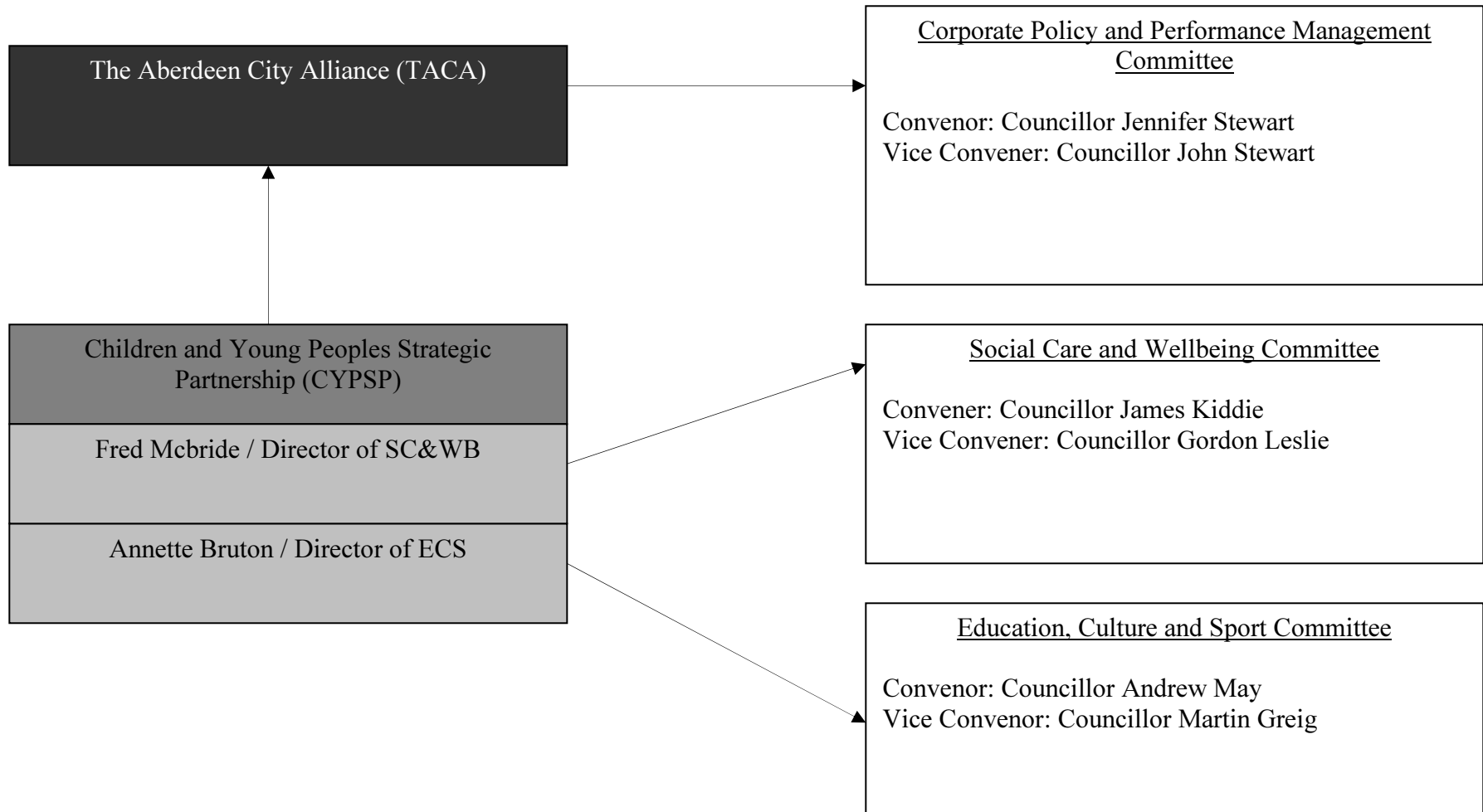
Membership of Children and Young Peoples Strategic Partnership

Aberdeen City Council (ACC)	Director of Social Care and Wellbeing
ACC	Director of Education Culture and Sport
ACC	Director of Housing and Environment
ACC	Strategist for Integrated Children's Services
NHS Grampian	Deputy General Manager Aberdeen Community Health Partnership (CHP)
Grampian Police	Chief Superintendent
Scottish Children's Reporter Association (SCRA)	Authority Children's Reporter
Aberdeen Council of Voluntary Organisations (ACVO)	Chief Executive
Children's Hearing System	Chair of the Children's Panel
Aberdeen Youth Council (AYC)	Chair of AYC

Membership of Integrated Children's Services Management Team

Aberdeen City Council (ACC) ECS	Head of Service Education, Culture and Sport Directorate
ACC ECS	Strategist for Integrated Children's Services
ACC SC&WB	Head of Service Social Care and Wellbeing
ACC SC&WB	Strategist Social Care and Wellbeing
ACC H&I	Head of Service Housing and Environment
NHS Grampian	Strategic Coordinator Child Health (Children's Commissioner)
NHS Grampian	Lead Nurse Aberdeen Community Health Partnership
Grampian Police	Chief Inspector
ACVO	Voluntary Sector Children and Young Peoples Network Officer
ACVO	Assistant Director of Barnardos Aberdeen
Home-Start	Chair of 'Best Start in Life Outcome Group
ACC ECS	Chair of 'Achieving their Potential' Outcome Group
Grampian Police	Chair of 'Responsible Citizens' Outcome Group
ACC SC&WB	Chair of 'Safe and Protected'
ACC ECS	Chair of 'Successful Transitions to Adulthood' Outcome Group
VSA	Director of Children and Families Services (Young Carers)

Appendix IV: Proposed Council Officer Committee Lead and Elected Member Scrutiny



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ABERDEEN CITY COUNCIL

COMMITTEE: **Education, Culture and Sport**

DATE: **15th April 2010**

DIRECTOR: **Annette Bruton**

TITLE OF REPORT: **Roll Capping in Aberdeen City Schools
(2010/2011)**

REPORT NUMBER: **ECS/10/025**

1. PURPOSE OF REPORT

This report seeks approval from the Education, Culture & Sport Committee to:

- agree limits to the S1 intakes of the named secondary schools in Aberdeen City for the 2010/2011 school session;
- agree that where necessary capping limits are placed on identified primary schools to ensure those schools can accommodate the agreed lower class size regulations
- note the need to recommend the reservation of places in named secondary schools and identified primary schools within the powers given to Local Authorities by the Standards in Scotland's Schools Etc Act 2000.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- a) Agree the following limits upon the S1 intakes of the following secondary schools:

Aberdeen Grammar School	210;	Harlaw Academy	180
Oldmachar Academy	180;	Cults Academy	180;

- b) Agree that it may be necessary to cap a number of primary schools to accommodate any class size reductions in Primary 1- 3 to conform to class size regulations and local policy noting that the schools in question can only be identified once class configurations have been established.
- c) Agree the reservation of spaces in the above-named secondary schools and identified primary schools as appropriate, within the powers given to Local Authorities by the Standards in Scotland's Schools Etc Act 2000.

- d) Require the Schools and Children's Service Managers to closely monitor the number of pupils transferring to the identified capped schools in August 2010 relative to the roll limits being recommended.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications. As schools are funded through staffing formulae they will be staffed accordingly. Where staff excess is identified this will be managed through agreed policy and procedures.

4. SERVICE & COMMUNITY IMPACT

This report supports the Council's commitment to the principles of equality in relation to pupil access to schools, best value when considering the distribution of resources and the provision of the highest quality of service delivery.

Aberdeen City Council is committed to providing the best possible education for all our children, which is essential if we are to ensure that Aberdeen and its citizens have a prosperous future. We must therefore:

- Ensure expenditure on education delivers maximum benefit to pupils'
- Continue to involve parents and pupils in their schools
- Continue to improve attainment across city schools
- Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living
- Review best teaching practice and trial projects in Aberdeen and beyond to identify the best ways of delivering an even higher quality education to all pupils.
- Allocate resources to support for learning, targeted to areas of greatest need.
- Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.

5. OTHER IMPLICATIONS

People:

Since a school's basic staffing complement is allocated according to a very sensitive roll related formula, the decision to raise or lower a roll cap will have a consequential impact upon the staffing level of a particular school.

Systems and Technology:

There are no systems and technology implications

Property:

There are no property implications if the recommendations of this report are agreed and implemented. If a schools intake were not capped there is the possibility that additional accommodation would be required.

Risk Management:

It is important to reach agreement on the appropriate number of pupils to be admitted to a school for the forthcoming session to ensure that the school is capable of making all necessary arrangements within an appropriate timescale. Failure to do so might incur the risk of the school not being able to make decisions regarding the admission of pupils within the statutory requirement and in compliance with the Council's Policy of Local Schooling for Local Children.

Equal Opportunities:

Equal opportunities issues are addressed within the arrangements in place for admitting pupils to schools including those arrangements which pertain to pupils who cannot be immediately admitted due to the school being at capacity at a given time.

6. REPORT**Roll Capping
Secondary Schools**

The current position is that certain secondary schools are roll capped, i.e. a decision is taken annually to limit pupil numbers which, experience has shown, could otherwise exceed capacity. This decision is informed by the working capacity of a school which takes into account the availability of both non-practical, and specialist practical, teaching areas within the building.

A limit is fixed for each stage between S1 and S4; in the case of S1 this is guided by the number of P7 children known to be ordinarily resident in the area zoned by address to a secondary school, regardless of which primary school they attended. These children will, under normal circumstances, transfer to their zoned secondary schools, although their parents/guardians may choose another school under the Parents' Charter Legislation.

The secondary schools that are currently roll-capped are Aberdeen Grammar School, Cults Academy, Oldmachar Academy, Harlaw Academy and St Machar Academy. It is however proposed to lift the cap on St Machar as they have been able to accommodate all pupils wishing to attend the school in recent years.

It is proposed that the following limit S1 for session 2010/2011:

Aberdeen Grammar School	210
Cults Academy	180
Harlaw Academy	180
Oldmachar Academy	180

Reserved Places In Roll Capped Schools For Incoming Families

The report on *Policy and Procedures for Dealing with Admissions to Schools and Parental Placing Requests* approved by the Education and Leisure

Committee on 29th August 2000 was predicated on the fundamental principle that local schooling will be provided for local children.

The Standards in Scotland's Schools Etc Act 2000 empowers Local Authorities to reserve places in school stage and session have been made. In such circumstances, Education Authorities are permitted to retain a number of places and to refuse placing requests for children who live outwith the area zoned to that school, in order to allow this to happen.

Places for incoming families had been reserved at Cults Academy under the previous legislation, Education (Scotland) Act 1996, since August 2000. Session 2001/2002 was the first year that this provision was extended to the other capped schools with 4 places being reserved in each year S1 to S4. A further two additional reserved places were agreed for Aberdeen Grammar School, Cults Academy and Harlaw in session 2009/2010. This mechanism allows the Education Authority to fulfil, as far as is practically possible, its commitment to providing local schooling for local children.

Roll Capping Primary Schools

Historically only a small number of primary schools have ever had to be capped. This decision being taken as it was not possible to create additional classes within the school building. It therefore has not been normal practice to request reserved places for any of our primary schools.

However due to the increasing demand for places in certain schools, the Councils decision to reduce class size to a maximum of 18 pupils in all P1 classes in schools within areas of deprivation will be determined by each school's ability to accommodate the increase in classes. It is however proposed to maintain a maximum of 25 for all other Primary 1 classes. This may require some schools to reserve places for pupils who may move in-zone during the school year. This would allow Aberdeen City to maintain its policy of local schools for local children.

The 10 Primary Schools potentially affected are:

Manor Park School
Bramble Brae School
Riverbank School
Tullos School
Kittybrewster School
Seaton School
Walker Road School
Woodside School
Heathryburn School
St Peter's RC School

Parents will be informed of the result of their request no later than 30th April 2009, as per our legal requirements.

The decision to cap a primary school will be based on the number of primary classes the school can accommodate rather than the number of pupils. This is related to the optimum class configuration schools have to adopt.

To ensure that the numbers of excess staff are kept to a minimum, some staff may be employed on a fixed term basis until pupil figures can be confirmed at the start of the new session.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Standards in Scotland's Schools Act 2000

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Culture and Sport
DATE	15 April 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Leased Community Centres – Costs of Remedial Works and Outcomes of Document Discussion and Social and Financial Capital Survey
REPORT NUMBER	ECS/010/ 030

1. PURPOSE OF REPORT

To report on progress with development work in relation to leased centres as remitted by the 7 January 2010 meeting of this committee. This includes ascertaining the cost of repairs to bring centres up to an acceptable Grade B standard, development of a new model lease, management agreement, enhanced grant and constitution and reporting on the outcomes of a social capital and financial analysis.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- 2.1 Notes the progress made in discussions with leased community centre management committees on the model lease, management agreement, constitution and enhanced grant finance model.
- 2.2 Agrees a transition year with one year leases being granted to all centres to allow centres to adjust to the new financial arrangements with officers providing a report reviewing implications in June 2011.
- 2.3 Agrees that The City Solicitor be remitted to formally conclude the model lease and management agreement on terms and conditions as are necessary to protect the Council's interests for a transition period of one year.
- 2.4 Agrees to refer the cost of out-sourcing work to assess the costs of remedial repairs to Finance and Resources Committee
- 2.5 Agrees that once costs are assessed that they will be considered as part of the Council's 5 year business plan and service priorities.
- 2.6 Agrees to receive a further report detailing all the financial implications of repairs to inform decisions on the granting of longer-term leases.
- 2.7 Agrees that the Council retains responsibility for the payment of:
 - energy and water bills;
 - routine maintenance checks including fire equipment, and
 - public liability and employers liability insurance,reviewing and receiving a report on these commitments in June 2011.

- 2.8 Agrees that a Leased Centre Efficiency Group comprising centre representatives, Members and officers is set up to look at efficiency options for the proposed transition year.
- 2.9 Agrees the adoption of the new model constitution and standing orders as agreed by all parties.
- 2.10 Notes the outcomes of the social and financial capital analysis and remits officers to put in place the identified supports.

3. FINANCIAL IMPLICATIONS

In the financial year 2008 – 2009, the actual revenue costs for all leased community centres were £619,197. This figure did not include Powis Gateway as the budget was still managed by the Community Learning and Development service. Revenue costs for Powis Gateway are £60,000. The total annual revenue costs total also exclude public liability and employers liability insurance costs of £2,908.

Routine maintenance costs such as gas, electric, water, legionella and fire safety and equipment tests which ran to £58,000 for the same period are covered by the repairs fund contribution. It should be noted that a building assessed at an overall Grade B standard; (the recommended standard), will still incur ongoing revenue repair costs which could raise total annual revenue costs for all leased community centres up to £750,000.

Members should also be aware that 7 January 2010 committee approval of the Version B lease makes the City Council liable to carry out and meet the cost of all property repairs. This could include an indeterminate list of historic, current and future property repairs at an unquantifiable cost, particularly if a 20 year lease option is exercised. A further report detailing the financial repair obligations of the Council will be required once these have been ascertained. This information will then inform any future decision about the granting of a long-term lease. **This is required so as to be in line with the Council's response in 2008 to the Audit Commission that decisions can only be made where a full picture of costs accompanies a report.**

At the end of the financial year 2008 – 2009, leased centres held equity to a total sum of £707,069.

4. SERVICE & COMMUNITY IMPACT

The links to the Community Plan, the Single outcome Agreement and Vibrant, Dynamic and Forward looking are as follows:

Vibrant, Dynamic and Forward Looking: Leased Community Centres are linked to the commitment to establish a network of Community Learning Hubs across the city. **Combined Community Plan and Single Outcome Agreement.** Leased Centres contribute to the SOA National Outcomes as follows:

2. We realise our full economic potential with more and better employment opportunities for our people.

3. We are better educated, more skilled and more successful, renowned for our research and innovation.
4. Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
5. Our children have the best start in life and are ready to succeed.
6. We live longer, healthier lives.
7. We have tackled the significant inequalities in Scottish society.
9. We live our lives safe from crime, disorder and danger.
11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
13. We take pride in a strong, fair and inclusive national identity.

An Equalities and Human Rights Impact Assessment was prepared for the January 2010 committee cycle.

5. OTHER IMPLICATIONS

The clarification of the relationship between leased community centres and the Council, must be seen in the wider context of community capacity building, effective asset management and budgetary considerations.

6. REPORT

6.1 Model Lease, Management Agreement and Finance Model

At the meeting of 7 January 2010, this committee agreed Version B as the lease and management agreement and Version 2 of the finance model. Officers were remitted to conclude negotiations and the leased centres have worked together to seek agreement with the Council on these documents.

Members should note that, to date, there have been 2 versions of the lease produced with 3 revisions and 3 versions of the management agreement produced in response to issues raised by Members and centres.

Key points of concern aired by the centres and the resolution provided by officers are detailed below:

Issue 1 - In the light of historical costs of gas and electricity the budget will be inadequate and place responsibility on centres to find any budget deficit.

Action suggested in response: in the light of upcoming move to a one bill method of energy bill payments by the Council, officers recommend that it would be best to retain the Council responsibility for invoice payment. ***Centres are happy with this proposal.***

Issue 2 - Health, safety and financial implications if centres have to take the responsibility for arranging routine testing of fire equipment and routine maintenance and cover the costs of the same.

Action suggested in response: An offer was made for the Council to arrange these checks and recharge the centres. This was rejected. Centres wish the status quo to remain with the Council making all arrangements and directly paying all costs. ***Centres are happy if this revised arrangement is adopted.***

Issue 3 - Centres might have to cover the costs of public liability and employer's liability insurance.

Action suggested in response: These insurance policies are arranged through the Council's Insurance Officer at a total cost of £2,908 in the financial year 2008 - 09. A recharge arrangement was rejected. Centres wish the status quo to remain with the Council making all arrangements and directly paying all costs. This was agreed. ***Centres are happy if this revised arrangement is adopted.***

Issue 4 - There is a disparity of costs covered by their respective budgets with some centres receiving a more preferential settlement than others.

Action suggested in response: It is recommended that a Leased Centre Efficiency Group is set up to look at efficiency options for the proposed transition year. The remit of the group would be to look at value-for-money measures. This idea has been put forward by two centres and is supported by officers. ***Centres are happy to be involved in this initiative.***

Issue 5 - A misunderstanding about the reduction in the centre development grants as it represented more than 5% of the grant..

Action taken in response: It has been explained and communicated to all centres that the reduction represents a 5% efficiency saving on the gross community centre budgets and not on the development grant alone.

Omission - In addition to the issues listed above, officers identified an omission in the management agreement which has now been corrected. This was to include water charges as a Council responsibility.

Officers recommend a transition year with all centres receiving a one year lease. The reason for this is to allow a "settling in" period. This will allow a review of financial arrangements with a report on the longer-term financial implications for the Council to be tabled after one year of operation under the new system in June 2011.

Plain language explanations of the key terms of the lease, management agreement and finance model are contained at Appendix 1 to this report.

6.2 The costs of Repairs to bring centres up to an Acceptable Grade B

Asset Policy officers have advised that the overall grading of premises undertaken as part of the 2009 building condition survey for the community review cannot be viewed at face value. Officers have also advised that the primary purpose of the surveys is to show, at a glance, the general condition of a particular building as a whole and the general condition of numerous parts of the building. All surveys are performed using a methodology set by the Scottish Government.

As already reported to the committee, the buildings were assessed on a scale of A – D with A being pristine and D poor. Whilst the overall condition of a building may

be a Grade B, there may be aspects of the building that are a Grade C and require attention in the immediate future. The previous survey did not identify detailed costs of remedial repair. The advice is, therefore, that a further survey is required in order to assess the costs of remedial repair to an “acceptable” Grade B. Asset Policy have advised officers in Education, Culture & Sport that there is no internal capacity to undertake this work and that it will need to be out-sourced with costs accruing for this work. Officers recommend that the cost of this work, once known, is referred to Finance and Resources Committee for the necessary funding. Officers recommend that the costs of repairs are identified so the long-term financial implications are fully understood before any decisions are made about the granting of long-term leases.

6.3 The Model Constitution and Standing Orders

The Model Constitution had not received full consideration by centres prior to January committee. In the course of consultation, there have been a number of issues raised about its contents by both centres and officers. These were fully discussed at a leased centre workshop held on 5 March 2010. The issues, with centre and officer responses and outcomes marked in bold, italic text are as follows:

Issue 1 – Possibility of future change to centre to charitable status and need for amendments to the constitution in line with Office of Scottish Charity Regulator (OSCR).

Response: The Constitution as it stand, allows for amendments to be submitted to the Council for consideration. Changes have already been made to the financial reporting requirements in line with OSCR requirements following representation from one of two centres with existing charitable status. ***Centres did not raise this matter as a point of further concern.***

Issue 2 – There is currently no provision for a termination of Membership Appeals Process.

Response: Officers have recommended that Aberdeen Council for Voluntary Organisations works with centres to propose a workable system for this. ***Centres present at the 5 March workshop were happy with this proposal.***

Issue 3 – Officers have identified that more flexible options for election of Management Committee could avoid difficulties currently experienced with quorate meetings. There are various ways that Management Committees can be created. It is important that they properly represent all stakeholders involved with the Centre. It is also important that any method of voting does not make it more difficult or create a barrier to participation by any part of the local community or interested group. While it may be appropriate to elect some representatives at a public meeting, this would not be likely to encourage participation by some members of the community. It would be possible to allow people to vote at any time the centre is open over a period of a week. It would also be possible to hold elections for particular representatives at a time when the relevant group(s) were meeting e.g. conducting an election for a representative of the interests of the under 5's when the playgroup was meeting. A variety of the above proposals may be suitable depending on the needs of the neighbourhood and interested groups served by a particular Centre.

Response: The Council has invited the views of community centres on this range of options. At the meeting held on 5 March, officers explained the benefits of more

flexible election options and ***centres were happy to accept this proposal as long as it was discretionary. The constitution is to be amended accordingly.***

Issue 4 – The period of tenure for post-holders is one year and post-holders are eligible to stand for re-election at subsequent years up to a maximum of three consecutive years in any one position. Centres have stated that this is likely to cause problems for them.

Response: Legal and democratic services have stated that they are happy for the period of tenure for postholders to be extended up to 5 years but not indefinitely. This does not stop a postholder transferring from one post to another and providing “coaching support” to a successor of their previous post.

Issue 5 – Stipulation that only one centre employee can be on the Management Committee or be a post-holder. Centres have stated that this will cause them problems for the reasons outlined in 4 above.

Response: Officers have sought the advice of Scottish Council for Voluntary Organisations (SCVO) who stated that voluntary organisations are bound by the terms of their respective constitutions. This requirement is considered good practice by the Council. SCVO recommend that it is good practice for charitable organisations to have employees in the minority group on their management committees. ***Officers have suggested that the sharing of posts on the management committee could provide a workable solution to this issue whilst making the task of being a post-holder less onerous. Centres at the workshop were happy with this suggestion.***

Issue 6: Prohibition on Ward members having voting rights/being office bearers. This has been raised as an issue by one centre where a councillor is a post-holder on the centre management committee.

Response: Legal and democratic services have stated that this can be addressed.

Issue 7 – Concern about possible Council influence over outside lets.

Response: Many centres are concerned that the constitution, lease and management agreement give the Council priority access to and use of leased centre premises. This is not the case. The management agreement states that, ***“The tenants will permit the Council”*** to hold meetings and conduct other activities in the premises for all Council, Community Council and learning in the wider community purposes ***subject to such booking procedure as may be operated by the tenants.*** The constitution also states that, “Any space not utilised for the Committee’s programme will be let, in the first instance to community groups in the Neighbourhood or wider Learning community that do not have a profit motive and to voluntary organisations that draw members from that Neighbourhood or Learning community. Any remaining accommodation may then be allocated to other organisations or individuals.” ***Centres were happy with this explanation.***

Issue 8 – Concerns have also been expressed about the role and status of Community Centre Liaison Officer. Centres wish the role to be supportive rather than directive.

Response: The Community Centre Liaison Officer has a formal role in supporting certain aspects of the leased community centre constitution such as advising on procedure, supporting elections and attending the Annual General Meeting. The Liaison Officer does not have voting rights and is there in a supporting role.

Centres expressed a wish to be involved in design of the job description and person specification and recruitment to this post. ***Centres were happy with this explanation and a number of representatives expressed a wish to be involved in the recruitment process.***

A plain language explanation of the key terms of the Constitution and Standing Orders is contained at Appendix 2 to this report.

6.4 Social Capital and Financial Analysis

6.4.1 Social Capital Analysis

The social capital analysis provides an objective analysis of the social contribution of each Community Centre to their local community, as perceived by each Centre's Management Committee. This contribution is measured in terms of the key dimensions of social capital:

- groups and networks
- trust
- collective action
- social inclusion
- information and communication

For the purpose of this research, it was both necessary and useful to add a further dimension; finance and funding

The methodology employed for the research was predominantly focus group, where information was collected via a participative SWOT analysis, facilitated and objectively analysed by the researcher. SWOT analysis is a strategic management tool used to assess strengths, weaknesses, opportunities and threats. Focus Groups with leased community centres allowed researchers to elicit responses from 22 to date 84 people.

The key findings of the SWOT Analysis in relation to the key elements of social capital applicable to many but not all centres are:

Strengths

- *Social inclusion* (evidenced by programmes of activities);
- *Groups and networks* (evidenced by links with local businesses and Elected Members; and,
- *Collective action* (evidenced by the overall achievements of each Management Committee and other volunteers).

Weaknesses

- *Trust* (evidenced by comments regards, in particular, perceptions of relationships with Aberdeen City Council as well as, in some cases, reluctance to participate in this research);
- *Finance and funding* (evidenced by comments regarding financial situation); and,
- *Collective action* (evidenced by Management Committee training needs identified).

Opportunities

- *Social inclusion* (evidenced by suggestions for appealing to under represented user groups);

- *Information and communication* (evidenced by suggestions for assessing the needs of the local community and improved promotion and marketing), and,
- *Collective action* (evidenced by Management Committee training needs identified)

Threats

- *Trust* (evidenced by comments regards threat of closure and perceptions of relationships with Aberdeen City Council);
- *Finance and funding* (evidenced by comments regarding loss of financial assistance and rising costs); and,
- *Social inclusion* (evidenced by comments regards apathy for Centre by certain groups in the local Community).

Aside from the data collected via the SWOT Analysis, a number of observations were made in terms of:

- Community Centre Management issues
- Building management
- Community Centre relationship with Aberdeen City Council
- Ability to access funding
- Links with the wider community
- Needs of the Community
- Level of Centre activity
- Strategic planning ability
- Centre promotion and marketing

The identified benefits accruing from this research are an ability to:

- Demonstrate accountability for the public pound/Best Value (funding being provided by Aberdeen City Council)
- Provide a qualitative assessment of value to local community:
 - activity appropriate to need and population base
 - equality of access
 - flexibility to change/ability to adapt to local community needs and requirements
- Identify and inform centre support needs
- Evidence engagement and involvement/participation in Local Planning Partnership
- Maximise use of building
- Show positive outcomes of good practice or support required to achieve this
- Develop methodologies for
 - recording activity
 - routes to access funding
 - developing activity to meet local need

Packs relating to the findings of the analysis for each centre including individual action plans have been placed in the Members Library and are available on request.

An Executive Summary of the social capital survey including recommendations is at Appendix 3 to this report.

6.4.3 Financial Analysis

The revenue costs for each leased centre based on the out-turn, (actual), figures are detailed under Section 3 – Finance Implications. The details for each centre for the financial year 2008 – 2009 total are provided in the spreadsheet at Appendix 4 to this report.

It is not possible, at this stage to analyse the costs of each centre by cost per user or cost per visit because of the variable recording of activity attendance across the city.

Officers have, in the course of research, discovered the need for tighter control over energy management. The Energy Manager has, on request, placed the centres on the list to receive Energy Management Audits and also Automated Meter Readers so the energy bills are all actual readings rather than estimates.

Officers have also identified the need to provide a more equitable level of financial support to centres. The budgets for centres vary greatly in the range of costs met by the Council. It is therefore essential that there is equity in this matter. Two centres have suggested that a Leased Centre Efficiency Group is set up to look at efficiency options for the proposed transition year. The remit of the group would be to look at value-for-money measures. Suggestions received to date include the introduction of light sensors and heating time switches in centres, additional columns for estimated and actual time spent in the “blue book” for Council jobs and rationalisation of activity codes on the centre budgets.

The actual costs for leased community centres in the financial year 2008 – 2009 are detailed in the sheet at Appendix 4 to this report.

7. REPORT AUTHOR DETAILS

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(01224) 522424

8. BACKGROUND PAPERS

- Draft Model Lease and Management Agreement for Leased Community Centres, March 2010
- Draft Constitution and Standing Orders, March 2010
- Social Capital and Leased Community Centres Report, March 2010

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Explanation of Key Terms of The Lease

The Rent

Clause 1 – Period of Lease.

Clauses 2 & 3 - £1 sterling per year exclusive of rates and VAT, payable in advance and subject to punctual payment. (No rates currently payable.) The Council knows that any future changes could be a point of concern. However, policy decisions in this matter have been made by and are binding for the duration of the current Administration.

Restrictions

Clause 4 - No formal assignment or sub-letting of the whole or part of the premises permissible. This does not affect the right to arrange informal lets such as use of the hall for a keep-fit class.

Clause 5 - Tenants unable to raise finance by offering the premises as security or dispose of their interest in the property.

Clause 6 - Centre to be used as a community centre solely for social, educational, educational, cultural, leisure or recreational activities for the benefit of the whole community. This means that all sections of the community should have access to activities at the centre. (The community is defined in the constitution in terms of the Neighbourhood.)

Insurance and Liability

Clause 7 – The Council will be responsible for insuring the building. In the event of the building being damaged or destroyed, the Council will use the money received from the insurance company to rebuild or reinstate the building.

Clause 8- The management committee will be responsible for arranging and paying the contents insurance. This is current practice.

Clause 9 – The management committee will accept the premises as being in the condition stated in the Schedule of Condition which will be attached to the lease and the Council shall be responsible for internal and external repairs and maintenance . (The January 2010 Committee report recommended that all premises should be an acceptable Grade B condition and officers were remitted “to obtain a detailed quotation for remedial works required to bring all leased centres up to an acceptable Grade B standard”.

Clause 10 – Management committees must not alter or add to the property without prior permission of the Council and may be required to make good any alterations or additions on the expiry or termination of the lease.

Clause 11 – Requires the management committee to maintain the property in a neat and tidy condition.

Clause 12 – The Council will not be responsible for any loss, damage or injury however sustained attributable directly or indirectly to any buildings, structures fittings or property belonging to the management committee or third party or to any activities carried on by the centre management or a third party e.g. a tutor taking a class or group using the centre.

Clause 13 – The Council will not be responsible or liable to pay compensation to the management committee for any loss, injury, damage or temporary deprivation of occupancy due to failure or insufficiency of services, (such as gas, electricity or water), and any defect or insufficiency in any part of the premises.

Clause 14 – Requires the management committee to comply with all aspects of current and future legislation and requirements of any government department, local or other public or competent authority including equal opportunities, child and adult protection guidance and legislation. Advice and support in this respect will be provided by various parts of the Council and its partners on matters such as health and safety, disclosure, finances, fund-raising etc.

Clause 15 - The management committee will allow the Council and its agents access to the premises for the duration of the lease on the provision of reasonable notice or in the event of emergency situations such as a gas leak.

Clause 16 - This is a requirement against storage of any dangerous or noxious substances or materials on the premises or against allowing any noxious or dangerous effluent into the sewer or drains. This covers instances such as storing fireworks or allowing photographic processing chemicals to be poured down sinks or toilets.

Clause 17 - The Council will be responsible for sufficiently supplying fire-fighting and extinguishing equipment, appliances and related signage.

Clause 18 - Prohibits the erection of any sign, poster notice, advertisement or display on the exterior of the premises without prior consent from the Council but states that this will not be unreasonably withheld. Normal signage bearing the name of the centre would be permitted.

Clause 19 - This clause allows the Council to terminate the lease and take back possession of the property where the premises are allowed to go unoccupied for a period of more than 2 months or the management committee is in breach of its

any non-monetary obligations undertaken by them under the terms of the lease. Exceptions to this clause are circumstances where the property is beyond economic repair or rendered unsafe or unfit for beneficial occupation or use by any cause. Such circumstances could include a roof collapse, public health hazard and major incident. This is regarded as a measure of last resort.

In the case of a failure or contravention by the management committee which is capable of being remedied, even at a later date, then the Council will not exercise the right to terminate the lease without first requesting in writing that things are put right and then only exercising the right after a reasonable period has elapsed and the request has not been actioned, taking into account the nature and extent of the failure or contravention.

Clause 20 - All movable property belonging to the management committee must be removed from the property within seven days of the expiry of the lease or earlier termination. This will be subject to any restorative work required to the property as a result of damage to the property caused by the management committee. Any movable property belonging to the management committee that is remaining after the end of seven days will be deemed to have been abandoned and become the property of the Council without payment .

Clause 21 – When the lease expires or, if it is terminated at an earlier date, the management committee will leave the premises without any legal process to remove them and are legally obliged to repair, at their expense, any damage caused by their removal of any modifications, alterations, additions fixtures of fittings belonging to them. This would include, for example, any partition walls, extra doors, hanging cupboards, rails, pegs and wiring ducts.

Clause 22 – Any formal communication in relation to the terms of the lease must be in writing and will be considered effectively communicated 48 hours after posting **if sent by postal Recorded Delivery**. Any notice to the management committee will be sent to the community centre address and any notice to the Council will be sent to the Corporate Director – Corporate Governance or equivalent at the Town House, Aberdeen or correct office location at the time of sending. Proof of sending in line with these requirements will suffice as proof of serving notice under this clause.

Clause 23 – Should any question of interpretation of the provisions of this lease arise, then it should be referred to an arbiter chosen in agreement between the parties and, in the event of a failure to agree, then an arbiter will be appointed by the Sheriff Principal of Grampian Highland and Islands and any fee chargeable for this appointment will be considered an arbitration expense.

Clause 24 – The management committee will be bound by the terms of the accompanying Management Agreement and carried out in accordance with its terms. The Council will be entitled to amend or alter the said Management

Agreement in a reasonable manner at any time. This would be done openly and in full consultation with the management committee.

Explanation of Key Terms of The Management Agreement

Responsibilities:

Council

Responsible for payment of gas, water, electricity, climate levy, telephone rental, line charges, broadband and cleaning/hygiene related bills. The Council will also take responsibility for arranging and paying refuse collection, public liability insurance, employer's liability insurance, fire-fighting equipment and the costs of other routine maintenance checks.

Centre Management Committee

Responsible for payment of all bills other than the above using the historical budget provided by Council as indicated above.

Responsible for organising activities for the benefit of the community with or without payment of an entrance charge.

The centre management committee will permit Council use of premises subject to formal booking procedures. (This is not an obligation and any let is subject to the agreement of the management committee and payment of the appropriate fee.)

The management committee may determine fair rates for hire of the premises and retain the money for the benefit of the running and operation of the centre.

The centre is responsible for the welfare, health and safety of any centre employees who will be directly accountable to the centre management committee.

The centre management committee will be responsible for applying for any licences required in connection with centre activities and events and ensuring that any conditions of these licences are complied with. (Help with this can be provided by Council officers.)

The management committee will be required to provide keyholder information to the Council and have a minimum of two keyholders. It would also be preferable if the Council could hold a set of keys for emergency access purposes.

The centre management committee is required to maintain proper accounts for the centre and to submit them annually to the Council no later than 31st July in each year.

The centre is also required to adopt a constitution in terms of the model constitution notifying the Council of any subsequent changes. The Council reserves the right to terminate the lease if, in their opinion, the alterations could result in the premises being run undemocratically or against the best interests of the community.

Finance Model 2

This finance model was approved by the 7 January 2010, Education, Culture & Sport Committee.

What it means is that:

- The Council is responsible for providing a budget to centres for payment of certain bills.
- The intention is that that this will be paid as an enhanced grant in four quarters based on historical usage.
- Bills other than gas, water, electricity, climate levy, telephone rental, line charges, broadband and cleaning/hygiene related bills are payable by the centre management committee using the budget provided.

Every invoice that is processed by the Council incurs costs in terms of staff time and inputting onto the financial tracking system and monitoring of the same. Savings can be achieved by asking centres to take on this responsibility. It will be important that centres monitor the charges and are prudent in their usage notifying the Council Liaison Officer if there are concerns and any actions taken to address them.

The Council will continue to take responsibility for arranging and paying refuse collection, public liability insurance, employer's liability insurance, fire-fighting equipment and routine maintenance checks. The Council is also responsible for repairs to the fabric of the building. Information on how to access services will be contained in the Handbook being developed for centres.

Each centre will be annually provided with information on their budget for the forthcoming year and details of bill payment responsibilities.

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Explanation of Key Terms of The Model Constitution and Standing Orders for Leased Community Centres

Aims and Objectives

Each Centre is to provide activities primarily, but not exclusively, for the benefit of local residents

The aims and objectives of the Association shall be:

1. to promote the well being of all the inhabitants of the neighbourhood, irrespective of gender, religious belief, physical ability, ethnic background, sexual orientation and political belief
2. to advance education and provide or assist in the provision of facilities for learning opportunities or other leisure time occupations, where such is:
 - (i) in the interests of Social Welfare
 - (ii) made with the object of improving the conditions of life of the inhabitants of the neighbourhood
 - (iii) to enable joint working with Aberdeen City Council, voluntary organisations and the inhabitants of the neighbourhood
3. to work with the Council in establishing, maintaining and managing any community centre situated in the neighbourhood which is provided or grant aided by the Council insofar as it is established, maintained and managed to attain the objects of the Association.

Membership

Membership of the Association shall be open to all inhabitants of the neighbourhood.

Full membership shall be open to all persons who are 18 years or over and who reside, work or attend full time education in the neighbourhood.

Youth membership shall be open to all persons between the ages of 16 and 18 years, who reside, work or attend full time education in the neighbourhood.

Voluntary organisations operating in the neighbourhood which satisfy the Management Committee that they are

1. organisations whose objects are of a similar nature to those of the Association
2. whose membership, in the opinion of the Management Committee, would be beneficial to the Association may be offered associated membership. Associated membership does not confer voting rights and are not eligible for direct election to the committee, but may be co-opted if appropriated.

Co-opted members, up to a maximum number agreed at the AGM. This ensures that 2/3rds of the membership of the Committee is composed of people who live, work or attend full time education in the neighbourhood. Co-

opted members will be entitled to remain on Committee for its full term of office.

Termination of Membership

The Management Committee shall have the right to terminate any membership for any good and sufficient reason.

The individual member, or representative of an Associated Organisation, shall have the right to be heard by the Management Committee before any decision is made. Such Committee Meetings will be held in private, if appropriate.

A membership may be held in suspension at the discretion of two office bearers.

Management Committee

Powers and Duties

The Management Committee shall be responsible for setting out the policy and general management of the Association, subject to the powers of the Association in General Meeting, except that the Management Committee shall

1. comply with any guidance and policy of the Council in relation to safe operation and functioning of Community centre buildings and the terms of the Lease Agreement.
2. have executive control of the Association within the parameters set out above.
3. be assisted in the administration of the Association by a designated member of staff appointed by the Council
4. have the power to delegate any of its responsibilities and duties to standing sub committees or ad-hoc working parties appointed by, and responsible to, the Management Committee. The membership shall be drawn from the Committee and other interested parties or associated organisations as determined by the Management Committee.
5. Management Committee meetings shall be open to the public. Non-members may be invited to attend and speak at meetings as appropriate, but those persons shall not be entitled to vote. Employment matters and any decision to terminate membership must be heard in private.

Composition

The Management Committee shall comprise:-

1. 10 members of the Association
 - 4 members representing user groups (limited to one member from each group)
 - 6 members appointed at the AGM (subject to the right to fill any vacancies)
2. 2 youth members aged 16 to 18, who also participate in a programme operated by the Association in a Community Centre or neighbourhood in which the centre is located.

3. Members of the Council in whose ward the Community Centre is located.
4. The following additional representative places shall exist on each Committee, but failure to fill these these places will not prevent the Committee fulfilling its functions:-
 - (a) 1 person nominated by a local organisation approved by the Council under any scheme of community involvement it adopts.
 - (b) 1 representative elected from amongst staff employed in the Centre.
(The staff representative shall not be present at any discussion on Conditions of Service in relation to their employment)

Elections

This model constitution makes provision for elections to be carried out at an appropriate AGM. Should the outgoing Management Committee be of the view that a higher level of member involvement can be achieved by another form of election, then proposals should be submitted to the Council for approval.

Should the Management Committee structure not be filled at the time of the AGM, or should vacancies occur in that given year, the Management Committee shall have power to co-opt up to the agreed maximum number of members to fill vacancies.

Co-opted members shall have full voting rights, and shall be entitled to remain on the Management Committee for the remainder of its term of office. Any further vacancies, shall be filled by further elections in the relevant categories of representation.

Tenure

Management Committee office bearers shall be:- Chairperson, Vice Chairperson, Secretary and Treasurer.

Each of these posts shall either be elected directly at the AGM, or if there are no nominations for an office bearer post, then the filling of that post shall be remitted to the first meeting of the Management Committee following the AGM.

Local Councillors shall not as a matter of normal practice be eligible to stand for election as office bearers. One employee of the Community Centre shall be eligible to stand as an office bearer of the Management Committee except where there are more than 4 people acting as office bearers. The number of employees acting as officer bearers must, at all times, be in the minority.

Management Committee members shall be elected to serve for 3 years, and will be eligible to stand for re-election at subsequent elections.

Office bearers shall serve for one year and shall be eligible to stand for re-election in subsequent years up to a maximum of 5 consecutive years in any one position.

Committee Meetings

Notice

All Management Committee Members shall be notified in writing at least 6 clear days before any meeting of the Management Committee. Failure of any member to receive notice of the meeting, shall not affect the validity of the meeting.

Frequency of Meetings

The Management Committee shall meet not less than 6 times per year.

Quorum

At all Management Committee meetings 1/3rd of its full membership shall form a quorum.

Minutes

Minutes shall be kept of all Management Committee and Sub- Committee meetings. Once minutes are approved by the Management Committee, they will be put on public display in the Community Centre.

Voting

Subject to all clauses in this Constitution, all questions arising at any meeting shall be decided by a simple majority vote, of those present and entitled to vote. In the event of a tied vote, the Chairperson shall have the casting vote.

Annual General Meeting

The Management Committee shall convene an AGM in April, May or June of each year, and all Association Members shall be entitled to attend, Notice shall be posted 14 clear days before the meeting in the Community Centre and the Neighbourhood.

At AGM, $2/3^{\text{rd}}$ of its full membership or 25 people, whichever is the lowest, shall form a quorum. If a quorum is not achieved at an AGM, then a further AGM shall be called with support from the Liaison Officer. If at the second meeting a quorum is still not achieved, the Liaison Officer shall determine the most appropriate way to elect the Management Committee, and his/her decision shall be final.

Extra Ordinary General Meetings

All General Meetings of the Association, except AGM's, shall be called Extraordinary General Meetings.

EGMs may be convened by the Management Committee whenever it thinks fit, and also within 21 days on the requisition of 15 full members of the Association, in writing addressed to the Association.

All EGMs of the Association, 2/3rds of full membership shall form a quorum or 25 people, whichever is the lowest.

Finance

Any funds allocated by Aberdeen City Council must only be used for the purposes that this public money is provided, following the public pound.

All monies raised for or on behalf of the Association, shall be applied to the further objects of the Association and for no other purpose.

Financial records of the Association shall be subject of a annual inspection by an accountant qualified to a level deemed satisfactory by the Council, and shall be made available to the Liaison Officer on request, and no later than 31 July following the financial year end.

All transactions shall be recorded in a ledger/computer format approved by the accountant.

The Association's financial year shall be from 1 April to 31 March. The cost of inspection shall be met by the Association.

All monies received by the Association shall be paid into a bank account in the name of the Association, at a bank approved by the Management Committee. All cheques drawn against the Association, shall be signed by 2 of 3 or more signatories authorised at the preceding AGM.

The Management Committee shall determine the appropriate level of any membership and/or entry fees and any concession schemes.

Amendments to the Constitution

Any proposal to amend the Constitution must be submitted to the Secretary of the Association 28 days before the date of the AGM, at which it is to be considered. Any such amendment shall require the approval of a minimum of 2/3rds of its full membership, and 2/3rds of its members present and voting.

Any proposed amendment to this constitution shall not become effective, and shall not be acted upon, until it has been approved in writing by the Chief Executive of the Council or his/her nominee. This also applies in the event of the Association seeking charitable status.

Dissolution of the Association

If the Management Committee decides, by a majority, that dissolution of the Association is necessary or advisable, it shall

1. call a meeting of all full members of the Association giving at least 28 days clear notice (stating the terms of the resolution) of the meeting posted in the Centre and conspicuous place or places in the neighbourhood.
2. give not less than 28 days written notice of the terms of the proposed resolution to the Council.

Such a decision to dissolve the Association shall be confirmed, if it receives the support of at least 2/3rds of those present and voting.

On dissolution, any assets remaining after the satisfaction of any proper debts and liabilities, shall not be paid or distributed to the members of the Association, but shall be given to such other charitable organisations with similar objects to those of the Association for the benefit of the neighbourhood. If this cannot be achieved, the assets should be returned to Aberdeen City Council for distribution, for similar purposes, elsewhere in the City.

Support

An appropriate member of Council staff shall provide support, training and advice on financial matters and policy issues to the Management Committee.

This member of staff shall act as a Liaison Officer, and shall be entitled to attend meetings to support the Management Committee, but will have no voting rights, and will not be a member of the Management Committee.

Executive Summary

Aberdeen City Council Officers were remitted to undertake a Social Capital Analysis of leased Community Centres by the Education, Culture & Sport Committee. This was in order to allow an objective analysis of the social contribution of each Community Centre to their local community, as perceived by each Centre's Management Committee. This contribution is measured in terms of the key dimensions of social capital:

- groups and networks
- trust
- collective action
- social inclusion
- information and communication

For the purpose of this research, it is both necessary useful to add a further dimension:

- finance and funding

The methodology employed for this research was predominantly focus group, where information was collected via a participative SWOT analysis, facilitated and objectively analysed by the researcher. SWOT analysis is a strategic management tool used to assess strengths, weaknesses, opportunities and threats. Focus Groups with leased Community Centres allowed researchers to elicit responses from 84 people.

Overall, in terms of the key dimensions of social capital, the SWOT Analysis undertaken demonstrates that many Leased Community Centres have particular strengths in *social inclusion* (evidenced by programmes of activities), *groups and networks* (evidenced by links with local businesses and Elected Members and *collective action* (evidenced by the overall achievements of each Management Committee and other volunteers).

Particular weaknesses were identified as *trust* (evidenced by comments regards, in particular, perceptions of relationships with Aberdeen City Council as well as, in some cases, reluctance to participate in this research), *finance and funding* (evidenced by comments regarding financial situation) and *collective action* (evidenced by Management Committee training needs identified).

Opportunities identified by Centres mainly concerned *social inclusion* (evidenced by suggestions for appealing to under represented user groups), *information and communication* (evidenced by suggestions for assessing the needs of the local community and improved promotion and marketing) and *collective action* (evidenced by Management Committee training needs identified).

Particular threats identified by Centres were, in the main, *trust* (evidenced by comments regards threat of closure and perceptions of relationships with Aberdeen City Council), *finance and funding* (evidenced by comments regarding loss of financial assistance and rising costs) and *social inclusion* (evidenced by comments regards apathy for Centre by certain groups in the local Community).

Aside from the data collected via the SWOT Analysis, a number of observations were made in terms of:

- Community Centre Management issues
- Building management
- Community Centre relationship with Aberdeen City Council
- Ability to access funding
- Links with the wider community
- Needs of the Community
- Level of Centre activity
- Strategic planning ability
- Centre promotion and marketing

This research concluded by examining the following aspects of social capital, as per the original rationale for the analysis:

- Accountability for the public pound/Best Value (funding being provided by Aberdeen City Council)
- Enables qualitative assessment of value to local community:
 - activity appropriate to need and population base
 - equality of access
 - flexibility to change/ability to adapt to local community needs and requirements
- Enables identification of and informs Centre support needs
- Engagement and involvement/participation in Local Planning Partnership
- Enables maximised use of building

- Identification of delivery to outcomes or support required to achieve this
- Will enable development of a methodology for
 - recording activity
 - route to accessing funding
 - developing activity to meet local need

Recommendations from the research are as follows:

Recommendation 1

Appointment of Aberdeen City Council Liaison Officer as first point of contact for advice, support and information.

Recommendation 2

Negotiation of lease and constitution documents in order to clarify the role and responsibilities of both parties.

Recommendation 3

Development of building maintenance programme.

Recommendation 4

Development of a network between leased Centres for sharing of good practice.

Recommendation 5

Where practical, development of joint working between Community Centres.

Recommendation 6

Reassessment of Community Centre membership fee structure (dependent on local market conditions).

Recommendation 7

Building maintenance should continue to be a responsibility of Aberdeen City Council.

Recommendation 8

Community Centres should receive feedback from this research.

Recommendation 9

Management Committee Training should be provided for accessing grant funding.

Recommendation 10

Management Committee Training should be provided for developing links with the wider business community.

Recommendation 11

Management Committee Training should be provided for developing entrepreneurial activity and assessing feasibility of proposals.

Recommendation 12

Development of Service Level Agreements with leased Community Centres to ensure reporting requirements are clear and Centres are socially inclusive. (i.e. implement a reporting structure that shows clear evidence of the benefits to the Community through the use of "the public pound")

Recommendation 13

Aberdeen City Council is required to provide assistance to Centres when developing policies and procedures.

Recommendation 14

Management Committee Training should be provided for succession planning.

Recommendation 15

Management Committee Training should be provided for marketing and promotion.

Recommendation 16

Management Committee Training should be provided for recruiting, supervising and managing staff and volunteers, including statutory obligations, e.g. Disclosure Scotland and Child Protection.

Recommendation 17

Work should be undertaken by all parties in order to develop a stronger working relationship with service providers as required, particularly Community Learning and Development and the Learning Partnerships.

FINANCIAL YEAR 2008 -2009 FINAL BUDGET OUT-TURN FIGURES FOR LEASED COMMUNITY CENTRES

Centre	Staff Costs	Premises Costs	Admin Costs	Transport costs	Supplies & Services	Transfer payments (Grants/Donations)	Capital Finance Costs	Income	TOTAL	Comments
Dyce (Carnegie Hall)	0	5,291	176	0	0	0	3,665	0	9,132	Maintenance costs of £1,771
Kingswells CC	0	17,652	1,497	0	0	15,885	0	0	35,034	Maintenance costs of £4,001
Lp Collie CC	0	341	0	0	0	0	0	0	341	
Balgownie CC	0	13,031	373	0	0	9,240	0	0	22,644	Maintenance costs of £1,336
Danestone CC	0	18,208	303	0	0	9,656	0	0	28,166	Maintenance costs of £1,924
Cairnfield CC	0	8,488	0	0	0	0	0	0	8,488	Centre vacant/declared surplus 7.1.10
Cairncry CC	0	16,133	416	0	1290	12708	0	0	30,548	Maintenance costs of £2,782
Hanover CC	0	14,606	353	0	205	12,708	0	0	27,872	Maintenance costs of £3,652
Hilton CC	0	26,415	259	0	1,779	12,858	0	0	41,311	Maintenance costs of £3,585
Pittodrie CC	0	3,174	177	0	352	1,158	0	0	4,861	Maintenance costs of £884
Tillydrone CC	0	7,690	326	0	493	12,708	0	0	21,218	Maintenance costs of £3,299
Woodside CC	0	19,789	459	0	1,177	12,708	7,203	0	41,336	Maintenance costs
Catherine Street CC	0	10,829	267	0	2,130	12,708	0	0	25,935	Maintenance costs of £1,296
Froghall CC	0	13,240	305	0	1,836	12,708	0	0	28,088	Maintenance costs not provided
Leadside CC	0	2,577	0	0	0	0	0	0	2,577	Centre declared surplus
Altens CC	0	21,706	560	0	0	12,710	1,122	0	36,097	Maintenance costs of £4,170
Balnagask CC	0	11,276	325	0	400	9,245	0	0	21,245	Maintenance costs of £2,606
Airyhall CC	0	23,774	275	0	12,710	550	0	0	37,309	Maintenance costs of £3,534
Ferryhill CC	0	16,689	292	0	492	13,710	928	0	32,110	Maintenance costs of £3,896
Inchgarth CC	0	18,794	346	0	400	12,710	27,822	0	60,072	Maintenance costs of £4,787
Cummings Park CC	0	21,885	313	0	0	12,708	7,494	0	42,400	Maintenance costs of £3,988
LP Rae CC	0	17,288	308	0	0	12,708	32	0	30,337	Maintenance costs of £3,377
Sheddocksley CC	40	15,997	2,227	0	437	12,208	1,168	0	32,076	Maintenance costs of £1,404
Totals	40	335,788	9,766	0	23,701	211,594	49,434	0	619,197	

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	15th April 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Provision for Children with Additional Support Needs arising from Social Emotional and Behavioural factors.
REPORT NUMBER:	ECS/10/033

1. PURPOSE OF REPORT

1.1 This report seeks Committee approval to conduct an options appraisal on the redevelopment of the Cordyce site to improve provision for children and young people with additional support needs arising from social emotional and behavioural needs, on a spend-to-save basis.

1.2 This report takes forward recommendation 16 of the Transformation Strategy, which was agreed at Full Council on 1st October 2007.

- In conjunction with the review of school estates and the corporate asset management strategy, instruct officers to undertake a feasibility study for building/ refurbishing and managing a full time placement facility for children and young people with social, emotional and behavioural needs; and a close support / semi-secure facility.
- rebuild of a full time placement facility for children and young people with social, emotional and behavioural needs as part of the School/Learning Estate Strategy.

1.3 This proposal is part of a wider review of inclusion aimed at improving and developing a continuum of support for children and young people within Aberdeen City to ensure best outcomes for all and Best Value and aligns and integrates with Social Care and Well-Being service re-design proposals. A diagram showing the Continuum of Support is included as Appendix 1.

2. RECOMMENDATION(S)

2.1 It is recommended that the committee:

2.1.1 instructs officers to conduct an options appraisal on the redevelopment of the Cordyce site to include, in addition to a replacement school, a specialist residential facility on a spend-to-save basis, subject to confirmation of the required funding;

2.1.2 instruct officers to refer the report to Finance and Resources Committee 6th May 2010 for approval of the funding of the options appraisal;

2.1.3 if the Finance and Resources Committee agrees funding of the options appraisal, instruct officers to bring a further report to Education Culture and Sport Committee on 18 November 2010 on the outcome of the option appraisal.

3. FINANCIAL IMPLICATIONS

- 3.1 An options appraisal will be carried out on a spend-to-save basis. This will include site surveys, ground investigations and concept designs. (Appendix 2) Alternative external funding is also currently being examined.
- 3.2 Spend on “out of authority placements” (residential care and education) has increased over the past decade and in 2008-9 spend was over £7.5 million, a large proportion of which related to provision for children with social, emotional and behavioural needs. Overspend on the budget has reduced and, in order to further reduce out-of-authority spend more needs to be done to improve provision locally to support children and young people within the City. This provision will contribute to a further reduction on out of authority placements which will lead to improved outcomes for young people.
- 3.3 The proposal to build a new facility on the Cordyce School site will have financial implications longer term and these will be considered as part of the option appraisal. These will be detailed in the further report to Education, Culture and Sport Committee on 18th November 2010. If approved in principle, a report will be submitted to the subsequent Finance and Resources Committee asking approval for inclusion in the Non-Housing Capital Programme for 2011-2012.
- 3.4 This proposal complements the spend to save proposal for the Intensive Community Support and Learning Service agreed by the Social Care and Wellbeing Committee on 1st December 2009 and subsequently by the Education, Culture and Sport Committee on 7th January 2010.
- 3.5 Revenue savings will accrue through more effective and efficient building infrastructure. Renewable energies reduce costs in newer buildings. Solar water heating and rainwater harvesting are producing significant savings in recent new buildings in the city.

4. SERVICE & COMMUNITY IMPACT

Community Plan

This proposal fits with the vision in the draft Aberdeen Learning Strategy and the aim to develop Aberdeen as a ‘City of Learning’. It is related to the following priorities within Vibrant Dynamic and Forward Looking:

2. Ensure Aberdeen's pupils and teachers have school buildings fit for 21st century
3. Ensure expenditure on education delivers maximum benefit to pupils' education
4. Continue to involve parents and pupils in their schools
5. Continue work to improve attainment across city schools
6. Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living
7. Promote the health and well-being of pupils through healthy eating and exercise, including a daily free nutritious meal for every pupil and regular access to swimming
8. Ensure Aberdeen's teachers receive appropriate training and continuous professional development to deliver the best quality education
9. Review best teaching practice and trial projects in Aberdeen and beyond to identify the best ways of delivering an even higher quality education to all pupils
11. Allocate additional resources to support for learning, targeted to areas of greatest need
12. Continue work to raise the achievement of vulnerable children and close the attainment gap across the city
13. Make greater provision within the city for young people with additional needs to avoid placements out of the area

An Equalities and Human Rights assessment will be undertaken as part of the options appraisal.

5. OTHER IMPLICATIONS

- 5.1 The options appraisal will consider implications for staffing and resources.
- 5.2 The proposed residential facility will be a shared services project between Aberdeen City and Aberdeenshire Councils, involving partner agencies and voluntary sector providers.

6. REPORT

- 6.1 In Aberdeen City we have a policy of inclusion which allows children and young people with additional support needs to access a range of provision to suit their needs through a staged intervention model. This provides a graduated approach to addressing additional support needs arising from social, emotional and behavioural needs so that, where necessary, increasingly specialist expertise is brought to bear on a child or young person's difficulties:

- Mainstream schools with support
- Specialist support services
- Specialist residential provision

- 6.2 While the aim of the Education, Culture and Sport directorate is to provide education in a mainstream setting, as required by the Standards in Scotland's Schools etc Act 2000, there are situations where education outwith the mainstream setting is deemed appropriate: where such education is not in the best interests of the child or young person, where it would not be in the best

interest of other children or young people or where the cost of making provision in mainstream is prohibitive and unrealistic.

- 6.3 Cordyce School is situated on a large open site to the north of the city. The building is currently less than ideal for providing an education fit for the 21st century. The site itself is good and is considered suitable for redevelopment as there is a range of outdoor space which enhances the learning environment.
- 6.4 The school currently has provision for 42 full time pupils, all of whom are of secondary school age. The proposed new school would provide for upper primary and secondary aged young people with additional support needs arising from social, emotional and behavioural needs. Full consideration will be given to the pupil roll and the ethos and management of the school in the options appraisal. The role and remit of the school will be considered in the restructuring of services for children and young people with social, emotional and behavioural needs.
- 6.5 Young people with additional support needs arising from social, emotional and behavioural needs have a diverse spectrum of needs. Facilities will have to be provided for this broad range of need, from very vulnerable children and young people who have mental health or emotional needs to those who have behavioural needs. These children and young people require services that are sensitively design to ensure that their different needs can be met. The options appraisal will consider best practice in design and build of similar establishments throughout Scotland.
- 6.6 Children and young people with additional support needs arising from social, emotional and behavioural needs may require support from a number of agencies. For such children and young people, the school is an effective centre for joint working between the agencies delivering services to pupils. At present there are social workers based in the school, providing additional support for pupils. The importance of joint working of partner agencies should be recognised by the provision of an appropriate working environment which recognises the needs of the whole staff and the additional space required for integrated working offering modern facilities with a facility which can act as a centre of excellence in multi-disciplinary working. High quality conference, training and meeting facilities should be provided to enable the skills and experience of staff to be shared with other professionals, in education and in other services.
- 6.7 The new provision should be of a design that allows a friendly, welcoming atmosphere which is conducive to a positive learning experience. Any building has to take account of the fact that the population may change as may policy and legislation. There has to be flexibility in design to allow for changing needs or expansion of provision.
- 6.8 Children and young people deserve to be educated in a modern pleasant environment which has provision for modern technology and is flexible enough to meet future needs. Appropriate spaces should be provided for the range of subjects, with designated subject areas designed to create a safe and stimulating environment. The need for therapeutic provision should be

recognized. The Arts Education Team should be involved with children in creating a positive enriching environment. There should be opportunities for appropriate external learning opportunities.

- 6.9 It is important that staff are fully involved in the design of a new facilities. Adopting a holistic approach to the education and support of the children and young people will require agreement between a range of staff in order to address their nurturing, care and emotional support needs. Such a holistic approach would support children and young people to access education. This would require appropriate accommodation for addressing social and emotional needs. Consideration of the need for different types of areas, well spaced and considering the wide ranging needs of the children is required.
- 6.10 The number of children and young people being educated and cared for outwith the city's provision is decreasing but is still a significant financial commitment. Such provision outwith the city is not always in the best interests of the young people whereas, allowing young people to maintain their family and friendship contacts provides the support structure that allows them to build coping strategies within their own community.
- 6.11 The Cordyce site should also be considered for the development of a shared service resource. This would be a small intensive support unit. This would integrate a range of activities for children and young people including care, life skills, education and vocational training. This would operate in a partnership model and could include children and young people from Aberdeenshire as well as the city. It is envisaged that a voluntary sector partner/s may be engaged to run this facility in partnership with the authority. If the shared service facility were to be on the Cordyce site there would have to be clear boundaries and agreement about the management of the provision.

7. REPORT AUTHOR DETAILS

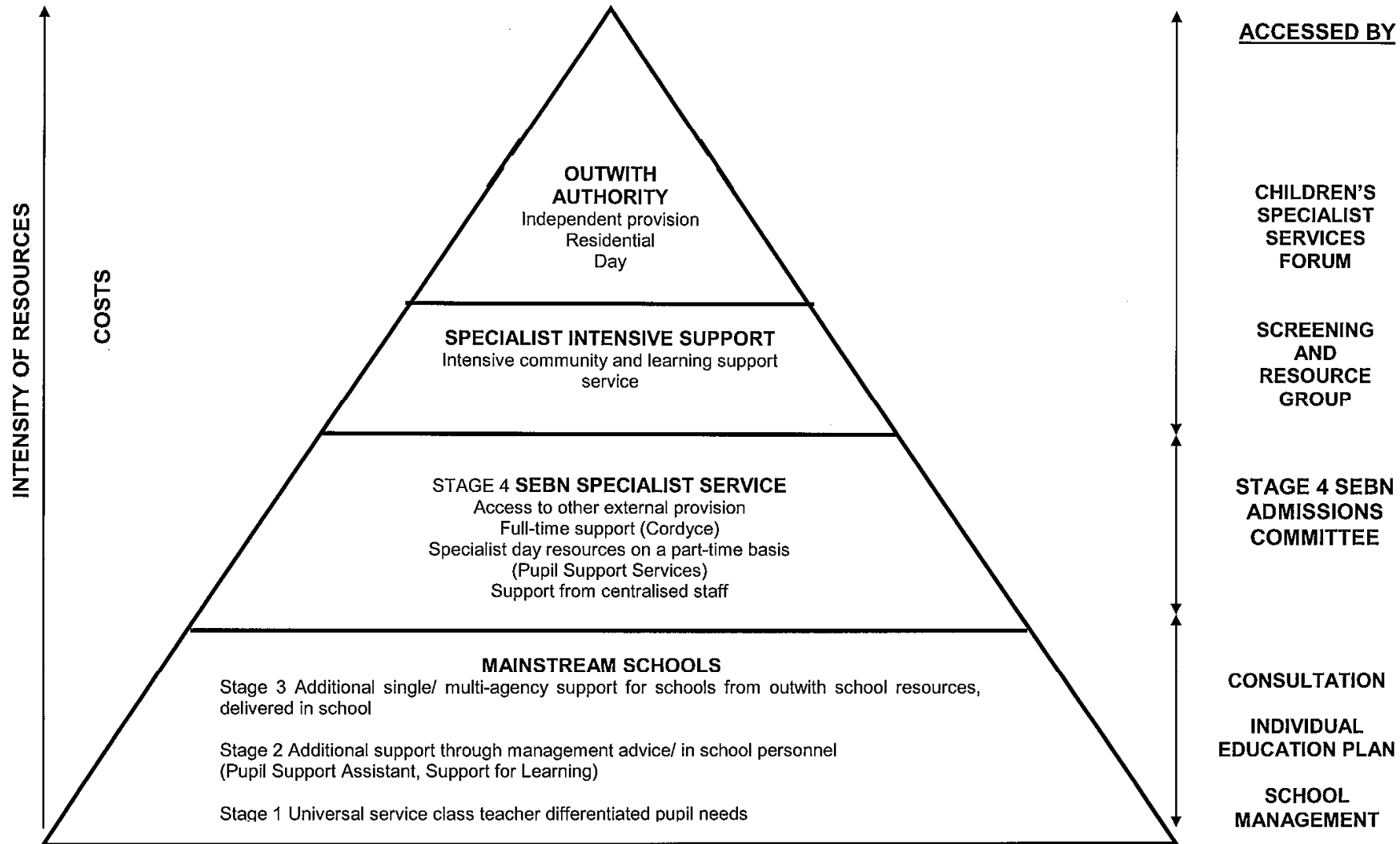
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8. BACKGROUND PAPERS

A Strategy for Transforming Services to Children and Young People – 2007 to 2010 agreed by Full Council 1st Oct 2007.

Intensive Community Support and Learning Service Report – Spend to Save Investments – agreed at Social Care and Wellbeing Committee of 10th December 2009 and Education, Culture and Sport Committee on 7 January 2010.

Appendix 1
Staged Provision for Children and Young People with Additional Support Needs arising from Social, Emotional and Behavioural Factors



ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15 April 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	The Development and Operation of Learning Partnerships
REPORT NUMBER:	ECS/10/073

1. PURPOSE OF REPORT

To report on progress with the development and operation of Learning Partnerships and Learning Communities as referred to in the report approved by Committee on 8th October - *Community Learning Hubs and Review of Community Centres and Community Learning and Development Activity*

To inform members about proposals relating to the purpose, role and remit of Learning Partnerships; their potential composition and membership and their relationship to the city's community planning and service planning processes.

2. RECOMMENDATION(S)

It is recommended that Committee:

1. Agree proposals for a network of Learning Partnerships across the City to support the implementation of the Aberdeen Learning Strategy, *Aberdeen City of Learning*.
2. Endorses that Learning Partnerships will support improvements in learning outcomes and support the Council's implementation of a Curriculum of Excellence and support people of all ages, abilities and backgrounds to become more involved in their own learning and their community's development to help develop lifelong learning in Aberdeen.

3. FINANCIAL IMPLICATIONS

The development and implementation of this policy will be achieved within existing resources and no requirement for new or additional resources is anticipated.

4. SERVICE & COMMUNITY IMPACT

The links to the Community Plan, the Single outcome Agreement and Vibrant, Dynamic and Forward looking are as follows:

Vibrant, Dynamic and Forward Looking: Learning Partnerships are linked to the commitment to establish a network of Community Learning Hubs across the city.

Combined Community Plan and Single Outcome Agreement. Learning Partnerships will contribute to the development of the SOA outcomes as follows:

- People of all ages take an active part in their own learning to achieve their full potential. Learning and training is accessible and appropriate to learner's needs.
- Children and young people access positive learning environments and develop their skills, confidence and self-esteem to the fullest potential.
- Children, young people and their families and carers are involved in decisions that affect them. Their voices are heard and they play an active and responsible role in their communities.
- Educational attainment in Aberdeen is continuously sustained and improved.
- School leavers enter positive destinations of employment, training or further and higher education with a focus on and support for young people who require More Choices and More Chances.
- Children and young people actively participate in their communities and have optimum involvement in decision making.
- All children, young people and their families have access to high quality services when required and services provide timely, proportionate and appropriate responses to meeting the needs of children and young people within Getting it Right for Every Child (GIRFEC) requirements.
- Improve the quality of life in our most deprived areas.
- Citizens are increasingly more active in their communities regardless of age, gender, sexual orientation, ethnic origin, where they live, disability or faith/religion/belief and contribute to 'active citizenship'.
- Develop pathways to participation which enhance the diversity of local representation at and engagement with regional, national and international arts, heritage and sporting events.
- Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs.

An Equalities and Human Rights Impact Assessment will be undertaken.

5. OTHER IMPLICATIONS

The development of Learning Communities needs to be consistent with the current development of Neighbourhood Community Planning and community regeneration. Officers across the relevant Directorates and services are working together to ensure this coherence and consistency.

6. REPORT

Learning Communities and Learning partnerships.

At its meeting of 8th October 2009 the Education, Culture and Sport Committee approved the following definitions, in the context of the development of a network of Community Learning Hubs and associated Learning Satellites in Aberdeen.

Learning in the wider community means learning in the broadest sense, from effective parenting to active lifestyle classes to more formal structured accredited learning delivered from a range of venues; not exclusively schools. This includes all age groups and communities of interest groups such as lesbian, gay, bi-sexual and transgender and religious groups or learners in an age group.

A Learning Community is a group of people who are learners based in geographical areas such as secondary school catchment areas. They may learn within one building or a range of locally based facilities or even share study on a common syllabus from different locations using information technology as a means of communication.

A Learning Partnership involves the stakeholders of learning in a given locality or community of interest working together in a structured way to deliver the best learning outcomes for a learning community.

Why we need Learning Partnerships

It is proposed that a network of Learning Partnerships be set up across the City:

- To support the integrated and joined-up delivery of the Council's Learning Strategy thereby maximising impact and best value use of resources,
- To improve joint-evaluation to drive up performance and impact of learning services.
- To ensure that all learning services work together for stronger communities and more engaged citizens.
- To deliver learning outcomes at a local level that are consistent with the Single Outcome Agreement, the Council's Corporate Plan and the Education, Culture and Sport Service Plan.
- To further develop lifelong learning in Aberdeen, and
- To enable more people of all ages and backgrounds to become more involved in their own learning and their community's development.

It is intended that Learning Partnerships will be based on one in each Learning Community or a cluster of Learning Communities. These will be set up with a view to becoming operational in September 2010.

The new inspection regime of Her Majesty's Inspectorate of Education (HMIE) for mainstream secondary schools and Community Learning and Development (CLD) is now based on Learning Communities which are defined by the geography of secondary schools. This proposed Council policy is therefore consistent with current HMIE practice and direction of travel.

In Aberdeen, inspections of the Learning Communities surrounding Aberdeen Grammar School, Torry, Northfield and Hazlehead Academies have already taken place. These were carried out at the same time as the inspections of the respective secondary schools. Inspections are carried out separately though there is always one Inspector involved in both school and Learning Community inspections.

Learning Community inspection reports from the new regime have been very positive and provide pointers as to how closer joint working could be achieved in Aberdeen. They have advocated closer working between schools, CLD and other learning providers such as libraries and voluntary sector organisations.

They also recommend greater emphasis on planning and evaluation with partner agencies to make best use of existing resources for the learner and the local community; to attract new resources and to provide the best possible learning experience for all. Inspections of learning communities focus on the three national priorities for CLD. These are:

1. Achievement through Building Community Capacity

Building community capacity and influence by enabling people to develop the confidence/understanding and skills required to influence decision making and service us

2. Achievement through Learning for Adults

Raising standards of achievement in learning for adults through community based lifelong learning opportunities, incorporating the core skills of literacy, numeracy, communication, working with others, problem solving and ICT.

3. Achievement through Learning for Young People

Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and place in society.

All schools in the Learning Community area are viewed as partners with other learning providers in delivering community learning and development services and impact. Similarly all community learning and development providers operating within a Learning Community are expected to work in partnership with schools to extend opportunities for pupils.

Learning Partnerships will therefore contribute towards supporting and enabling the effective delivery of a Curriculum for Excellence within Aberdeen as well as driving forward progress in corporate priorities including raising educational attainment and achievement and 'Closing the Gap'.

The ability to focus on local or community based issues will allow schools as part of a Learning Partnership to link better with Council services and other agencies such as Libraries, health, police, Aberdeen College and voluntary and community organisations. Learning Partnerships will give partners the opportunity to build up a detailed knowledge of families, young people and communities in order that they can be better supported. They will act as an information, planning and action hub which other partnerships can feed into, for example, the emerging 16+ Learning Choices partnerships which will be a feature of every secondary school in the city. They will also complement existing meetings of Associated School Groups (ASGs).

Learning Partnerships will also have the potential to draw in a range of groups which are often not presently involved in existing structures, for example, uniformed and church groups.

How Learning Partnerships will operate

It is proposed that Learning Partnerships are set up to reflect the particular circumstances of each Learning Community and that a dedicated member of CLD staff be given responsibility for supporting and developing the Partnership. It is also proposed that Steering Groups are set up in each area from May 2010 to consider initially the needs of the Learning Community and to make evidenced based decisions about the membership of the potential Learning Partnership. Steering Groups will comprise Principal Community Learning and Development Worker, Secondary School Head Teacher, Primary School representative,

Parent representative, Senior Pupil representative and Community representative.

There will be a review of resulting structures within eighteen months, undertaken both by local Learning Partnerships and by the Lifelong Learning Forum who will provide a city wide overview of implementation.

Though there will be no formal constitution for the Learning Partnerships, the following will require to be observed:

Purpose of Learning Partnerships

To ensure that all learning services work together for improved outcomes, stronger communities and more engaged citizens.

Role and Remit of Learning Partnerships

- To audit, take account of and through collaborative action to improve the impact of all forms of learning activity within a Learning Community, both formal and informal, and report on progress accordingly.
- To identify gaps in provision through local analysis of learning need.
- To re-focus resources to meet learning needs and attract new resources.
- To develop a Learning Partnership Plan which would be the learning contribution to local Neighbourhood Community Plans and Service Plans and which would show clearly the impact of joint working in terms of meeting local outcomes.
- To ensure that the learning plan is coherent with and accountable to the Single Outcome Agreement, the Council's Corporate Plan and the relevant Council Service Plans.
- To regularly monitor, review and evaluate progress and report, through action notes, to the Lifelong Learning Forum. To prepare an annual report for the Lifelong Learning Forum and the Aberdeen City Alliance.
- To re-design existing Associated School Groups (ASGs) and Community Learning and Development Centre Management Committees as key forums where learning and community matters are currently debated.

Memberships of Learning Partnerships are likely to include:

- Principal Community Learning Worker (Partnership Development)
- Head Teacher or Senior Manager of Secondary School
- Senior Manager representatives from Primary Schools in Learning Community
- Representatives of partner agencies and services operating in the Learning Community
- Representation from the community and service users such as Community Networks, Council's or Forums.
- Private Sector/Employers' representation (as appropriate).
- Chair of Partnership to be identified locally.

Frequency of meetings

As determined by local areas but a maximum of 6 meetings per year initially are envisaged.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Report Number ECS/09/032 - Community Learning Hubs and Review of Community Centres and Community Learning

Her Majesty's Inspectorate of Education – The inspection regime for the Community Learning and development is now based on Learning Communities which are defined by secondary school catchment areas.

Vibrant, Dynamic and Forward Looking – The Liberal Democrat and SNP programme for Aberdeen City Council.

Single Outcome Agreement – Defines the priorities of the Council and Partners.

Aberdeen City Council draft Learning Strategy- outlines learning priorities for the Council

Council Notice of Motion 12 Nov 2008 – Called for a review of community centres and community learning activity across the city, leading to the report approved by Education Culture and Sport Committee on 8th October 2009

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	15 April 2010
DIRECTOR	Annette Burton
TITLE OF REPORT	More Choices, More Chances Strategy 2010-2013
REPORT NUMBER:	ECS/10/037

1. PURPOSE OF REPORT

The purpose of the report is to seek committee's approval of the **Aberdeen City More Choices More Chances Strategy 2010-2013**. The Scottish Government published *More Choices More Chances: A Strategy aimed at Reducing the Proportion of Young People not in Education, Employment or Training in Scotland* in June 2006. The strategy set out a vision for lifelong learning and employability for young people aged 16-19 with the aim of eradicating the problem of young people not in education, employment or training.

The **School Leaver's Destinations Report (SLDR)**¹ provides national and education authority level data on the destinations of all young people leaving publicly funded schools in Scotland in 2008-09². A report summarizing the key facts from this publication was presented to the February meeting of the Education, Culture and Sport Committee. This report sets out our response based on the analysis of those key facts to ensure that Aberdeen City Council and our local partners in the More Choices More Chances Implementation Group work together to increase the proportion of young people in the city moving onto positive and sustained destinations post school.

2. RECOMMENDATION(S)

- (i) For Committee to approve the Aberdeen City More Choices More Chances Strategy 2010-2013.
- (ii) To note that regular updates on performance against the (a) school leaver destinations (annually); (b) implementation of 16+ learning choices (bi-annually for summer and winter leaver cohorts) to the Education, Culture and Sport (ECS) Committee within the standing item: ECS Performance Report.
- (iii) To note that implementation will be reported quarterly through the Integrated Children's Services Planning process and annually through the Single Outcome Agreement.

¹ Data is collated by Skills Development Scotland and published by the Scottish Government.

² The data provides a snapshot of where young people are in the month of Sept following their departure from school. A follow up survey is carried out 6 months later.

3. FINANCIAL IMPLICATIONS

Aberdeen City Council has agreed to continue to ring fence the allocated Fairer Scotland Fund for 2010-2011. This allocation includes £100,000 specifically targeted to support the implementation of the More Choices More Chances Partnership strategic priorities. An additional £74,000 funding was received from the Scottish Government to support the implementation of 16+ Learning Choices. The ICS Team are working with the Council's external funding officers to lever in additional resources to develop services locally and pilot new practice. Clear exit strategies will be developed to ensure that effective practice is mainstreamed within existing resources.

4. SERVICE & COMMUNITY IMPACT

This report links to the following actions under the education section of 'Vibrant, Dynamic and Forward Looking':

- Continue to work to improve attainment across city schools.
- Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living.
- Ensure Aberdeen's teachers receive appropriate training and CPD to deliver the best quality education.
- Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.

The developments outlined within this report also support progress towards meeting the following national outcomes outlined within the Single Outcome Agreement:

- National Outcome 2 – We realise our full economic potential with more and better employment opportunities for our people.
- National Outcome 3 – We are better educated, more skilled and more successful, renowned for our research and innovation.
- National Outcome 4 – Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- National Outcome 5 – Our children have the best start in life and are ready to succeed.
- National Outcome 8 – We have improved the life chances of children and young people and families at risk.

Specifically, Aberdeen City Council is committed within the Single Outcome Agreement to meeting the Scottish Government's national performance indicator: *Increase the proportion of school leavers in positive and sustained destinations* thus improving employability and long term prospects for all young people.

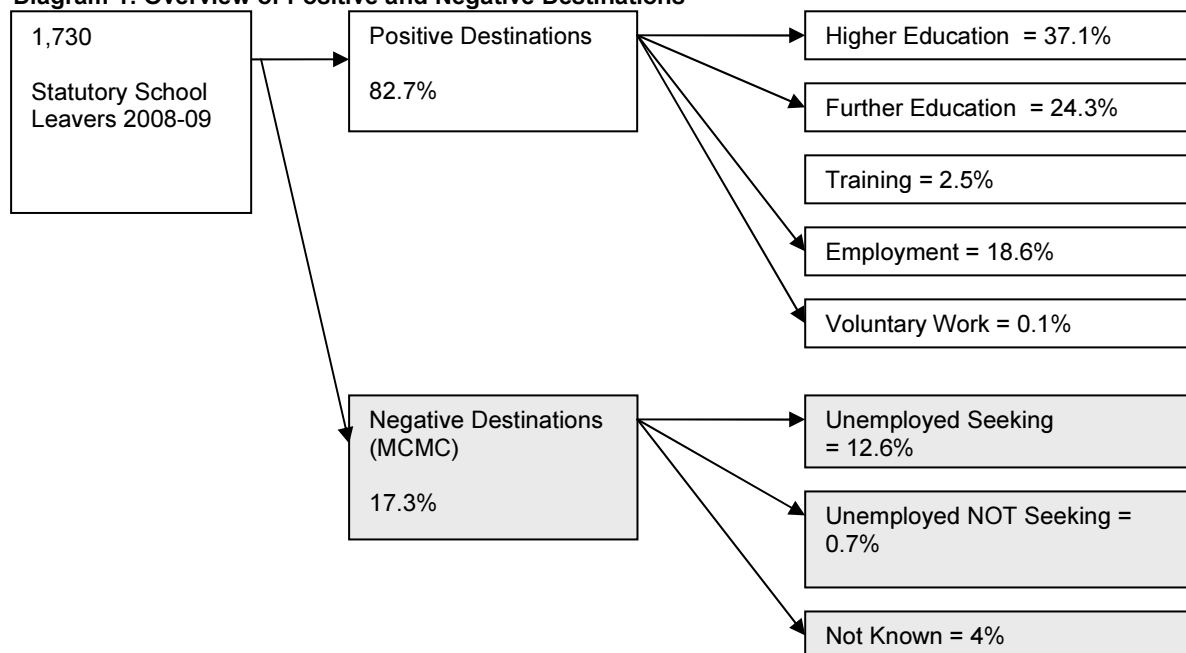
5. OTHER IMPLICATIONS

The developments contained in this report have contributed towards improved social inclusion for our most vulnerable children and young people. An Equalities Impact Assessment was carried out in relation to the MCMC Strategy.

6. REPORT

- 6:1 The Scottish Government's More Choices More Chances Strategy published in June 2006 was aimed at reducing the proportion of young people not in education, employment or training in Scotland. Since that time, the onset of the economic recession has demanded a revised response to both national and local challenges, particularly for young people who have been most affected by the recession.
- 6:2 In 2008-09, of the 1,730 statutory school leavers, 82.7% entered positive destinations in education, employment or training. This represented a 2.9% reduction on the previous year and was well below the national average of 85.7%. In comparison to the national trend in positive destinations, Aberdeen had a higher proportion entering Higher Education or Employment, a lower proportion enter Further Education, Training or Voluntary Work. In relation to negative destinations, Aberdeen had a higher proportion of Unemployed Seeking and the highest national proportion of Unknown Destinations.

Diagram 1: Overview of Positive and Negative Destinations



- 6:3 The Aberdeen City More Choices, More Chances Strategy, encourages the local authority, community planning partners and local employers, to undertake a broad range of interventions to meet this challenge and will ensure that young people in Aberdeen are supported to reach their full potential and make positive and sustained contributions to both the local economy and their communities.
- 6:4 The aim of the Aberdeen City More Choices, More Chances Strategy is to reduce the number of young people disengaged from learning before completing compulsory education by ensuring that robust processes and practices are in place locally to offer more opportunities for all young people to

enter positive and sustained destinations in education, employment and training, providing targeted support to those young people in need of more choices, more chances.

6:5 The strategy proposes a threefold approach to tackling the issues that lead to young people being in need of *more choice, more chances*:

- (i) Early identification and intervention at the pre 16 stage with young people identified as being in need of *more choices, more chances* in order to stem the flow of young people entering negative destinations;
- (ii) Universal offer of an appropriate 16+ learning choice for all young people from publicly funded schools in advance of their statutory school leaving date;
- (iii) Supported opportunities targeted at young people aged 16-19 in need of *more choices, more chances* where there is a need to coordinate *First Step Activities (or informal learning opportunities)*, provide additional multi-agency support to enable young people to take up positive destinations, or to identify appropriate alternative offers for young people who have been unable to sustain their first choice of a positive destination.

U

6:6 To achieve our aim requires continuous improvement across the following five objectives:

- i) Develop an effective partnership to ensure local leadership, planning and delivery through joint commitment and action;
- ii) Improve information management to support timely, proportionate and appropriate multi-agency information sharing;
- iii) Ensure early identification of, and support to, young people in need of more choices, more chances to stem the flow of school leavers moving onto negative destinations;
- iv) Deliver a universal offer of 16+ Learning Choices to all young people in advance of their statutory school leaving date;
- v) Ensure the right levels of support and provision to enable young people in need of more choices, more chances to take up offers and sustain positive destinations in education, employment or training.

6:7 The two main factors that lead to young people moving onto negative destinations are educational disaffection and socio-economic disadvantage. These target groups include young people within the following cohorts, those:

- Living within the 15% most deprived areas of Scotland
- 20% lowest attaining pupils
- Young people who persistently truant in secondary school
- Young people identified as having enduring, multiple, and complex additional support needs
- Young people with long term sickness, young people with disabilities, and those with lifelong debilitating illness
- Young parents
- Young Carers

- Young People who are 'Looked After' (at home or away from home) by the local authority and Care Leavers
- Young people engaged in offending behaviour
- Young people engaged in substance misuse

6:8 In 2010, the Partnership will develop stretch targets for the following schools to increase the proportion of school leavers entering positive destination for young people in need of *more choices more chances*. These schools have also been identified as pilot areas for the implementation of 16+ Learning Choices for the Winter Leaver Cohort 2009:

- Harlaw Academy
- St Machar Academy
- Northfield Academy
- Torry Academy
- Hazlehead Academy
- Kincorth Academy
- Special School Establishments

6:9 All of the actions set out in the Strategy are about ensuring that young people are able to access the universal services from which they should benefit, aligning mainstream provision to meet the needs of all young people with additional help and resources to support those young people who are in need of *more choices, more chances*.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

- Skills Development Scotland School Leavers Destination Return for Aberdeen City Council, December 2009
- Research into the Unmet Employment, Education, and Training Needs of Young People involved in Persistent/Serious Offending Behaviours, Aberdeen Foyer & Bernard's New Directions Project, Jennifer Lambert, Elaine Dunlop.
- Aberdeen City, More Choices, More Chances Partnership, Service Mapping & Future Development Options, Smart Consultancy and Eddy Adams Consultants, April 2008
- Scottish Government Evaluation of Aberdeen More Choices, More Chances Partnership, June 2009

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More Choices More Chances

A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Aberdeen City

February 2010 – March 2013

Enter Picture Band

MORE CHOICES MORE CHANCES

A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Aberdeen City

Aberdeen City: More Choices More Chances Partnership May 2007

Further copies available from:

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Appendix I: More Choices, More Chances Partnership Membership and Young Peoples Engagement Workshops

Appendix II: Related Document and Web Links

Appendix III: Glossary of Terms and Related Topics

Appendix IV: Implementation Timeline: Short, Medium and Long Term

Foreword

The [Scottish Government's *More Choices More Chances Strategy*](#) published in June 2006 was aimed at reducing the proportion of young people not in education, employment or training in Scotland. Since that time, the onset of the economic recession has demanded a revised response to both national and local challenges, particularly for young people as a group who have been most affected by the recession and may require some additional support to move onto sustainable opportunities in life long learning and employability.

The Aberdeen City *More Choices, More Chances Strategy*, encourages the local authority, community planning partners and local employers, to undertake a broad range of interventions to meet this challenge and will ensure that young people in Aberdeen are supported to reach their full potential and make positive and sustained contributions to both the local economy and their communities.

Our [Integrated Children's Services Plan 'For Aberdeen's Children'](#) draws together a number of key strategic priorities where we must work in partnership to achieve our vision that "Aberdeen will be a City where children and young people are safe, nurtured, healthy and active; respected and responsible; achieve their full potential; and are supported to participate in the decisions that affect them". The approach set out within this strategy sits within this wider strategic context and adds additional value to the work being undertaken across the [Early Years and Early Intervention Framework](#) and the implementation of [A Curriculum for Excellence, Looked After Children We Can and Must do Better](#) actions and our local approach to the integration of assessment and planning through [Getting it Right for Every Child](#) and through our local College/Schools Partnerships to deliver on the national policy [Partnership Matters](#). The Partnership ensures a wider coordination across adult and community services to ensure effective coordination with the delivery of [Work Force Plus](#) the Scottish Government's Employability Framework at a local level with the [Aberdeen Works Partnership](#) and with our community planning partners in deliver improvements locally to achieve the Scottish Government's objectives set out in [A Framework to Tackle Poverty and Income Inequality in Scotland](#). It is essential that we work together in a streamlined way to support young people who are leaving school so they can continue on a journey of lifelong learning and where additional support is required to provide access to supported opportunities.

Together with the activity outlined by our community planning partnership in [The Aberdeen City Alliance Single Outcome Agreement](#) we are confident that Aberdeen will continue to prosper and be a place of choice where all young people have access to positive opportunities and are valued in their contribution to their communities and our local economy.

There is clearly much to do as we have set out within this document and we are confident that we are laying down strong foundations to plan for improvement through successful and ongoing partnership action. As Chair of the [Aberdeen City More Choices More Chances Partnership](#), I am confident that our partnership approach will achieve our vision set out within this document that all children and young people in the City, no matter what their start in life, embrace the opportunity when leaving school to continue in life long learning and achieve their full potential.

Enter Picture and
Electronic
Signature

Mark Armstrong
Chair of the Aberdeen More Choices, More Chances Partnership

Executive Summary

The Scottish Government published *More Choices More Chances: A Strategy aimed at Reducing the Proportion of Young People not in Education, Employment or Training in Scotland* in June 2006. The strategy set out a vision for lifelong learning and employability for young people aged 16-19 with the aim of eradicating the problem of young people not in education, employment or training.

The National Strategy aims to do this by ensuring that:

- i) *A Curriculum for Excellence (CfE)* provides opportunities to young people under 16 that are tailored to individual need, with flexible and appropriate support for every young person;
- ii) Every young person has a clear pathway from school into learning post 16, with supported transitions and sustained opportunities;
- iii) Learning is a financially viable option, by considering the financial support and incentives available to young people;
- iv) The right support is available to young people to find out about, engage with and sustain learning and employment;
- v) Making a joint commitment to action between central and local government, employers, learning providers and support agencies to develop the service infrastructure required to meet the needs of vulnerable young people.

The aim of the *Aberdeen City More Choices, More Chances Strategy*¹ is to reduce the number of young people disengaged from learning before completing compulsory education by ensuring that robust processes and practices are in place locally to offer more opportunities for all young people to enter positive and sustained destinations in education, employment and training, providing targeted support to those young people in need of *more choices, more chances*. To achieve our aim requires continuous improvement across the following five objectives:

- i) Develop an effective partnership to ensure local leadership, planning and delivery through joint commitment and action;
- ii) Improve information management to support timely, proportionate and appropriate multi-agency information sharing;
- iii) Ensure early identification of, and support to, young people in need of *more choices, more chances* to stem the flow of school leavers moving onto *negative destinations*;
- iv) Deliver a universal offer of *16+ Learning Choices* to all young people in advance of their statutory school leaving date;
- v) Ensure the right levels of support and provision to enable young people in need of *more choices, more chances* to take up offers and sustain *positive destinations* in education, employment or training.

¹ From herein referred to as the *MCMC Strategy*

In Aberdeen City in 2008-09, the overall the percentage of leavers entering a positive destination is 82.7%, a fall of 2.9% on last year and well below the national result of 85.7%. However, the proportion of young people entering further and higher education has reached its highest level in a decade, at 61.4%, a rise of 7.0% on last year. The percentage of leavers entering higher education is 37.1%, a rise of 1.3% in comparison to 1999-2000 and higher than the national average of 34.9%. The number of school leavers entering further education increased by 5.5% to a total of 24.3% over the same period but remains lower than the national average of 27%. As anticipated, this is balanced by a decrease in leavers entering employment which has dropped to its lowest level in a decade at 18.6% but although this is 10.5% lower than last year, the city continues to have a higher proportion of young people than the national average moving into employment as a positive destination. However, as the percentage of young people entering employment has fallen, the percentage entering training has increased slightly at 2.5% but despite improvements this continues to be significantly below the national average of 5.1%.

The percentage of leavers who are unemployed seeking has reached 12.6%, an increase of 2.9% from last year and above the national rate of 11.5%. The percentage of young people who are unemployed and not seeking has fallen to 0.7% and is below the national average of 1.6%. School leavers whose destinations are unknown to Skills Development Scotland has risen to 4.0%, the highest level nationally across the country and well above the national rate of 1.2%.

The proportion of female leavers who continue their education in either higher or further education is 69.4% compared to 53.8% of males. The percentage of males entering Employment and Training at 26.6% is 11.1% higher than that for females 15.5%. Males are more likely to become Unemployed Seeking than females with 60.1% of leavers in this category being male.

The schools that had the highest proportion of young people entering positive destinations were **Cults Academy (96%)** and **Oldmachar Academy (94.4%)**. Further analysis of local data, which included cross referencing the *more choices, more choices cohort* named data with children *looked after* by the local authority shows that the highest proportion of young people in need of more choices, more chances attend **Torry Academy, St Machar Academy, Northfield Academy, Harlaw Academy and Bankhead Academy**². Of the 29 young people who attended **Special Schools** in the city, only 43.6% entered positive destinations, a decrease of 7.8%. There are no national targets or data for destinations for leavers from Special Schools published to compare against the national trends.

Young people who are 'looked after' by the Local Authority are significantly more likely than their peers to be in need of *more choices, more chances* with only 50% of looked after children moving onto positive destinations. The Scottish Government's policy *Looked After Children: We Can and Must Do Better* published in 2007 further highlights that nationally only 1% of looked after children enter Higher Education compared to 50% of their peers.

Of those young people moving into positive destinations in Further or Higher Education the top three subjects of choice in **Universities** are **Engineering, Science and Mathematics and Arts and Social Sciences**; and **College** students are opting for courses in **hairdressing and Beauty, Engineering and Social, Caring and Advisory Services**. The top 3 subjects of choice for young men in either HE or FE are

² Currently Bucksburn Academy after merging of Bankhead Academy and Marlpool School.

Engineering, Computing/ICT and Construction. Young women are choosing to progress their education in the subjects of Social Care and Advisory Services, Hairdressing and Beauty or Health and Medicine.

Of those young people moving into positive destinations in employment the top three jobs where young men are securing employment are Construction, Engineering and Garage Services. The top 3 employment areas for young women are Sales and Marketing, Social Care and Advisory Services, Hospitality, Catering and Tourism.

The group of young people in the *more choices, more chances cohort* is ever changing as they move in and out of employment, education and training. Their employment is often insecure, being part-time, seasonal or short-term contacts and this pattern will be compounded in the current economic downturn. These young people come from a diverse range of backgrounds, from the quietly disaffected to those young people who present more challenges when we consider levels of appropriate support. This group will include young people who have additional support needs or physical and mental health needs, young people leaving the care of the local authority, young parents or young carers, and young people who present particular challenges arising from their involvement in substance misuse and/or offending behaviour, thus requiring a coordinated and multi-agency approach.

The success of the *MCMC Strategy* will be measured through the local indicator to *Increase the Proportion of School Leavers in Positive and Sustained Destinations*, a key priority set out within our *Single Outcome Agreement* between our *Community Planning Partnership: The Aberdeen City Alliance (TACA)* and the Scottish Government. The Partnership will report on the performance against the five critical success factors within the *Aberdeen City Integrated Children's Services Plan: For Aberdeen's Children 2010-2013*. These indicators of success will provide clear evidence of how well we are enabling young people to make positive decisions about their future and how effective we are in supporting them to sustain their choices or progress towards more appropriate opportunities. Progress will be dependent on local partners across the employment, training, education and vocational sectors working together to develop and enhance opportunities for the young people for whom we have responsibility.

In May 2009, the *More Choices, More Chances Partnership*³ and the Scottish Government's national More Choices More Chances Team reviewed the planning, governance and key delivery processes that will underpin the delivery of the *Aberdeen City More Choices More Chances Strategy and Action Plan for 2010-2013*. Since the review, there has been significant progress to develop a robust approach and a renewed focus on how to support local services to drive forward improvements and ensure we improve outcomes for children and young people. These included: leadership and dedicated support for the agenda within the Council's Education, Culture and Sport directorate, a dedicated team to support the development and delivery of the strategy and plan with 1.5 new posts funded by the Scottish Government to coordinate the implementation of 16+ learning choices for all school leavers in the City, direct representation of youth justice and social care and wellbeing services, establishment of multi-agency 16+ Learning Choice Teams in all secondary schools⁴, implementation of 16+ pilots in 6 targeted schools for the 2009 winter leaver cohort with a commitment to full implementation of the programme for the 2010 summer leaver cohort across all secondary schools, development of a local eProspectus that includes all local providers of 16+ Learning Choices. A range of key stakeholder events were held across the City to provide opportunities for

³ From herein will be referred to as the *MCMC Partnership*

⁴ Note, includes all special school delivering secondary provision

practitioners and managers in all agencies, and children and young people, to inform the development of the *More Choices, More Chances* Partnership's Plan for Action for 2010 to 2013.

Summary Overview: Implementation Timeline 2010-2013 – Short Medium and Long Term Priorities

Priority	Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Partnership Working	MCMC and 16+ Story Board and Web Pages Publication of Partnership Minutes and Progress Reports	Merger of MCMC and Aberdeen Works Partnerships	Ongoing Review of Partnership Arrangements
Information Sharing	Establish GLOW Data Pages MCMC Flag System Partnership Data Sharing Agreement	Early Identification (14+) of MCMC Using Flag System Improve availability and quality of data on health and ASN Improve availability and quality of data on LAC destinations	Embed Data Requirements Within Role and Remit of ECS Mainstream Posts
Early Intervention MCMC	Ensure Young People in MCMC Cohort are Priority in Early Years Services, CfE and GIRFEC Planning Pilot Family Learning Signature	Embedding Key Messages on MCMC and 16+ LC Within All WFTD Use of GLOW to Share Good Practice	Evaluate Impact on Reducing the Flow to MCMC cohort
Implementation of 16+ Learning Choices	Implementation of 16+ LC in all Secondary and Special Schools Significantly Reducing the % of Unknown Destinations to below 1% Information Leaflets for 16+LC Establish 16+ LC Practice Forum Developing Stretch Targets for Schools with High % of Negative Destinations Exit Strategy to Mainstream 16+ Learning Choices within Posts in Aberdeen City Council's Education, Culture and Sports Service	Key Worker System Linked to GIRFEC Jobs Fairs for 16+ for All School Leavers and Events Targeted at Special School Leaver's and their Families Pilot New Guarantee for 16-19 Year Olds Reporting on Stretch Targets in ICSP and SOA Formalise Public/Private and Third Sector Agreement: 16 + Learning Choice Opportunities Developed Enhanced and Accredited Volunteering Opportunities Delivery of CfE and BtC4	Robust Market Research for FE/HE Longer Term Outcome Tracking Through Aberdeen Works Meganexus Delivery of CfE and BtC4
Provision of Services to Support MCMC	Evaluate FSF Services and secure FSF MCMC Funding Beyond 2011	Maximise Local Funding Streams Improve Financial Support External Funding Strategy	Exit Strategy to Mainstream Good Practice

National Context⁵

National Strategy

In June 2006, the Scottish Government published *More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training*⁶ and the *National Employability Framework Work Force Plus*. These publications outline the Scottish Government's commitment to tackling poverty and disadvantage, an agenda which is reinforced through the national partnership of business and education leaders. The commitments set out in the national strategy are intended to underpin the efforts required across Government to ensure all young people in Scotland receive the support and assistance they need to become successful learners, confident individuals, effective contributors and responsible citizens. These are also the *four capacities* set out within the Scottish Government's flagship education policy *A Curriculum for Excellence*.

The national strategy sets out an agenda for change built around the following themes:

- Pre-sixteen
- Post-sixteen
- The right support
- Financial Incentives
- Robust local partnerships

16+ Learning Choices Programme

In December 2008, the Scottish Government launched *16+ Learning Choices* and set out their commitment to work with local authorities and community planning partners to ensure that young people are equipped with the right skills to reach their full potential so they can play their part in Scotland's future economic success, including help to recover from the economic downturn. The launch of 16+ Learning Choices builds on good practice already evident locally and will provide a robust and systemic approach to ensure equity in the quality of provision offered across our schools. This new model for post 16 learning ensures that all young people receive an appropriate, relevant, attractive offer of learning, well in advance of their statutory school leaving date. As such it will facilitate the delivery of *A Curriculum for Excellence* Entitlements, which includes support for positive and sustained destinations, with a particular focus on improving the skills and life opportunities of all school leavers.

A Curriculum for Excellence

Scotland is currently undergoing its biggest education reform programme in a generation under the Ambitious Excellent Schools agenda. *A Curriculum for Excellence* (CfE) is the Scottish Government's programme of curriculum reform. It will develop a single curriculum framework for young people between the ages of 3 and 18 years. CfE aims to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

⁵ Note: see Appendix II for web links to all related documents

⁶ From herein referred to as the National MCMC Strategy

Early Years and Early Intervention Framework (2008)

The *Early Years and Early Intervention Framework* sets out a joint approach to early years and early intervention by the Scottish Government and COSLA, including national actions and recommendations for local authority areas, which support the purpose of the national performance framework to improve outcomes for children and young people. It makes particular reference to using community capacity approaches to supporting parents and communities to make their own choices to improve the outcomes for their own children. The *Framework*, being led by the Aberdeen Early Years and Childcare Partnership, has identified family learning as the approach the city will take to build family and community capacity for very young parents and for parents living in regeneration areas.

Looked After Children: We Can and Must Do Better (2001)

Looked After Children⁷: We Can and Must Do Better aims to seek a better understanding of the educational barriers and issues looked after children and young people experience. The programme of work that followed included the publication of *Guidance on the Core Tasks for Designated Senior Managers for Looked After Children* working in schools and residential care establishments and specific *Guidance for Community Planning Partnerships: These Are Our Bairn's* that aims to drive forward positive solutions and improve outcomes for all looked after children, including educational achievement and ensuring they have the skills and support to move into positive destination.

Getting it Right for Every Child (2005)

Getting it Right for Every Child (GIRFEC): Proposals for Action sets out the policy for how areas will realise the vision of *For Scotland's Children* in practice. The follow up document, *GIRFEC Guidance on the Child and Young Person's Plan*, set out how partners in a multi-agency settings should assess and plan to meet the needs of children and young people by ensuring that we place children and their families at the centre of all our approaches and how we design and deliver our services. It is essential that local areas take a child centred approach in the design, review and evaluation of services to ensure together we can the support young people and their families' and meet their needs at the earliest opportunity.

Planning and support for young people who may be vulnerable during transition (such as, between primary and secondary school, leaving care, or moving onto adult services) is a key priority within national and local planning priorities and *planning for transition* is a key category within the assessment framework. Where young people are in need of a coordinated and supported approach to enable them to take up and sustain positive opportunities, the GIRFEC assessment and planning process will be used by local services to set out actions to support the young person through that

⁷ The majority of children and young people who are considered to be looked after will come into one of the following two categories;

Looked After (at home) where the child or young person is subject to a supervision requirement with no condition of residence through the Children's Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home); or *Looked After (away from home)* i.e. away from their normal place of residence, where the child or young person is subject to a supervision requirement with a condition of residence through the Children's Hearing system, or is provided with accommodation under section 25 (voluntary agreement) or is the subject of a Parental Responsibility Order (section 86). The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children's unit, a residential school, a secure unit or a kinship placement.

transition. Recently the Scottish Government and Highland Council have published the *Changing Professional Practice and Culture to Get it Right for Every Child: An Evaluation of the Development and early Implementation Phases of Getting it Right for Every Child in Highland* and this continues to inform local development in the City.

Partnership Matters (revised May 2009)

The Scottish Executive first published *Partnership Matters* in January 2005 and the new Scottish Government published revised versions of the policy in 2007 and recently in May 2009. *Partnership Matters* is a guidance document which describes the roles and responsibilities of all agencies supporting people with additional support needs who wish to study, or are currently studying at Scotland's colleges or universities. *Partnership Matters* is about removing barriers faced by people with additional support needs, which includes young people in need of *more choices, more chance*. It is essential that colleges and universities work in partnership at a local level with all agencies delivering personal care, health care, transport or other forms of support services. The MCMC Partnership developments respond to a number of identified challenges within the education system. Amongst them is the fact that although City Schools perform well overall in education, performance of the *lowest attaining 20%* within schools has remained static for a decade, which links into the high proportions not in education, employment or training post sixteen. A feature of these developments has been the increased involvement of Aberdeen College to provide a more diverse curricular offer in schools.

Workforce Plus: An Employability Framework for Scotland (2004)

In July 2004 the Minister for Communities announced a series of targets to help *Close the Opportunity Gap (CtOG)*⁸. A key part of that was the development of an *Employability Framework for Scotland* that aims to sustain the high levels of employment in Scotland and responding to the specific challenge of helping more people who are economically inactive to move into work. The Framework sets out how organisations can better work together at a national and local level to improve support for those facing barriers to employment, including people with disabilities and lone parents. Key priorities include reducing the number of people dependent on work-related benefits and to increased engagement with businesses through advisory groups, trade unions and others to build the role both private and public employers play in local strategies and action to tackle poverty.

Achieving Our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland (2008)

Achieving Our Potential is one of three key elements of the Scottish Government's approach to alleviating disadvantage, which also focuses on reducing health inequalities and providing children with the best start in life. The Framework sets out further priorities for action and investment to deliver improvement across four main areas: reducing income inequalities, introducing longer-term measures to tackle poverty and the drivers of low income, supporting those experiencing poverty or at risk of falling into poverty, and making the tax credits and benefits system work better for Scotland. The local development to reduce poverty, which includes the further development of early years and early intervention, is critical to the long term success

⁸ There are six CtOG objectives that relate generally to the following: providing sustainable employment opportunities, improving confidence and skills of disadvantaged groups, reduce vulnerability of low income families to lift them out of poverty, to regenerate the most disadvantaged communities, improve health status in those communities and improve services to enhance access to opportunities.

of our local *MCMC Strategy* as we work to reduce the number of young people moving into the *more choices, more chances cohort*.

Vision, Aim and Objectives

Vision

Our vision is that all children and young people in Aberdeen City, no matter what their start in life, embrace the opportunity when leaving school to continue in lifelong learning and achieve their full potential.

Aim

To reduce the number of young people disengaged from learning before completing compulsory education by ensuring that robust processes and practices are in place locally to offer more opportunities for all young people to enter positive and sustained destinations in education, employment and training, providing targeted support to those young people in need of *more choices, more chances*.

Objectives

- i) Develop an effective partnership to ensure local leadership, planning and delivery through joint commitment and action;
- ii) Improve information management to support timely, proportionate and appropriate multi-agency information sharing;
- iii) Ensure early identification of, and support to, young people in need of *more choices, more chances* to stem the flow of school leavers moving onto *negative destinations*;
- iv) Deliver a universal offer of *16+ Learning Choices* to all young people in advance of their statutory school leaving date;
- v) Ensure the right levels of support and provision to enable young people in need of *more choices, more chances* to take up offers and sustain *positive destinations* in education, employment or training.



Local Picture⁹

The MCMC Strategy is identified as a key local priority within *The Aberdeen City Alliance Single Outcome Agreement* and success will be measured against the National Indicator in the *National Performance Framework to 'Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations'*. Skills Development Scotland *School Leavers Destination Report (SLDR¹⁰)* for Aberdeen City will provide robust local data to enable the MCMC Partnership to measure success locally and to assess progress against national comparator data. The *SLDR* also provides robust information on the *more choices, more chances cohort*, including disaggregated data based on *client characteristics¹¹* and by *Intermediate Data Zones¹²*. This enabled the local Partnership to target the implementation of the *16+ Learning Choices* across 5 secondary schools and 1 special school delivering secondary provision based on 2007-08 data to provide early support to all school leavers and to target additional resources to support those young people in need of more choices, more chances. The programme *16+ Learning Choices* will be delivered by all school by the national deadline of December 2010.

Definition of Population of Young People in need of More Choices, More Chances

The population of young people in need of *more choices, more chances* is made up of school leavers who are unemployed at statutory school leaving age and young people aged 18-19 who are economically inactive and claiming benefits.

Positive Destination Defined

A *positive destination* is defined by the Scottish Government as a take up of opportunities by young people aged 16-19 to move into full or part time education in school (secondary 4 and 5), further or higher education, national training programmes (such as *Get Ready for Work, Skillseekers or Modern Apprenticeships*), locally recognised good quality training and jobs without training, informal learning including personal and social development opportunities, or volunteering.

Negative Destination Defined

A *negative destination* is defined as unemployed and seeking opportunities, unemployed and not seeking opportunities or where the destination is unknown indicating that the young person is disengaged from learning and not responding to offers of assessment and support from Skills Development Scotland.

The destinations that young people move onto post secondary education are a key indicator of success in adult life. There is a growing body of research that shows those young people who experience spells of disengagement between the ages of 16

⁹ All data in this section taken from Skills Development Scotland 'School Leaver Destination Return and Skills Intervention Activity Report', December 2009 (unless otherwise specified).

¹⁰ The SLDR is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government annually. The return is based on a 100% follow up of young people who leave school between the 1st of August and the 31st of July. The exercise is a snapshot carried out in the month of September every year.

¹¹ The term *client characteristics* includes: gender, ethnic background, stage left school, qualification on leaving school, health and additional support needs and *Scottish Index of Multiple Deprivation Decile Ranking*.

¹² The term *Intermediate Data Zones* refers to the key small area statistical geography for Scotland disaggregated into local authority areas at Council Ward levels.

and 19 are significantly more likely to be economically inactive adults with both an economic and human cost.

Target Groups

The national strategy clearly sets out the evidence that there is strong association between under-achievement and unemployment. The efforts locally to create improved school leaver destinations which can be sustained through the collective effort of individual young people and the organisations with which they engage, will deliver improvements to the local economy, as well as begin to address the range of social issues core to improving the opportunities available to individuals throughout their life.

The two main factors that lead to young people moving onto negative destinations are educational disaffection and socio-economic disadvantage. These target groups include young people within the following cohorts, those:

- Living within the 15% most deprived areas of Scotland
- 20% lowest attaining pupils
- Young people who persistently truant in secondary school
- Young people identified as having enduring, multiple, and complex additional support needs
- Young people with long term sickness, young people with disabilities, and those with lifelong debilitating illness
- Young parents
- Young Carers
- Young People who are 'Looked After' (at home or away from home) by the local authority and Care Leavers
- Young people engaged in offending behaviour
- Young people engaged in substance misuse

Analysis of Aberdeen City School Leavers Destination Report

In January 2010, the Scottish Government and [Skills Development Scotland](#) published the [School Leaver Destination Report \(SLDR\) for Aberdeen City](#). The SLDR is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government. The Return was based on a 100% follow up of young people who left school in Aberdeen City between the 1st of August 2008 and the 31st of July 2009. The snap shot exercise was carried out during the month of September 2009. In 2008/09, there were [1,730](#) leavers from publicly funded secondary schools in Aberdeen City included in the statistical return for the SLDR.

Overall the percentage of leavers entering a positive destination is [82.7%](#), a fall of [2.9%](#) on last year and well below the national average of [85.7%](#). However, the proportion of young people entering further and higher education has reached its highest level in a decade, at [61.4%](#), a rise of [7.0%](#) on last year. The percentage of leavers entering higher education has risen by [1.3%](#) in comparison to 1999-2000. Leavers entering further education have witnessed an increase of [5.5%](#) over the same period. As anticipated, this is balanced by a decrease in leavers entering employment which has dropped to its lowest level in a decade at [18.6%](#), [10.5%](#) lower than last year. However, as the percentage of young people entering employment has fallen the percentage entering training has increased slightly at [2.5%](#).

Further analysis of local statistics held by Skills Development Scotland shows the overall percentage of school leavers from special education provision entering

positive destinations is 43.6% highlighting significant challenges to support those young people into education, employment or training¹³.

The percentage of leavers who are unemployed seeking has reached 12.6%, an increase of 2.9% on last year and above the national rate of 11.5%. The percentage of young people who are unemployed and not seeking has fallen to 0.7%. School leavers whose destination is unknown to Skills Development Scotland has risen to 4.0%, the highest level in the country and well above the national rate of 1.2%.

Table 1: Destinations for All School Leavers

Area	Total	HE	FE	Training	Employment	Vol. Work	Unemployed Seeking	Unemp NOT Seeing	Dest. Not Known
Aberdeen	1,730	37.1%	24.3%	2.5%	18.6%	0.1%	12.6%	0.7%	4.0%
Scotland	53,532	34.9%	27.0%	5.1%	18.4%	0.2%	11.5%	1.6%	1.2%
		18,680	14,466	2,748	9,858	128	6,182	833	637

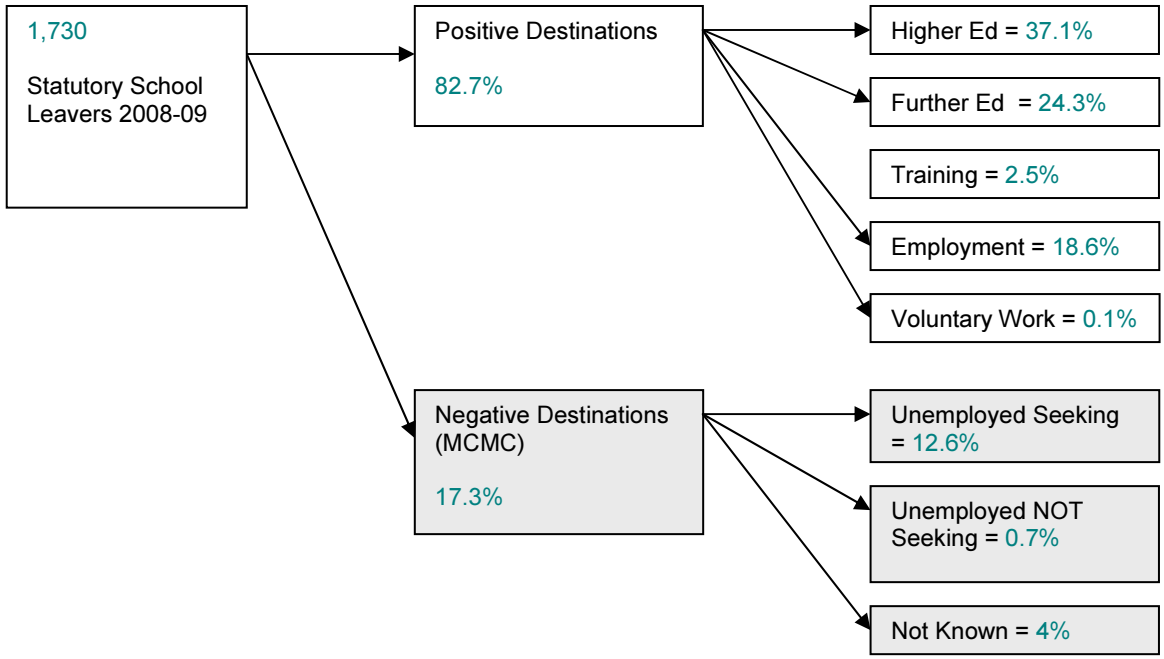
Table2: Destinations for Leavers from Special Provision¹⁴

Special School	HE	FE	Training	Employment	Vol. Work	Unemployed Seeking	Unemp NOT Seeing	Dest. Not Known	Total
Beechwood	0.0%	72.7%	0.0%	0.0%	0.0%	0.0%	0.0%	27.3%	11
Camphill Rudolf Steiner Schools	0.0%	0.0%	0%	0.0%	0.0%	0.0%	100%	0.0%	1
Cordyce	0.0%	6.7%	13.3%	6.7%	0.0%	46.7%	6.7%	20%	15
Hazelwood	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	1
Marlpool	0.0%	36.4%	9.1%	0.0%	0.0%	36.4%	9.1%	9.1%	11
Total	0.0%	33.3%	7.7%	2.6%	0.0%	28.2%	10.3%	17.9%	29

¹³ Data taken from Aberdeen City Skills Development Scotland Data, Dec 2009

¹⁴ Data taken from Aberdeen City Skills Development Scotland Data, Dec 2009

Diagram 1: Overview of Positive and Negative Destinations



Analysis of Positive Destinations

The *SLDR* reports that of the total 1,730 school leavers a total of 1,431 (82.7%) of those young people entered positive destinations.

Higher and Further Education¹⁵

From those reported in the *SLDR*, 642 (37.1%) leavers entered Higher Education and 421 (24.3%) entered Further Education. Detailed analysis can be provided on 1,051 (98.9%) of this cohort for whom we hold information on institution and course chosen – Higher Education 636 (99.1%) and Further Education 415 (98.6%). Engineering was the most popular subject area chosen by leavers entering Higher Education. The second most popular subject area was Arts and Social Sciences. Within Further Education, leavers studying subjects related to Hairdressing and Beauty was the most popular choice. Social/Caring and Engineering were the second and third most popular choices with leavers.

The top three course areas for male leavers are Engineering, Construction and Computing and IT with just under 41% male leavers who continue in education post school entering these subject areas. By comparison female leavers have opted to enter subjects in Health and Medicine, Art and Design and Hairdressing and Beauty. The most popular area for all leavers is Engineering with the majority of entrants being male. Subjects in Engineering and Construction remain male dominated with around 82% of entrants being male and like wise the areas of Social/Caring and Hairdressing/Beauty are female dominated.

¹⁵ Higher Education (HE): This category includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. 19 young people with a deferred, unconditional place for next year have also been included in this year’s figures. Further Education (FE): This category includes leavers undertaking non advanced Further Education which is not Higher Education.



Table 3: Further Breakdown of Course Information

Course Area	HE	FE	Course Area	HE	FE
Engineering	16.2%	9.4%	General Education (Highers, etc)	0.3%	7.7%
Arts & Social Sciences	11.6%	2.4%	Performing Arts	3.0%	3.6%
Admin, Management & Business	7.5%	7.7%	Hospitality, Catering & Tourism	1.3%	4.8%
Health & Medicine	8.0%	5.8%	Finance	3.9%	0.0%
Science & Mathematics	10.2%	1.7%	Animals, Land & Environment	1.3%	3.9%
Art & Design	5.7%	7.2%	Teaching	3.5%	0.0%
Hairdressing & Beauty	0.2%	12.5%	Garage Services	0.0%	4.3%
Law	7.5%	0.5%	ASN Courses	0.0%	3.9%
Social, Caring & Advisory Services	2.4%	8.2%	Sales & Marketing	1.1%	0.2%
Computing & ICT	4.6%	3.6%	Languages	1.1%	0.0%
Sport, Leisure & Sport Science	2.8%	5.3%	Manufacturing	0.0%	0.5%
Construction	3.5%	4.1%	Transport & Distribution	0.2%	0.0%
Communications and Media	4.2%	2.7%			

Employment, Training and Voluntary Work¹⁶

The data shows that 44 (2.5%) entered training, 322 (16.6%) entered employment and 2 (0.1%) entered voluntary work. Detailed analysis is provided on 318 (98.8%) of those entering employment for whom we hold information about the occupational area entered. The most popular area of employment entered by school leavers is **Construction, with Sales and Marketing** (including retail operations) a close second. The majority of males enter Construction with 34.7% of male leavers gaining employment in this occupational area. The 3 most popular occupational areas with female leavers entering employment are **Sales (23.5%), Social and Caring (22.7%) and Hospitality, Catering and Tourism (18.5%)**. Both Admin and Management plus Social, Caring and Advisory Services remain female dominated and the vast majority of leavers who enter the occupational areas of Construction, Engineering and Garage Services are male.

Table 4: Those entering Employment by Occupation Area Further Breakdown of Course Information

Occupation Area	Male	Female	Occupation Area	Male	Female
Construction	34.7%	0.0%	Hairdressing & Beauty	1.0%	10.1%
Sales & Marketing	10.1%	23.5%	Sport, Leisure & Sport Science	2.5%	1.7%
Hospitality, Catering & Tourism	11.6%	18.5%	Security & Protective Services	3.0%	0.0%
Engineering	19.6%	0.0%	Transport & Distribution	1.5%	2.5%
Social, Caring & Advisory Services	0.5%	22.7%	Health and Medicine	0.0%	4.2%
Garage Services	13.1%	0.8%	Animals, Land & Environment	1.0%	0.0%
Admin & Management	1.0%	15.1%	Manufacturing	0.5%	0.8%

Analysis of Negative Destinations

¹⁶ Employment: This category includes those who are employed and who are in receipt of payment from their employers. It includes young people undertaking training in employment through Skillseekers and Modern Apprenticeships. Training: This category includes leavers who are on a training course and in receipt of an allowance or grant, such as Skillseekers, but who are not employed. Also included within this category are young people on Get Ready for Work. Voluntary Work: This category includes leavers who are undertaking voluntary work, either paid or unpaid.

The SLDR shows that of the 1,730 school leavers a total of 299 (17.1%) of those young people entered negative destinations and were therefore within the *more choices, more chances* cohort. In line with the trends evident in national research some groups of young people are overrepresented in the *more choices, more chances* cohort. These groups include: young people with additional support needs¹⁷ who were 4.2% of the school leaver cohort reported in the SLDR but were overrepresented within in the *more choices, more chances cohort* in the *Unemployed Seeking* category at 8.7%, formerly *Looked After/Care Leavers* 2.4% in the SLDR and 7.3% in the *Unemployed Seeking* category, and young people with health factor/additional support need 7.4% in the SLDR and 16.1% in the *Unemployed Seeking* category (of which % the highest proportion were identified as having a learning disability, other specific learning difficulty or social emotional and behaviour difficulty).

Table 5: Breakdown of Health and Additional Support Needs in SLDR (1,730 pupils) and MCMC Cohort (299 pupils) 2008/09

Health and Additional Support Needs	% of Full SLDR	% of Unemployed Seeking
Additional Support Plan	4.2%	8.7%
Formerly Looked After/Care leaver	2.4%	7.3%
Health Factor/Additional Support Need Identified, of which:	7.4%	16.1%
Learning Disability	20.3%	17.1%
Cognitive Impairment	3.9%	5.7%
Dyslexia	6.3%	5.7%
Other Specific Learning Difficulty	12.5%	20.0%
Visual Impairment	3.1%	2.9%
Hearing Impairment	4.7%	5.7%
Deafblind	0.0%	0.0%
Physical or Motor Impairment	17.2%	17.1%
Language or Speech Disorder	7.0%	0.0%
Autistic Spectrum Disorder	7.0%	2.9%
Social Emotional Behavioural Difficulty	26.8%	45.7%
Mental Health Problem	8.6%	8.6%
Other Additional Support	13.3%	5.7%

Table 6: Breakdown of School Leavers by Intermediate Data Zone (SMID 2009)

Intermediate Data Zone	%	Total Leavers	Intermediate Data Zone	%	Total Leavers
Northfield	10.1%	22	Mastrick	4.1%	9
Torry East	8.7%	19	Stockethill	4.1%	9
Heathyrfold & Middlefield	7.8%	17	Kincorth, Leggart and Nigg South	3.7%	8
Garthdee	6.4%	14	Sheddocksley	3.7%	8
Torry West	5.5%	12	Cummings Park	3.2%	7
Woodside	4.6%	10	Froghall, Powis and Sunnybank	3.2%	7

¹⁷ Young people with Additional Support Plans is a term used to include all young people with identified as having additional support needs as set out in the Additional Support Scotland Act 2004 and includes the 2009 amendments, so could include a young person with a Personal Learning Plan, Individual Support Needs Plan, Individual Education Plan or Coordinated Support Plan.

Unemployed and Seeking Employment or Training¹⁸

There were 218 leavers from schools within Aberdeen City who were reported as unemployed seeking in the SLDR. By using postcodes, Skills Development Scotland was able to identify areas within the authority where unemployed school leavers were living. However, at the snapshot, 5 of the leavers were living outside the local authority area but a further 5 unemployed seeking school leavers from other local authority areas were residing in Aberdeen City. The analysis was based on 218 leavers who were residing in the authority who Skills Development Scotland held full address information for. Of the 218 school leavers in the City who were unemployed and seeking at the time of the snapshot, the majority were male 60.1%, with 85.8% reporting their ethnic background as white/white other, 1.4% Asian/Asian Scottish or Asian British, 1.8% Black/Black Scottish or Black British, 0.5% other ethnic group and 10.6% where ethnic background was either unknown or undisclosed.

Unemployed and Not Seeking Employment or Training¹⁹

There were 12 school leavers within this category of which the largest percentage, 41.7%, are those not able to enter education, employment or training due to illness and a further 25% in custody.

Destinations Unknown

There were 69 school leavers whose current destination was unknown at the time of compiling the report. 3.0% (2) of these individuals were known to have had attendance issues in school and were unknown to both the school and Skills Development Scotland. However 7.2% (5) have been in another destination since leaving school and a further 7.2% (5) have since become known with 1 leaver now in a positive destination.

The National Training Programme

National Training Programmes - New Starts between 1st April 2009 and 25th September 2009; Includes all trainees who are recorded and approved as starts within the stated period of report; Excludes trainees who have progressed from Skillseekers to Modern Apprenticeships or have left and re-started training within an 8 week period of leaving (3 week period for Training for Work).

Jobcentre Plus Labour Market Data

As at November 2009, Jobcentre Plus data identified that 25.2% of all Job Seeker's Allowance (JSA) claimants were aged 18-24. This compares favourably with the Scottish and UK statistics which stand at 28.6% and 29.8% respectively. Breaking this down further, this percentage represented 760 young people of whom, 290 were under the age of 19. Looking at the longer term pattern, in June 2008 there were a recorded 165 young people under the age of 19 seeking JSA. This indicates that

¹⁸ Unemployed and Seeking: includes those who are in contact with Skills Development Scotland and are known by them to be seeking employment or training. This is based on regular contact between Skills Development Scotland and the client. This does not refer to the definition of 'unemployed' used by the Benefits Agency to calculate published unemployment rates.

¹⁹ Unemployed and Not Seeking: all those individuals who are not seeking employment or training for a range of reasons. These individual circumstances may involve sickness, prison, pregnancy, caring for children or other dependents or taking time out.

under 19's have been particularly affected by the current economic downturn with a 76% increase in the numbers claiming JSA over this time.

Performance Baselines, Benchmarking and Target Setting

The performance indicators reported within the *Single Outcome Agreement* will provide clear evidence of how the Aberdeen Council system of education is supporting and enabling pupils into positive and sustainable destinations. It also provides important evidence more broadly, on how those organisations represented across the *More Choices More Chances Partnership* are contributing towards this agenda.

Table 7: Single Outcome Agreement Baseline, Performance and Targets for MCMC²⁰

Outcome Measure	Baseline (06-07)		07-08		08-09		Target 2013		RAG
	%	+/- %	%	+/- %	%	+/- %	%	+%	Status
Increase the proportion of secondary school leavers in positive and sustained destinations	88.8	-	85.6	-3.2	82.7	-2.9	95	+12.3	Red
Increase the proportion of leavers from special education in positive and sustained destinations	54.5	-	51.4	-3.1	-	-	90%	+43.6	Red

The following interventions, as part of the *16+ Learning Choices Programme*, will influence this indicator and progress will be reported to the *MCMC Partnership* in February and July each year and are early indicators of the impact of the MCMC Strategy:

- The development of a school curriculum that supports the capacities and interests of all young people.
- Early identification of individuals at risk of moving into negative destinations prior to statutory school leaving age.
- Early assessment and support for young people for whom the Council has a corporate parenting responsibility due to their over-representation in negative destinations.
- Early assessment and support for young people with disabilities due to their over-representation in negative destinations.
- Effective careers information, advice, guidance and targeted support, both from Skills Development Scotland, schools, colleges and other agencies to all winter and summer school leavers in advance of their statutory school leaving age.

²⁰ The Aberdeen City Alliance Single Outcome Agreement 2009

- Provision of effective advice, guidance and support for those who have already left school to help them move towards and maintain positive destinations and achieve positive outcome and progress to the next step²¹.
- Working closely with the wider Education, Culture and Sport Service and Social Care and Wellbeing Service in Aberdeen City Council to coordinate early intervention within transitional planning arrangements for all young people with *Additional Support Needs*²², at least 12 months in advance of their school leaving date.

Stretch Targets

In 2010, the Partnership will develop stretch targets for the following schools to increase the proportion of school leavers entering positive destination for young people in need of *more choices more chances*. These schools have also been identified as pilot areas for the implementation of 16+ Learning Choices for the Winter Leaver Cohort 2009:

- Harlaw Academy
- St Machar Academy
- Northfield Academy
- Torry Academy
- Hazlehead Academy
- Kincorth Academy
- Special School Establishments

Quality Indicators

Further development of our local data set provided by schools to Skills Development Scotland, development of the *SLDR* nationally and the development of more robust operational information as part of the *16+ Learning Choices Programme* will provide an opportunity for the *MCMC Partnership* to further develop quality indicators to provide a picture of progress on a quarterly basis. These may include:

- Proportion of offers that are sustained for a period of 6 months or more
- Proportion of offers that lead onto stable employment opportunities

Progress will be monitored using a shared performance management framework with Skills Development Scotland School Leavers Destination Report (SLDR) and outcomes for services for the *more choices, more chances cohort* could potentially be monitored through the *Aberdeen Works Meganexus System*. In partnership with Aberdeen Works more in-depth analysis will be carried out on young people aged between 19-25 in receipt of benefits and specific interventions and supported opportunities for employment will be developed to enable these young people to access those opportunities, this will include a targeted approach to the opportunities created through the *Future Jobs Fund*. Further work to explore the potential to enhance local management information systems will be undertaken within the *2010-2013 Plan for Action*.

²¹ www.scotland.gov.uk/About/scotPerforms/indictors/schoolLeavers

²² As defined in the Additional Support for Learning Act 2009

Local Partnership and Governance

The *Aberdeen City More Choices, More Chances Partnership* has representation from all key local partners required to work together to deliver improved learning and employment opportunities for young people. Active and engaged partners are central to the success of any strategy and the *MCMC Partnership* provides a positive environment in which we can work together to make a real difference to the lives of our young people. The Partnership is led by Aberdeen City Council's Education, Culture and Sports Directorate to deliver leadership and direction across schools and our across local planning to deliver integrated children's services. The partnership has representation from the following key partners:

- Aberdeen City Council, Education, Culture and Sport Directorate (Curriculum for Excellence, Learning Strategy, Community Learning and Development, Community Training Team)
- Aberdeen City Council, Social Care and Wellbeing Directorate (social work services, children with disabilities, looked after children, service for children affected by drug misuse)
- Aberdeen College
- Aberdeen Council of Voluntary Organisations
- Aberdeen Works Partnership
- Jobcentre Plus
- NHS Grampian
- Skills Development Scotland
- Youth Justice Partnership

The *MCMC Partnership* takes action to address short term challenges in coordinating the identification and support of school leavers to ensure they have an offer of a positive learning choice by statutory school leaving age. The Partnership are also looking beyond the present towards the medium and long term strategic objectives within the wider context of the *Aberdeen Works Partnership* remit to support the cohort of young people post-19 and through the transition to adult services to ensure further opportunities and continue support for those who need it to sustain destinations in employment, education or training. The engagement and contribution of the Third Sector is critical as they are key partners in planning and delivering an alternative curriculum and in providing a range of advice and support services that can make the difference to enable some of our most vulnerable young people who face complex challenges, to take up the offer of a learning choice.

Partners Lead Responsibilities in Local Strategy

Aberdeen City Council Education, Culture and Sport Service

- Lead role for the Chairing and support for the Aberdeen City MCMC Partnership and links with the National MCMC Forum.
- Ensuring effective coordination with the planning and implementation of *A Curriculum for Excellence, Aberdeen Learning and Estates Strategies* and all service planning for Education, Culture and Sports services.
- Coordination of targeted support with Education Designated Managers for Looked After Children.
- Roll out of 16+ Learning Choices across all City Secondary Schools.
- Roll out of 16+ Learning Choices across all City Special Schools and coordination with services to support young people with Additional Support Needs (ASN).
- Coordination of support services to support young people with Social Emotional and Behavioural Difficulties (SEBN) to support 16+ Learning Choice offer uptake.
- Coordination of Community Learning and Development opportunities as part of 16+ Learning Choices.
- Coordination of targeted support from Educational Psychology Service to young people, through school / authority systems.
- Coordination of Employer Work Placements and Toolkit for Progress.

Aberdeen City Council Education, Social Care and Wellbeing Service

- Ensuring effective coordination with the planning and implementation of *21st Century Social Work Review and Service Planning for Social Care and Wellbeing*.
- Coordination of targeted support with Residential Establishments Designated Managers of Looked After Children.
- Ensuring schools are informed when a child becomes looked after and when children in social work service are identified as requiring more choices more chances.
- Coordination of targeted support for Young People with Disabilities.

Aberdeen College

- Provide a range of part-time and full-time learning opportunities to meet for the needs of young people leaving school from Introductory level upwards and provide progression opportunities to the next level of learning where appropriate, subject to funding constraints and activity targets set by the Scottish Funding Council.
- Provide, where feasible, additional support and guidance to young people with additional learning needs progressing to learning opportunities within the College.
- Populate the Further Education options on the national eProspectus.
- Ensure effective working arrangements are in place between the College, Schools and Skills Development Scotland.
- Work with Aberdeen City to provide opportunities through School/College link programmes to help meet the needs of young people in schools and support Curriculum for Excellence.

Aberdeen Works Partnership

- Lead and coordinate the development and implementation of the MCMC Partnership Strategy and Action Plan, including reporting requirements within the Integrated Children's Services Plan and Single Outcome Agreement.
- Coordinated approach to the allocation, monitoring and evaluation of the Fairer Scotland Fund in Aberdeen City.
- Development of local employment pipeline.
- Host and support Meganexus Database.
- Support transitional arrangements from children's to adult services employability options and support services.
- Coordination of local application to the Future Jobs Fund to improve employment options from 16+ onwards.
- Joint working to support young adults aged 19-25 to ensure sustainable positive destinations.

Aberdeen Council of Voluntary Organisations

- Advise, develop and represent the Third Sector's contribution to the MCMC partnership and programme of work.
- To provide communication support to ensure the Third Sector are kept up to date on progress, opportunities for engagement and any consultations / events, etc.
- To support engagement with Young Carers Service and Volunteering Services in the Third Sector.
- Support the governance and consultation arrangements that underpin effective participation of the Third Sector, including the Aberdeen Children's Services Network.
- To coordinate the Third Sector's contribution to the eProspectus to support the roll out of 16+ Learning Choices.
- To support the Third Sector to coordinate responses to funding opportunities, including the provision of information on local and national funding opportunities.

Jobcentre Plus

- Provide statistical MI on youth unemployment rates and trends.
- Provide Jobcentre Plus updates (both local and national).
- Provide a job broking service to 16 and 17 year olds on JSA under the severe hardship provision, though a specialist adviser.
- Provide job broking support to 18+ customers though Personal Adviser support and a range of provisions.
- Provide support at school leaving events.

NHS Grampian

- Coordinate targeted support with Children and Young People's Department Substance Misuse Services
- Coordinate targeted support with Children and Young People's Department Child and Adolescent Mental Health Services

Skills Development Scotland

- Deliver the School Leavers Destination Report and Follow Up Report for Aberdeen City.
- Support the local response to eProspectus.
- Deliver Careers information, advice and guidance services.
- Provide a Key Worker service to support identified young people most at risk of not making a positive progression to education, employment or training.
- Maintain the Insight Database to record destinations and monitor and track young peoples progression.

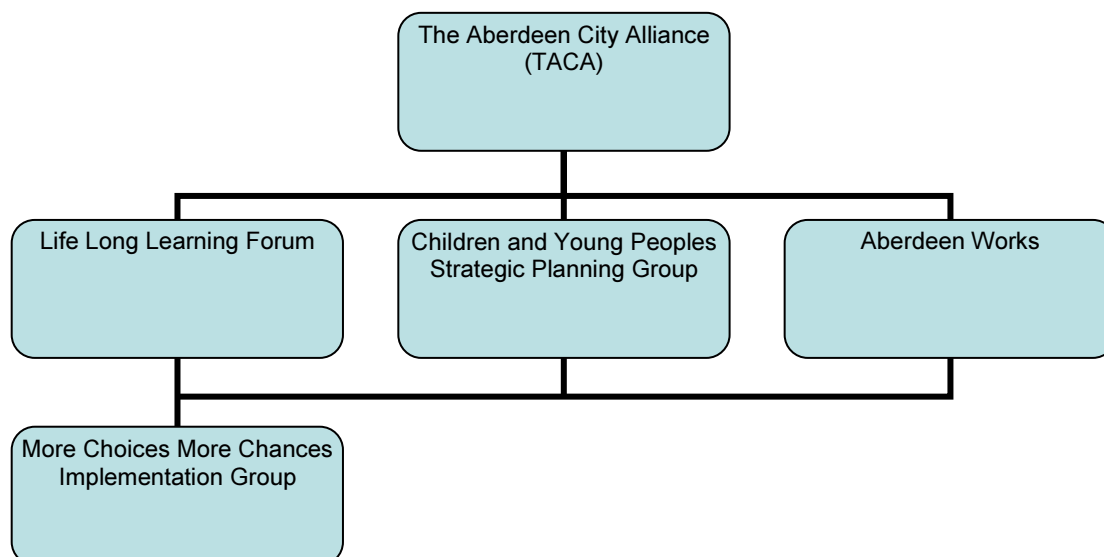
Youth Justice Partnership

- To provide services to support young people engaged in offending behaviour who are at risk of being in need of more choices, more chances or who are approaching school leaving age
- To coordinate the support for young people engaged in offending behaviour through the Young Offender Review Group to enable them to take up informal opportunities and progress onto positive and sustained destinations.

Local Governance

In April 2009, the *MCMC Partnership* undertook to review the governance and reporting structures within the wider context of *Integrated Children's Services* and *Community Planning*. The decision of the *MCMC Partnership* was to have a closed coordination of the work streams across MCMC and *Aberdeen Works* to ensure a more streamlined approach to planning that would support transitional arrangements post-16 and into sustainable employment and life long learning opportunities.

Diagram 2: More Choices More Chances Governance in Aberdeen City



Currently, there is a review of local planning structures and governance to support the delivery of both the community plan and single outcome agreement and integrated children's services. This work is expected to be complete by the summer of 2010. The proposals in children's services include improved leadership and direction by a strategic partnership, a group to lead implementation at a management

level and practice work streams across five key outcomes groups. In the interim, the pre support work will be managed through the *More Choices More Chances Partnership* and post 19 transitions will be managed in partnership with *Aberdeen Works*. For this period, the partnership will continue to report progress to both the *Life Long Learning Forum* and *Children and Young Peoples Strategic Planning Group* which are challenge forums of *The Aberdeen City Alliance* community planning partnership.

Local Priorities and Implementation

All of these actions are about ensuring that young people are able to access the universal services from which they should benefit, aligning mainstream provision to meet the needs of all young people with additional help and resources to support those young people who are in need of *more choices, more chances*.

The strategy proposes a three fold approach to tackling the issues that lead to young people being in need of *more choice, more chances*:

- (i) **Early identification** and intervention at the pre 16 stage with young people identified as being in need of *more choices, more chances* in order to stem the flow of young people entering negative destinations;
- (ii) **Universal offer** of an appropriate 16+ learning choice for all young people from publicly funded schools in advance of their statutory school leaving date;
- (iii) **Supported opportunities** targeted at young people aged 16-19 in need of *more choices, more chances* where there is a need to coordinate *First Step Activities (or informal learning opportunities)*, provide additional multi-agency support to enable young people to take up positive destinations, or to identify appropriate alternative offers for young people who have been unable to sustain their first choice of a positive destination.

The following section sets out across each of the five local priorities; what have we have already delivered to meet our strategic objectives and what action do we need to take next to support full implementation by 2013.

Local Priority 1: Developing an effective partnership to ensure local leadership, planning and delivery through joint commitment and action.

Why this is a priority for the Partnership?

Active and engaged partners are central to the success of any strategy and the *MCMC Partnership* provides a positive environment in which we can work together to make a real difference to the lives of our young people. The Partnership is led by Aberdeen City Council's Education, Culture and Sports Service and has representation from all the key agencies critical to the success and delivery of the *More Choices, More Chances Strategy and Action Plan 2010-2013*.

What progress has been made already?

- Research was undertaken to deliver a Service Mapping and Future Development Options Report to inform the development of the local partnership and future planning.
- In partnership with the University of Aberdeen, five consultation events were held with managers and practitioners across key delivery services to ensure we had identified all the challenges and gaps in local provision.
- Research into the *Unmet Employment, Education, and Training Needs of Young People involved in Persistent and Serious Offending* was undertaken to inform the development of specific responses to support this group of young people enter and sustain positive destinations.
- In partnership with the Scottish Government, a review of the *MCMC Partnership* was undertaken and changes were made to the leadership, governance, membership and support arrangements to ensure a partnership fit for the future to develop and deliver the *More Choices, More Chances Strategy and Plan 2010-2013*.

What do we still have to progress?

- Develop a Story Board for More Choices, More Chances and 16+ Learning Choices to use as a communication tool for key stakeholders and establishment of communication pages for MCMC and 16+ Learning Choices on the Integrated Children's Services, GLOW and Community Planning Partnerships websites.
- All minutes and progress reports of the MCMC Partnership to be made publically available.
- Merger of the *MCMC Partnership* and *Aberdeen Works*

Priority 1: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
MCMC and 16+ Story Board and Web Pages	Merger of MCMC and Aberdeen Works Partnerships	Ongoing Review of Partnership Arrangements
Publication of Partnership Minutes and Progress Reports		

Local Priority 2: Improve information management to support timely, proportionate and appropriate multi-agency information sharing.

Why this is a priority for the Partnership?

It is essential that Aberdeen City Council and Skills Development Scotland work effectively to share appropriate information to support *16+ Learning Choice Offers*. It is also important that timely, proportionate and appropriate responses are put in place to meet the needs of young people in need of *more choices, more chances* who will require additional multi-agency coordination and support to enable them to take up supported *16+ Learning Choice offers* or to access *First Step Activities (informal learning opportunities)*.

What progress has been made already?

- Development of a local Data Sharing Agreement between Skills Development Scotland and Aberdeen City Council.
- Named data provided to all *16+ Learning Choices School Teams* in schools for both the winter leaver cohort and data has been collated from the Education, Culture and Sport Phoenix Management Information System on all young people approaching statutory school leaving age in summer 2010.
- Identification of all young people on the 16+ leavers list who are formally 'looked after' by the local authority to ensure coordinated support with the *Designated Senior Managers for Looked After Children* in Schools and Residential Children's Services.
- Launch a MCMC and 16+ Information Portal on the Community Planning Website to ensure information is accessible to all partners and the public <http://www.communityplanningaberdeen.org.uk/Internet/ChallengesandChallengeForum/LifelongLearning/ICS.asp>

What do we still have to progress?

- Develop GLOW pages for 16+ learning choice data to ensure systematic real time tracking of 16+ destinations through a secure web enabled system that is accessible to the key partners in the *16+ Learning Choices Teams* in Schools.
- To develop flags on 16+ tracking system to highlight young people in need of *more choices, more chances*, with the aim to identify and supporting these young people from age 14.
- Develop a *Partnership Data Sharing Agreement for More Choices, More Chances* to support the wider partners to share timely, proportionate and appropriate information.
- Embed 16+ learning choice data requirements within the remits of mainstream posts within Education, Culture and Sport, including support

teams for Management Information Systems, Children Services Managers, and Education Improvement Officers.

- Improve the availability and quality of the data available on health and additional support needs.

Priority 2: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Establish GLOW Data Pages MCMC Flag System Partnership Data Sharing Agreement	Early Identification (14+) of MCMC Using Flag System Improve availability and quality of data on health and ASN Improve availability and quality of data on LAC destinations	Embed Data Requirements Within Role and Remit of ECS Mainstream Posts

Local Priority 3: Ensure early identification of, and support for, young people in need of *more choices*, *more chances* to stem the flow of school leavers moving into *negative destinations*.

Why this is a priority for the Partnership?

A Curriculum for Excellence is the new national framework for our schools to ensure that our young people are successful learners, confident individuals, effective contributors and responsible citizens. Wide-ranging action is needed across education and wider children's services to improve the educational experience of all children, especially those most at risk of disaffection and underachievement and of leaving school with few or no qualifications. Learning experiences have to be transformed to ensure they are tailored to individual needs and are designed to enable every young person to develop their potential regardless of their personal circumstances. Action is needed to ensure schools support all young people in raising their own expectations of what they can achieve and to fulfil these expectations throughout their school career and beyond.

It is important that the MCMC partnership take a long term strategic approach to the use and allocation of resources to support the implementation of the Aberdeen City MCMC Strategy and Action Plan. The Scottish Government has identified a range of additional resources invested across children's services in recent years that support local approaches to mainstream service delivery and targeted and specialist support.

What progress has been made already?

- Aberdeen City Council's Education, Culture and Sport Service is supporting our schools, teachers and partner agencies to review their learning and teaching to ensure that every young person develops skills for learning, skills for life and skills for work. In particular we are focusing on improving literacy, numeracy, health and wellbeing.
- Work is underway to set out a local implementation programme for *A Curriculum for Excellence* that will be part of the improvement plan in every school. Schools are being encouraged and supported to develop new ways of learning and teaching based on the principles of CfE. These include a greater emphasis on active learning, interdisciplinary (multi-agency) learning and learning beyond the classroom. This also includes the use of technology. Training and support is being provided to enable the use of GLOW, a new digital network, which will connect teachers, pupils and parents together in a virtual learning community.
- The Children and Young People's Strategic Planning Group has delivered multi-agency training to Elected Members and Chief Officers, Managers, and Practitioners to support the delivery of *Getting it Right for Every Child* which aims to identify all young people in needs and to plan timely, proportionate and appropriate responses ensure they are supported to reach their full potential.

What do we still have to progress?

- Ensure that young people who live in families where there is evidence of intergenerational unemployment are a priority group within the *Early Years and Early Intervention Framework* and are supported to access Family Learning and Nurture Group initiatives.
- Ensure early identification and support for young people in need of *more choices, more chances* and the implementation of 16+ Learning Choices is a key priority set out in the delivery plan for the CfE, with particular emphasis on 16+ Learning Choices within the 'entitlements' of the Senior Phase of CfE.
- Ensure early identification and intervention of young people in need of *more choices, more chances* as a priority group within *Getting it Right for Every Child*.
- Pilot the use of the 'Family Learning Signature' to identify the learning barriers at a school level and individual family level.
- Provide high quality training opportunities for teachers and staff to support the delivery of 16+ Learning Choices and make clear links between the programme and wider policy and training; including the development of Online Interactive Learning courses as part of Induction Programmes and Continued Professional Development e.g. Introduction to 16+ Learning Choices, Early Years and Early Intervention, We Can and Must do Better for Looked After Children, Getting it Right for Every Child, Solution Orientated Approaches and Transition Planning.
- As the Education, Culture and Sport Service extended use of GLOW to all pupils and families ensure effective use of the network to share good practice throughout the learning community on the implementation of 16+ Learning Choices.

Priority 3: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Ensure Young People in MCMC Cohort are Priority in Early Years Services, CfE and GIRFEC Planning	Embedding Key Messages on MCMC and 16+ LC Within All WFTD	Evaluate Impact on Steaming the Flow to MCMC Cohort
Pilot Family Learning Signature	Use of GLOW to Share Good Practice	

Local Priority 4: Deliver a universal offer of 16+ Learning Choices to all young people in advance of their statutory school leaving date.

Why this is a priority for the Partnership?

To ensure we support all young people to have more choices and more chances in life, it is essential that we encourage all young people approaching statutory school leaving age to stay in learning post 16 to support them to achieve long term and sustainable employability where they can reach their full potential and contribute positively to their communities. The *MCMC Partnership* is working with Secondary and Special Schools to ensure that every young person has an appropriate, relevant and attractive offer of learning made to them, well in advance of their school leaving date.

What progress has been made already?

- The *MCMC Partnership* commissioned an initial Mapping of all Services in Aberdeen City, including those that can be considered an appropriate 16+ Learning Choice and support services that would be critical to enable young people in need of *more choices, more chances* to take up and sustained *positive destinations*.
- A more comprehensive mapping of all learning provisions has now been completed and is out for consultation with partners. The eProspectus includes options for staying on at school, personal and social development opportunities offered through community learning and development to be included as part of the National eProspectus alongside with information gathered nationally on Third Sector provision, further and higher education programmes and national training programmes.
- Successful application to the Scottish Government for additional funding to support the roll out of 16+ Learning Choices and appointed a 16+ Learning Choice Coordinator (full time) and a 16+ Learning Choices Information Officer (part time).
- Established data matching to ensure that we know which young people in need of *more choices, more chances* are known to social work, are Looked After, have Additional Support Needs or are being supported by Youth Justice or Child Protection services.
- Delivered a number of briefing sessions on the proposed roll out of '16+ Learning Choices: A Model for Aberdeen' with representatives from our secondary schools, special schools delivering secondary provision, Community Learning and Development Service, Voluntary Sector Providers Forum and Children's Services Network to raise awareness of, and consult on, the implementation plan for 16+ Learning Choices.
- Established 16+ Learning Choice Teams across all schools, including those special schools delivering secondary provision, membership includes the Depute Head with a lead for Pastoral Care, SDS Careers Advisor, Guidance

staff in schools, Community Learning and Development, Educational Psychology and they are supported by the Integrated Children's Services Team.

- Early implementation of the *16+ Learning Choices Programme* in Torry, Kincorth, Northfield, St Machar, Harlaw Academies and Corcye Special School for all 2009 winter leavers.
- Aberdeen City Council's Work Experience Service has built up strong links with employers in order to ensure that young people receive a more tailored and supportive work placement service whilst at school. This has led onto the introduction of the 'Toolkit for Progress'. This toolkit offers a more tailored approach to employability and work placement provision for schools and is particularly aimed at pupils who are at risk of disengaging or require additional assistance.
- Aberdeen College has established a system of supporting learners to attend and maintain their attendance at College to promote high levels of retention, achievement and attainment. The learner services arrangements have met the matrix standard for guidance. This is enhanced through the work of the Learning Development Centre who support learners with additional support needs and through the work of the *Child Protection* and Schools Liaison Officer who monitors and supports the progress of *Looked After Children* who enrol on College programmes.
- Delivered a 16+ Learning Choices Jobs Fair for young people to attend to consider their future options in employment, education and training.

What do we still have to progress?

- Work with 16+ Learning Team to significantly reduce the proportion of unknown destinations to below 1%.
- Fully implement 16+ Learning Choices across all Secondary School and Special Schools delivering secondary provision by the Scottish Governments deadline of December 2010.
- Develop information and guidance leaflets on 16+ Learning Choices young people and their parents / carers.
- Establish a 16+ Learning Choices Forum to ensure practitioners share good practice and have direct opportunities to inform the development of the local Action Plan for 2010-2013, and ensure young people have opportunity to engage in the work directly.
- Develop stretch targets for Harlaw, St Machar, Northfield, Torry, Hazlehead and Kincorth Academies and all Special Schools delivering secondary provision.
- Mainstream the support and development requirement for 16+ Learning Choices in advance of the end of ring fence funding from the Scottish Government in March 2011.

- Development of a 'key worker' approach which overlaps both pre and post-16 stages within Getting it Right for Every Child using the 'Aberdeen City: Integrated Assessment Framework and Single Planning Process for Children and Young People – Operational Guidance January 2009'.
- Work with young people to design and deliver future 16+ Learning Choices Job Fairs, for all young people and a specific event targeted at special school leaver's and their families.
- Piloting a new 'guarantee' for young people aged 16-19 who are on Job Seekers Allowance for more than 6 months.
- Develop formal arrangements with the local Business Sector, Public Sector and Third Sector employers to increase and enhance the opportunities available to young people to access job experience, training / apprenticeship, and employment.
- Enhance local arrangements developing recognised and accredited volunteering opportunities.
- Provide robust market research captured through 16+ Learning Choices to assist local further and higher education providers to develop course catalogues.
- Establish longer term outcome tracking between 16+ Learning Choices and Aberdeen Works through the Meganexus Tracking System.
- Through the implementation of A Curriculum for Excellence and Building the Curriculum 4 we will ensure the development of skills for learning, skills for life and skills from early years to the senior phase and onto life long learning opportunities.

Priority 4: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Significantly Reducing the % of Unknown Destinations to below 1%	Key Worker System Linked to GIRFEC	Robust Market Research for FE/HE
Implementation of 16+ LC in all Secondary and Special Schools	Jobs Fairs for 16+ for All School Leavers and Events Targeted at Special School Leaver's and their Families	Longer Term Outcome Tracking Through Aberdeen Works Meganexus
Information Leaflets for 16+LC		Delivery of CfE and BtC4
Establish 16+ LC Practice Forum	Pilot New Guarantee for 16-19 Year Olds	
Developing Stretch Targets for Schools with High % of Negative Destinations	Reporting on Stretch Targets in ICSP and SOA	
Exit Strategy to Mainstream 16+ Learning Choices within Posts in Aberdeen City Council's Education, Culture and Sports Service	Formalise Public/Private and Third Sector Agreement: 16 + Learning Choice Opportunities	
	Developed Enhanced and Accredited Volunteering Opportunities	
	Delivery of CfE and BtC4	



Local Priority 5: Ensuring the right levels of support and provision to enable young people in need of *more choices, more chances* to take up offers and sustain *positive destinations* in education, employment or training.

Why this is a priority for the Partnership?

Helping those most in need is a broad aim to raise the attainment of all; however a specific focus is required for young people with additional support needs, disabilities, looked after children, young carers, looked after children, the lowest attaining 20% and those young people who live in areas of deprivation in order to close the opportunity gap. CtOG brings together a wide range of activities and initiatives delivered in schools, in the community and in partnership with other organisations. This priority is closely linked to CfE and many of the activities will result in an improvement in both areas.

Local resources must be targeted at the earliest opportunity to support and enable those young people in need of *more choices, more chances* to build their confidence, and resilience and improve their learning experience so they can take up and sustain a positive destination in education, training or employment when they reach statutory school leaving age.

What progress has been made already?

- The *Fairer Scotland Fund Board* targeted £100,000 for the development of local services in 2008-10 to support local development work to increase the learning and employment opportunities for young people aged 16-19; including:

Fairer Scotland Fund Projects	Organisations
Aberdeen Working Together	ACC, Community Training Unit
Grampian Racial Equality Council Employability Project	Grampian Racial Equality Council (GREC)
Grampian Society for the Blind Employment Service Pathways	Grampian Society for the Blind Pathways
Volunteering and Project	Aberdeen Volunteer Centre
WEA – Reaching Forward	Workers' Educational Association (WEA)
WEA – Dynamic Youth (MCMC)	Workers' Educational Association (WEA)
Toolkit for Progress (MCMC)	ACC, Community Training Unit
TEAM (MCMC)	Aberdeen Foyer
XI Programme (MCMC)	Princes Trust

- The *FSF Board* recently re-allocated £100,000 in 2010-2011 to support the implementation of the *More Choices, More Chances Strategy and Plan*. The *MCMC Partnership* have made recommendations based on the evidence of need and identified gaps in local provision to ensure that we develop the right services to directly deliver 16+ Learning Choices and/or provide support to enable young people to take up First Step Activities (Informal Learning Opportunities).
- Increased the number of supported work opportunities available to 19-25 year olds through the *Future Jobs Fund*.

What do we still have to progress?

- To evaluate all services funded through Fairer Scotland Funding (More Choices More Chances Strand) in 2009/10 to assess the impact on improving outcomes and ensure good practice is mainstreamed and secure funding beyond 2011 to support the delivery of the *More Choices, More Chances Strategy and Plan 2011-2013*.
- Ensure that local resources allocated through Schools, Further Education, Enterprise Networks, Skills Development Scotland, Community Regeneration Fund, Improving educational outcomes for LAC, Youth Crime Prevention Fund, School Ambition Fund and Determined to Succeed have the More Choices More Chances cohort identified as a target group to benefit from additional support.
- To explore the appropriateness of financial support to ensure that young people make choices based on the most appropriate learning for them, rather than on the amount of money offered.
- To work with the Council's External Funding Officer and Aberdeen Council of Voluntary Organisations Funding Officer to secure additional resources to pilot First Step Activities and supported opportunities for young people in need of *more choices, more chances*, including specialist support to young people leaving special schools.
- Deliver an effective exit strategy to mainstream good practice.

Priority 5: Summary Table: Short, Medium and Long Term Actions

Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Evaluate FSF Services and secure FSF MCMC Funding Beyond 2011	Maximise Local Funding Streams Improve Financial Support External Funding Strategy	Exit Strategy to Mainstream Good Practice

Appendix I: More Choices, More Chances Strategy Group Members and Young Peoples Engagement Workshops

The work stream activities for *more choices, more chances* were overseen by a partnership and informed by a number of research reports and consultations with key stakeholders, including children and their families. The process of developing the strategy has included analysis of existing research and evidence relating to the local *more choices, more chances* cohort.

More Choices More Chances Strategic Group

Mark Armstrong	(Chair) / Culture, Sport and Communities / Education, Culture and Sport / Aberdeen City Council
Kay Dunn	(Lead Support Officer) / Integrated Children's Services Team / Education, Culture and Sport / Aberdeen City Council
Katrina Stewart	16 + Learning Choices Team / Integrated Children's Services / Education, Culture and Sport / Aberdeen City Council
Ailsa Duncan	Aberdeen Works Partnership Representative, LOAN Team
Ann Mateo	ACVO Representative / Aberdeen Foyer
Bill O'Hara	Educational Psychology Service / Education, Culture and Sport / Aberdeen City Council
Carol Sadler	Job Centre Plus
Duncan McArthur	Curriculum for Excellence, Learning Team / Education, Culture & Sport / Aberdeen City Council
Heather Farquhar	Enterprise, Planning and Infrastructure / Aberdeen City Council
Lillias Leighton	Community Learning and Development / Education, Culture and Sport / Aberdeen City Council
Brian Morgan	Community Training Unit / Education, Culture and Sport / Aberdeen City Council
Joan Thorne	Aberdeen College / Community and Lifelong Learning
Mary Crear	ACVO Representative Aberlour Childcare Trust
Moirá Whyte	Skills Development Scotland
Nicola Williams	Youth Justice Partnership / SACRO
Shona Manson	Social Care and Wellbeing / Aberdeen City Council
Sohail Faruqi	Additional Support for Learning / Education, Culture and Sport, Aberdeen City Council

The More Choices More Chances Partnership and the University of Aberdeen delivered a series of engagement workshops with young people as part of the development of the Strategy. A total of 18 pupils attended the events across the following clusters of Associated School Groupings.

Strategic Groups Engagement Workshops with Young People

ASG Cluster 1	Aberdeen Grammer Kincorth Academy Torry Academy	28 January 2010
ASG Cluster 2	Bucksburn Academy Cordyce School Dyce Academy	9 February 2010
ASG Cluster 3	Hazelwood School Woodlands School Bridge of Don Academy	23 February 2010
ASG Cluster 4	Oldmacher Academy Northfield Academy Sty Machar Academy Hazlehead Academy Cults Academy Harlaw Academy	2 nd March 2010

Appendix II: Related Documents and Web Links

Aberdeen City MCMC and 16+ Information Portal

<http://www.communityplanningaberdeen.org.uk/Internet/ChallengesandChallengeForum/LifelongLearning/ICS.asp>

Aberdeen City Single Outcome Agreement

http://www.aberdeencity.gov.uk/web/files/CommunityAdvice/combined_cp_soa_23072008.pdf

A Curriculum for Excellence

<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

Closing the Opportunity Gap

<http://www.scotland.gov.uk/Topics/People/Social-Inclusion/poverty/17415-1>

Early Years and early Intervention Framework

<http://www.scotland.gov.uk/Publications/2008/03/14121428/0>

Fairer Scotland Fund

<http://www.scotland.gov.uk/Topics/Built-Environment/regeneration/fairer-scotland-fund>

For Scotland's Children

<http://www.scotland.gov.uk/library3/education/fcsr-00.asp>

Framework to Tackle Poverty and Inequality

<http://www.scotland.gov.uk/Publications/2008/11/20103815/0>

Future Jobs Fund

<http://campaigns.dwp.gov.uk/campaigns/futurejobsfund/index.asp>

Getting it Right for Every Child

<http://www.scotland.gov.uk/Topics/People/Young-people/childrensservices/girfec/Practitioners/ToolsResources>

Looked After Children: We Can and Must Do Better:

<http://www.scotland.gov.uk/Publications/2007/01/15084446/0>

More Choices More Chances: A Strategy to Reduce the Proportion of Young People Not in Education, Employment or Training

<http://www.scotland.gov.uk/Publications/2006/06/13100205/0>

Partnership Matters

<http://www.scotland.gov.uk/Publications/2009/05/08155445/0>

School Leavers Destination Report Aberdeen City

<http://www.skillsdevelopmentscotland.co.uk/briefings/school-leaver-destination-return--skills-intervention-activity-reports-december-2009.aspx>

Appendix III: Implementation Timeline 2010-2013 – Short Medium and Long Term Priorities

Priority	Short Term 2010-2011	Medium Term 2011-2012	Long Term 2012-2013
Partnership Working	MCMC and 16+ Story Board and Web Pages Publication of Partnership Minutes and Progress Reports	Merger of MCMC and Aberdeen Works Partnerships	Ongoing Review of Partnership Arrangements
Information Sharing	Establish GLOW Data Pages MCMC Flag System Partnership Data Sharing Agreement	Early Identification (14+) of MCMC Using Flag System Improve availability and quality of data on health and ASN Improve availability and quality of data on LAC destinations	Embed Data Requirements Within Role and Remit of ECS Mainstream Posts
Early Intervention MCMC	Ensure Young People in MCMC Cohort are Priority in Early Years Services, CfE and GIRFEC Planning Pilot Family Learning Signature	Embedding Key Messages on MCMC and 16+ LC Within All WFTD Use of GLOW to Share Good Practice	Evaluate Impact on Reducing the Flow to MCMC cohort
Implementation of 16+ Learning Choices	Implementation of 16+ LC in all Secondary and Special Schools Significantly Reducing the % of Unknown Destinations to below 1% Information Leaflets for 16+LC Establish 16+ LC Practice Forum Developing Stretch Targets for Schools with High % of Negative Destinations Exit Strategy to Mainstream 16+ Learning Choices within Posts in Aberdeen City Council's Education, Culture and Sports Service	Key Worker System Linked to GIRFEC Jobs Fairs for 16+ for All School Leavers and Events Targeted at Special School Leaver's and their Families Pilot New Guarantee for 16-19 Year Olds Reporting on Stretch Targets in ICSP and SOA Formalise Public/Private and Third Sector Agreement: 16 + Learning Choice Opportunities Developed Enhanced and Accredited Volunteering Opportunities Delivery of CfE and BtC4	Robust Market Research for FE/HE Longer Term Outcome Tracking Through Aberdeen Works Meganexus Delivery of CfE and BtC4
Provision of Services to Support MCMC	Evaluate FSF Services and secure FSF MCMC Funding Beyond 2011	Maximise Local Funding Streams Improve Financial Support External Funding Strategy	Exit Strategy to Mainstream Good Practice

Appendix III: Glossary of Terms: MCMC and Related Topics

ASL:	Additional Support for Learning
BtC4:	Building the Curriculum 4
BME:	Black and Minority Ethnic
CPP:	Community Planning Partnerships
SDS:	Skills Development Scotland
CfE:	A Curriculum for Excellence
CtOG:	Closing the Opportunity Gap
DfES:	Department for Education and Skills
DWP:	Department for Work and Pensions
DtS:	Determined to Succeed, the Strategy for Enterprise in Education
ELL:	Enterprise and Lifelong Learning
EMA:	Education Maintenance Allowance
EN:	Enterprise Networks
ETLLD:	Enterprise, Transport and Lifelong Learning Department
EVIP:	Enhanced Vocational Inclusion Programme
FE:	Further Education
FSS:	Futureskills Scotland
GR4W:	Get Ready for Work
HMIE:	Her Majesty's Inspectorate of Education
ICSP:	Integrated Children's Services Plan
ILO:	International Labour Organisation
LAs:	Local Authorities
LFS:	Labour Force Survey
LTLTL:	Life through Learning, Learning through Life, the Lifelong Learning Strategy for Scotland
OECD:	Organisation for Economic Co-operation and Development
PSPS:	Post-School Psychological Services
SCQF:	Scottish Credit and Qualifications Framework
SG:	Scottish Government
SEn:	Scottish Enterprise
SFC:	Scottish Funding Council
SLD:	School Leaver Destinations
SLDR:	School Leaver Destination Report
SOA:	Single Outcome Agreement
SQA:	Scottish Qualifications Authority
SSLS:	Scottish School Leavers' Survey
SSS:	Smart Successful Scotland
SVQ:	Scottish Vocational Qualification
UCAS:	Universities and Colleges Admission Service
WFTD:	Work Force Training and Development

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	15th April 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Class Sizes in English and Mathematics in S1 and S2
REPORT NUMBER:	ECS/10/041

1. PURPOSE OF REPORT

This report seeks approval from the Education, Culture & Sport Committee to provide increased curricular flexibility for secondary school head teachers by removing the current constraint of maintaining average class sizes of 20 pupils in English and Mathematics in S1 and S2.

2. RECOMMENDATIONS

It is recommended that the Committee agree:

2.1 to remove the constraint of maintaining average class sizes of 20 pupils in English and Mathematics in S1 and S2 in time for the implementation of the new timetable for the academic school session 2010 -11 (from June 2010).

3. FINANCIAL IMPLICATIONS

The increased curricular flexibility will allow schools to operate more effectively within the budgetary constraints of the reduced teaching staffing level that will be implemented from August 2010 and any devolved education management (DEM) savings.

Removal of this constraint will provide schools with increased timetabling flexibility. As a result they will be able to target other areas of the curriculum where it is felt that smaller class sizes would be more beneficial to pupils or, alternatively, reduce the number of classes being taught.

4. SERVICE & COMMUNITY IMPACT

This report supports the Council's commitment to the principles of equality in relation to pupil access to schools, best value when considering the distribution of resources and the provision of the highest quality of service delivery.

Aberdeen City Council is committed to providing the best possible education for all our children, which is essential if we are to ensure that Aberdeen and its citizens have a prosperous future. It is related to the following priorities within Vibrant Dynamic and Forward Looking:

3. Ensure expenditure on education delivers maximum benefit to pupils'
4. Continue to involve parents and pupils in their schools
5. Continue to improve attainment across city schools
6. Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living
9. Review best teaching practice and trial projects in Aberdeen and beyond to identify the best ways of delivering an even higher quality education to all pupils
11. Allocate resources to support for learning, targeted to areas of greatest need
12. Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.

5. OTHER IMPLICATIONS

People:

A school's basic staffing complement is allocated according to a roll related formula and decisions on the deployment of staff are made by senior managers within each school. Where staff excess is identified as a result of adjustments to staffing, this is managed through agreed policy and procedures.

Risk Management:

It is important to timetable classes and deploy staff efficiently and effectively to best meet the needs of pupils. Allowing schools the flexibility to create appropriately sized classes and deploy staff to meet the learning needs of pupils and provide curricular choice for pupils is essential. Failure to implement the proposal is likely to have a negative effect on curriculum delivery and support for pupils.

Equal Opportunities:

Increasing timetabling flexibility for schools will prevent a decrease in the curricular choice available to pupils, allowing more pupils a broader range of options to meet their particular circumstances.

6. REPORT

6.1 Background

6.1.1 In relation to the recruitment of extra teachers, the 2003 Partnership Agreement for a Better Scotland stated that

'We will target these additional teachers on reducing class sizes to a maximum of 20 in S1 and S2 for Maths and English.'

6.1.2 More recently, Circular 1/2007 from Scottish Executive confirmed that,

'The Executive's commitment will be met if, in each school, S1 Maths, S2 Maths, S1 English and S2 English classes each average 20 pupils.'

6.1.3 All secondary schools in Aberdeen have implemented the guidance contained in the 2007 circular and have maintained an average class size of 20 in English and Mathematics in S1 and S2.

6.1.4 Due to the challenging financial climate, schools have been required to reduce staffing costs by a further 5% from the start of the August 2010 session. In this context, maintaining average class sizes of 20 in S1 and S2 in English and Mathematics would have significant implications for schools.

6.2 Exemplification of Risks

6.2.1 Failure to implement the proposal is likely to result in

- a reduction in the range of curricular choice available to pupils, particularly in the middle and upper year groups;
- a reduction in management time available to senior management teams and
- a reduction in time available to guidance staff to work on pupil caseloads, which, in turn, is likely to result in less support for vulnerable pupils.

6.3 Advantages to Schools

6.2.1 Schools would welcome the flexibility to decide internally upon the best deployment of staff to effectively deliver a curriculum for each pupil.

6.2.2 The proposal will allow schools to target teaching staff at the areas of most need as determined by the schools own self-evaluation. These areas may differ across schools but the process would be carried out in the best interests of all pupils.

6.4 Example of Implementation

6.4.1 In a school of just over 1000 pupils, the teaching staff savings required in 2010/2011 amount to a reduction of **4.96** full-time equivalent posts (FTE).

6.4.2 Through the removal of the requirement for an average of 20 pupils in S1 and S2 in English and Mathematics classes, a saving of 1.2 FTE or full-time equivalent staff in each of English and in Mathematics, amounting to **2.4** FTE or full-time equivalent posts can be made.

6.4.3 As this would account for over 50% of the required savings, the impact upon other aspects of educational delivery within the school will be reduced. Schools could use the flexibility to deploy staff, according to need, by increasing class sizes in English and Mathematics in S1 and S2 up to 30 but retain a number of classes in English and Mathematics in S3 and S4 at a lower class size to meet the needs of pupils whose attainment and/or behaviour management would benefit from more support.

6.4.4 Any potential changes to existing policy will be communicated to parents in advance of the new school session 2010/11 by chief officers from Education, Culture and Sport directorate.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

2003 Partnership Agreement for a Better Scotland

Circular 1/2007 from Scottish Executive

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Exempt information as described in paragraph(s) 8 of Schedule 7A of the Local Government (Scotland) Act 1973.

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