

Subject Heading:

De-delegation of funding for central services 2024-25

Report Author:

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Eligibility to vote:

LA maintained school representatives

SUMMARY

This item details services for which the LA will be seeking the approval of the Schools Funding Forum for the de-delegation of funding This is to maintain the provision of a range of services provided centrally and for statutory and regulatory duties.

RECOMMENDATIONS

1. For LA maintained primary school representatives to consider whether they wish to continue with the de-delegation of funding to provide a contingency to support schools in financial difficulty.
2. For LA maintained primary school representatives to consider whether to continue with the de-delegation of funding for the following services:
 - (i) Insurance
 - (ii) Free school meals eligibility checking
 - (iii) Maternity leave insurance
 - (iv) EAL service
 - (v) Behaviour support service

3. For LA maintained primary and special school representatives to consider the de-delegation of funding for the following:
- (i) Statutory and regulatory duties
 - (ii) Core school improvement activities

REPORT DETAIL

Funding for de-delegated services must be allocated to schools through the formula but can be passed back, or 'de-delegated', for maintained mainstream primary and secondary schools with schools forum approval. De-delegation for centrally provided services is not an option for academies, special schools, nursery schools and PRUs. De-delegation for education functions can be applied to special schools.

Where de-delegation has been agreed for maintained primary and secondary schools the local authority can offer the service on a buy-back basis to those schools and academies in their area which are not covered by the de-delegation.

Any decisions made to de-delegate in 2024-25 relate to that year only, so new decisions will be required for any service to be de-delegated in 2025-26.

Schools forum members decide separately for each phase whether the service should be provided centrally and the decision will apply to all maintained mainstream schools in that phase. Funding for these services will then be subtracted from the formula allocation before school budgets are issued.

The services which can be de-delegated are:

- contingencies (including schools in financial difficulties and deficits of closing schools)
- behaviour support services
- support to underperforming ethnic groups and bilingual learners (EAL)
- free school meals eligibility
- insurance
- museum and library services
- licences/subscriptions
- staff costs supply cover (for example, long-term sickness, maternity, trade union and public duties)

For each service de-delegated, local authorities will need to make a clear statement of how the funding is being taken out of the formula (for example, primary insurance £20 per pupil, FSM eligibility £9.50 per FSM pupil). There should be a clear statement of how contingencies and other resources will be allocated.

Where there has been agreement that a school is entitled to receive an allocation from a de-delegated contingency fund, that agreement should be honoured if the school converts to an academy at any point in the year. Where a school converts to an

academy in the period 2nd April to 1st September 2024, local authorities will have an opportunity to present an evidence based case to the EFA to request a recouplement adjustment for the period 2nd September 2024 to 31st March 2025.

Any unspent de-delegated funding remaining at the year-end should be reported to Schools Forum. Funding may be carried forward to the following funding year as with any other centrally retained budget, and local authorities can choose to use it specifically for de-delegated services.

Contingency for schools in financial difficulty

In 2023-24, and previous years, a small budget was held centrally to support schools who are in financial difficulty. In the 2023-24 financial year, 16 schools were supported through this fund receiving amounts that ranged from £2,114 to £29,912. The criteria for distributing funding for 2023-24 was agreed by the Schools Funding Forum at the meeting held on 15th June 2023.

The allocations agreed for 2023-24 represented just 11% of the budget deficit brought forward by each school qualifying for support. The number of schools unable to set a balanced budget is now higher than when the fund was first introduced. In 2016-17 only five schools qualified for support.

More schools are experiencing financial difficulty as a result of increased costs for staff, energy and resources. In recent years allocations received from this fund have not been sufficient to reduce a school's budget deficit significantly. Against this background representatives of LA maintained primary schools are asked to consider whether the fund should continue.

If the fund were to continue, with the sum de-delegated remaining unchanged, the figures for 2024-25 would be:

2024-25	Primary
Formula factor	AWPU
Amount	£11.00
Total	£190,000

2023-24 rate	£11.00
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Services for which de-delegation is requested – applicable to LA maintained primary schools only

1. Insurance

Insurance for maintained schools is arranged as part of the Borough's main insurance contract and funded through de-delegation.

2024-25	Primary
Formula factor	AWPU
Amount	£21.00
Total	£363,000

2023-24	£20.00
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The de-delegated budget for insurance underspent by £83k in 2022-23. This was offset against an overspend in the sum for maternity leave. Insurance premiums are rising sharply and a £1.00 rise in the sum de-delegated is considered necessary

It should be noted that the cost of participating in the Risk Protection Arrangement, managed by the Department for Education, has been set at £23.00 per pupil for 2024-25.

2. Free school meals eligibility checking

This service checks the eligibility of children for free school meals and pupil premium grant by accessing a central government hub. Without this service schools would need to make their own arrangements to determine eligibility.

The proposed funding through de-delegation from LA maintained primary schools is as follows:

2024-25	Primary
Formula factor	FSM eligible pupils
Amount	£9.50
Total	£30,352

2024-25 rate	£9.50
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The LA is proposing that the sum per FSM pupil de-delegated remains unchanged. An increase in the total de-delegated, resulting from an increased number of FSM eligible pupils, should be sufficient to cover the cost of the pay award for staff delivering this service.

3. Maternity leave insurance

The LA administers an insurance scheme that meets the costs of teachers and support staff who are on maternity leave. The benefit of de-delegating the budget,

rather than operating a traded service, is that schools do not have to pay premiums or make claims.

If the funding is not de-delegated, schools would need to make individual choices to buy into the scheme which, if some schools decided not to, may make it unviable to run. This service is not offered to academies.

The sum per pupil de-delegated for maternity leave rose by 30% in 2023-24 following an overspend in 2021-22 of £78k, and a projected overspend for 2022-23 of £140k. The final overspend for 2022-23 was £135k. The projection for 2023-24, based on payments from April to August 2023, is for the fund to break even.

The LA is proposing a 6% rise in the sum de-delegated to match the expected average increase in staff salaries. Staff salaries determine the level of maternity leave payments.

The proposed funding through de-delegation from LA maintained primary schools is as follows:

2024-25	Primary
Formula factor	AWPU
Amount	£36.96
Total	£639,000

2023-24	£34.87
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4. EAL service

An explanation of the service offered through de-delegation is attached at Appendix A.

Funding requested through de-delegation from LA maintained primary schools is as follows:

2024-25	Primary
Formula factor	EAL 3
Amount	£38.00
Total	£107,000

2023-24	£38.00
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The range in sums de-delegated from each school is shown below. The majority of schools would benefit financially from de-delegation compared to the cost of buying a similar level of service.

	De-delegated from individual schools £
Lowest	518
Median	2,394
Highest	5,639

5. Behaviour support service

Prior to the current year, the Schools Forum was asked to approve the de-delegation of funding for the Behaviour and Attendance services. Schools sought greater clarity on what services were provided from sums de-delegated. In response to this, and following a re-alignment of the services, for 2023-24 the LA sought de-delegation for behaviour support services only.

De-delegated funding is being used to fund the work of school support family practitioners, meaning that this will be provided to schools without an additional charge. Details of the service provided and job profiles for the posts of senior school support family practitioners are attached at Appendix B.

The proposal is that for 2024-25 the sums de-delegated remain unaltered:

Funding required through de-delegation from LA maintained primary schools is as follows:

Formula factor	AWPU	FSM Ever 6	IDACI E	IDACI D	IDACI C	IDACI B	IDACI A	Low attainment	
Amount	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
Total	£86,420	£6,640	£31,111	£27,757	£6,859	£4,598	£1,240	£25,603	£190,228

2023-24 rates	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
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For 2022-23, the last complete financial year, de-delegation funded the Behaviour and Attendance Services, where it funded the post of behaviour team manager and three attendance and behaviour officers.

Trade Union Facility Time

A task and finish group has been established to consider Trade Union Facility time. The first meeting of the group follows the Schools Funding Forum on 21st September 2023. In light of this, proposals for de-delegation will be brought to a future meeting of the Schools Funding Forum.

Last year the Forum agreed an increase in the sum per pupil de-delegated from £2.50 to £2.63 to help meet the rise in salary costs of the local trade union representatives delivering the service.

Education functions – applicable to LA maintained primary and special schools only

1. Statutory and regulatory duties

The Schools Funding Forum has previously received reports on the withdrawal of the Education Services Grant (ESG) which was allocated to local authorities by the Government for the provision of statutory services in relation to schools. Academies also received ESG. That has also ceased.

The reports advised that from an original allocation of £2.3m, £589k had been transferred to the DSG leaving no funding source to meet the remaining costs. After reducing its operational costs by £590k this left a shortfall of £1.2m.

In reducing the funding to local authorities, the DFE introduced a provision within the School Funding Regulations for local authorities to agree a contribution from LA maintained schools towards the cost of statutory services and specific tasks that are carried out for them but not for academies. This principle reflects the charge that most Multi Academy Trusts place on their partner academies for central services. The contribution from LA maintained schools budgets' was introduced for the 2018-19 financial year and was set at £19.89 per pupil for primary schools and £44.00 per place for special schools. The primary school rate was reduced to £17.90 for 2019-20. For the last two years the rate has been increased in line with the rise in NFF factor values and currently stands at £18.88.

For 2024-25 the LA is again proposing that the rate for LA maintained primary schools is increased in line with the rise in NFF factor values. This is a rise of 2.3%, bringing it to £19.31 per primary school pupil. A rise of 2.3% is also proposed for each special school place, bringing it to £45.00.

The cost of providing the services supported by this funding is comprised largely of staff salaries that are expected to rise by around 7% this year.

The new rate would produce a total contribution of £341,000.

2024-25	Primary	Special
Formula factor	AWPU	Place
Amount	£19.31	£45.00
Total	£334,000	£7,000

2023-24	£18.88	£44.00
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A list of LA responsibilities for maintained schools only is attached at Appendix C.

2 Core school improvement activities

In January 2022 the DfE announced that the School Improvement, Monitoring and Brokerage Grant paid to local authorities would be reduced by 50% for financial year 2022-23 and then removed completely from 2023-24.

At the same time, local authorities were given the power to fund all improvement activity, including core activity, via de-delegation with the agreement of schools forums or the Secretary of State.

At the February 2022 meeting of the Schools Funding Forum, the members representing LA maintained schools agreed the de-delegation of £5.11 per pupil for core school improvement activities for the financial year 2022-23. This generated a sum equivalent to the 50% of the grant that was withdrawn.

During the summer term 2022, the LA worked with a group of school and academy leaders to refresh its Quality Assurance (QA) Framework. A key objective of the LA is that all children will attend a school this is judged to be Good or Outstanding by Ofsted. To support the maintenance of high standards, all LA maintained schools will be included in the QA cycle.

Following on from this, the core school improvement activities to be funded from de-delegation were determined. For 2023-24 the LA proposed that the sum de-delegated should remain at £5.11 per pupil ensuring schools would be asked to contribute only 50% of the grant withdrawn. At the meeting of the Forum held on 1st December 2022 the LA maintained primary school representatives agreed to de-delegation.

For 2024-25, the LA is again seeking de-delegation of £5.11 per pupil which generates 50% of the DfE grant withdrawn. The service provided from de-delegated funds would remain as for the current year.

Details of the service provided are shown in Appendix D.

2024-25	Primary	Special
Formula factor	AWPU	Place
Amount	£5.11	£15.33
Total	£88,300	£2,400

2023-24	£5.11	£15.33
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In 2022-23, the last complete financial year, the de-delegated funding was used to allow HSiS to maintain their current functions. Effectively it 'plugged the gap' left by the late withdrawal of the School Improvement, Monitoring and Brokerage Grant. The grant was used to part fund the posts of four advisors in their work with schools, and the post of Data Manager Officer.

Forum De-delegation: English as an Additional Language service

To retain a central EAL Team to maintain the high levels of support and response to Havering's maintained primary schools, it is proposed that £38 per EAL pupil be de-delegated in the financial year 2024-25. This would provide funding of £107,000 towards the costs of the team which would otherwise be put at risk should an insufficient number of schools decide not to buy into the service.

The number of pupils with EAL in Havering primary schools has increased. From January 2022 to January 2023 there was a 10.3% rise in the number of pupils with EAL. This equates to a 2.2% rise in the percentage of the total primary school population who have EAL. Despite this, and the annual pay awards, the level of funding per EAL3 pupil requested in 2024-25 remains unchanged from 2023-24 and 2022-23.

Through the national funding formula, primary schools receive £644.69 per EAL3 pupil so would retain 94% of their funding to provide support to their EAL pupils.

Rationale for maintaining a central team with EAL expertise in Havering

1. Demographics are changing rapidly

Havering's demographic is continuing to change at an accelerated rate with migration to the borough directly from a wide range of countries and from across the UK.

From 1st June to 1st September 2023, 129 Havering primary school applications were received from children transferring from abroad, of whom 32 were recorded as having no English. Children continue to arrive from areas of conflict, some of whom have benefitted from the Homes for Ukraine in-school teaching project, managed by the EAL team.

2. The service is well-used by schools

From April to March 2022-2023:

- 37 LA-maintained primaries accessed the service for consultancy support and/or CPD. This figure does not include the additional ongoing support that was given to schools in response to telephone queries and emails.
- Delegates from 26 LA-maintained primary schools attended EAL networks throughout the year with a further 100 bookings for EAL courses made by staff in LA-maintained primaries.
- The HES EAL resources pages are well used by Havering schools with key documents that can only be accessed via log in. Over the past year, staff from at least 26 LA-maintained primaries have accessed the resources, many on a regular basis.
- The centrally-funded Homes for Ukraine in-school teaching project for 2023-2025 is managed by the EAL team. Without de-delegated EAL funding, this precise targeting of need could not exist.
- With regard to academy buy-back, 20 academies accessed the service. There were 23 bookings for EAL networks from academy subscribers with a further

8 bookings for EAL courses. The resources area was used well with 199 views by staff logged in from subscribing academies.

3. Fluctuating school needs could put the service at risk

Unlike other service areas which generate a more consistent level of need, EAL needs fluctuate across schools due to changing populations and the experience and expertise of individual staff. School demographics can change rapidly which, in addition to changes in staffing, can lead to needs arising where there may have been none previously. This makes it more difficult for the EAL team to project a guaranteed income to fund salaries. Without collective buy-in from schools, EAL support could cease to exist within Havering and schools would have to source support from elsewhere. The sum de-delegated from a school is an average of £2,394, which means the majority of schools would benefit financially from de-delegation compared to the cost of buying a similar level of service externally.

4. A discrete EAL service allows flexibility

The benefit of maintaining the current model, as opposed to incorporating EAL into the Hsis packages, is the flexibility of the support. Schools can request visits as and when required without having to allocate package time; they can request a number of short visits or online calls throughout the year which can be arranged in response to the admission of new children as opposed to full consultancy days which need to be timetabled in advance. These flexible visits can cover a wide range of areas from pupil-focused observations to in-house EAL CPD and/or teacher surgeries. In addition, the model for EAL networks, as explained above, allows for networking between teaching assistants as well as teachers, helping maximise the real expertise that exists amongst our EAL TAs.

EAL team capacity

The EAL Advisers are available to provide termly EAL visits to schools as requested by individual EAL Co-ordinators/SLT. Schools are reminded by email at least three times a year of upcoming courses and the availability of support.

The capacity of the team has been enhanced with the addition of a specialist secondary EAL consultant who is increasingly working with secondary subscribers. If needs dictate, her role can be increased to work with a greater number of schools including primary schools.

Across the three Advisers, all requests for support have been met and, to date, there has been no instance of a request not being met.

The offer for LA-maintained primaries:

- Termly consultancy visits on request (more available as required, depending on the needs of individual schools – may be virtual or face-to-face)
- Consultancy visits may consist of: development of the role of the EAL co-ordinator; pupil-focused advice/observations; in-house EAL CPD; teacher surgeries/trouble-shooting; EAL reviews
- Twice-termly networks for EAL co-ordinators and EAL TAs (one virtual and one face-to-face per term)
- Unlimited access to centrally-held EAL CPD (may be virtual or face-to-face)

- Telephone and email support
- Access to the subscriber-only content on the HES EAL resources pages:
<https://www.hes.org.uk/Page/147>

Impact of the EAL team:

The targeted work of the EAL team with EAL co-ordinators, class teachers and TAs helps schools tailor their provision to ensure EAL learners make rapid progress. As a result, pupils that start with limited English across all phases make accelerated progress in order to reach age-related expectations or close the gap towards this.

Havering is attracting considerable migration from other London boroughs, including families with limited proficiency in English, in addition to increasing numbers of displaced families arriving from areas of conflict with very little English. Central EAL funding will ensure that schools receive EAL support in order to meet the needs of these vulnerable children as and when required, including the management of the central Homes for Ukraine budget which has allowed for precise targeting of need via specially-commissioned in-class teaching support.

Behaviour support service

The LA is seeking de-delegation for behaviour support services which now form part of CAD.

De-delegated funding will be used to provide an enhanced resource of School Support Family Practitioners (SSFPs), meaning that this will be provided to maintained schools without an additional charge.

The primary purpose of this service is to work closely with families of vulnerable children to prevent permanent exclusion, maintain placement and positive working relationships between home and school. SSFPs work in a similar way to family practitioners within Early Help, but with a focus on educational outcomes alongside family support.

Rationale for maintaining a central SSFP service in Havering

The allocation of practitioner time is determined by reference to the schools' Vulnerability Table, which is produced by statistical analysis of the volume of SEN, LAC, mobility and EAL in each school.

SSFPs provide tailored support and interventions based on the identified needs of the family. This can include intensive work with those in care, on the cusp of care or stepping down from statutory services. In partnership with families and other agencies, specifically Education provisions, they carry out a comprehensive assessment, address identified needs and ensure sustainable long-term change is achieved.

They also have a thorough understanding of local need and available resources enabling them to engage partner agencies effectively to ensure that families achieve optimum outcomes.

The offer for LA-maintained primaries:

The service has been re-structured to include 1 x Senior SSFP and 4 x SSFPs, providing sufficient capacity to support c180 families per 12 month period. The job profiles for these posts are shown below.

Referrals will be allocated based on a minimum of 2 cases per year per school (core offer = approx 90 families) and remaining referrals will be allocated (approx.

90) according to the vulnerability data and needs of the situation – with priority given to the more vulnerable schools. This would represent a 90% increase on the current offer.

Schools complete an Inclusion Gateway Referral Form (IGRF) following the advice of their behaviour lead and/or discussion at the case load meeting, selecting the SSFP box and submit to Inclusions@havering.gov.uk and these are triaged each Friday during term time.

The SSFP role supports the family in working alongside the child's current education setting where challenging behaviour is a concern giving the opportunity to work on shared goals and where possible preventing permanent exclusion, improving the quality of life and experiences for Havering families.

The provision is for children and young people aged between five and ten years old and their families who have been identified as risk of exclusion.

SSFPs provide tailored support and interventions based on the identified needs of the family. The SSFP will contact the family and within five days of case allocation, and undertake an initial home visit. The SSFP will complete an assessment with the family using the Outcome Star Assessment tool. This will in addition highlight any other areas of support needed and the wishes and feelings of the child / children will be gained. From the identified needs, an action plan will be devised for the family.

Once the assessment has been completed, TAF (Team Around the family) meetings will be facilitated at regular intervals, which will be dependent on the needs of the family and the level of support implemented. On average, this meeting will be scheduled every 4-6 weeks and provides an opportunity where the parent/s and a team of multi-agency professionals working with the family will review and update the SMART action plan.

The SSFP will work directly with the parents and child/ren offering support and interventions which will be tailored to the individual family needs. Various evidencebased parenting programmes are currently being run by qualified facilitators which parents can access through a referral with the main focus being around managing undesirable behaviours, enabling the child to return to mainstream education.

Impact of the SSFPs:

The SSFPs receive very positive feedback from the schools that they support, and have successfully engaged children and families to ensure that behaviour improves, and the risk of suspension and/or permanent exclusion reduces.

102 families were supported in 2021 across 2 full time and 1 supervisory SSFP positions - 98% of these children are still within their original placements, 2% are now receiving their education outside of Havering in out-of-borough placements.

Below are a couple of direct quotes from parents.

Parent A - "Carla was amazing and always there when we need her, without her we wouldn't get to where we are now. Thanks a lot for her help and support."

Parent A is the parent of a young person with social communication needs, the SSFP was able to help the parents with seeking support from the appropriate health care professionals and organise next steps. The young man in question was previously receiving regular fixed term exclusions, SSFP was able to support the school in communicating with the parents and linking behaviour strategies to the home environment.

Parent B - "Carla was amazing from the start, I didn't really know about Early Help I thought it was for bad parents. But Carla explained everything they do, Carla was very helpful and really listened to me, she went above and beyond what I expected. Carla really helped me with my relationship with the school and got the necessary outside agencies involved like Linda Mckay. Carla was like an agony aunt, she was there for me at any time when I needed to let off steam about school. And she always found out answers for me if she didn't at the time.

Carla really listened to XXXX as well, and at times XXXX enjoyed talking to Carla over zoom even asking when he will she be coming to his school. Carla has even helped me with housing information too. I feel without Carla, my situation with XXXXX and the school and the acorn centre would never have improved. We have all come along way since the beginning and it wouldn't of been able to do it without her."

Parent B is the mother of a child with complex needs who had experienced multiple fixed term exclusions and was on the brink of permanent exclusion, following SSFP support his mother has built a positive relationship with the school/developed an understanding of her sons behaviour and how to manage it. She has also obtained support with applying for housing/ work and her son is no longer at risk of permanent exclusion.

Job profile for the post of Senior School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)

London Borough of Havering

Job Profile

Job Title: Senior School Support Family Practitioner (SSFP)	Directorate: Children's Services - Education
Service/Section: Special Education Needs and/or Disabilities (SEND) Service	Post Number(s): NEW Job Evaluation Number: 3203
Grade: Grade	Date last updated October 2022 Date of last Evaluation: October 2022

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to supervise the work of and line manage three SSFPs key working a caseload of families and individuals within the CAD Social, Emotional and Mental Health (SEMH) Team, as well as hold a caseload themselves. They will be working with education provisions and as part of a multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to undertake all of the following as well as oversee the work of three SSFPs who:

- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.
- In partnership with families and other agencies-specifically education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may effect families, for example welfare reform, Troubled Families agenda etc

The Senior SSFP will oversee all aspects of the line management of their direct reports, work with the SEMH Team Manager to coordinate their programmes and ensure the quality and consistency of their work.

Job Context:

1. The post holder reports to the SEMH Team Manager.
2. The post holder has supervisory responsibility for approximately three SSFPs but without full line management responsibility in terms of payroll and HR.
3. The post holder may be required to work weekends and evenings as required.
4. The post holder has no Financial/Resources responsibility but will support the SEMH Team Manager in accounting for spend on the SSFP and Senior SSFP.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.
- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers
- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with emotional and behavioural difficulties.
- Experience of managing adults or evidence of the qualities and experience to do so effectively.
- At least 2 years experience working in an educational environment

Qualifications

- Level 2 Maths and English

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour effecting the	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

ability to achieve positive family change.	
To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.
To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.

Job profile for the post of School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)

London Borough of Havering Job Profile

Job Title: School Support Family Practitioner (SSFP)	Directorate: Children's Services - Education
Service/Section: Special Education Needs and/or Disabilities (SEND) Service	Post Number(s): 10003222 10007778 NEW NEW Job Evaluation Number: 3447
Grade: Grade	Date last updated: July 2023 Date of last Evaluation: July 2023

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to key work a caseload of families and individuals within the SEND SEMH Team and education provisions and to work as part of multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to:

- To undertake a key role in the Special Education Needs and/or Disabilities (SEND) Service. The SEND Team is responsible for providing direct support to children, young people, adults and their families and carers. They will also work very closely with early years settings, schools, colleges and other settings.
- Facilitate planning meetings (TAF meetings) and implement support plans for pupils presenting with social and emotional difficulties in mainstream schools and, at times, in specialist settings and alternative provision and their families.
- Provide direct support within schools, family homes and community buildings for children at risk of exclusion and/or demonstrating social and emotional difficulties who are vulnerable to poor outcomes.
- Regular meetings with parents, siblings and involved professionals to undertake interventions, update on progress and share concerns. Attend meetings as

required by other agencies including schools, social care and other CAD professionals.

- To manage own time and any other resources associated with these duties with due regard for efficiency, economy and effectiveness.
- Attend meetings outside core hours as and when necessary to meet the needs of the families.
- Supporting the needs of the family with wider contextual issues such as housing, benefits, health, parental mental health, EHCP applications, domestic abuse, MARAC attendance, CAMHS / paediatric appointments and paperwork. Making appropriate referrals to other agencies for specialist input and support.
- Assessing risk before, during and after home visits and taking appropriate action.
- Managing difficult relationships between parents and professionals to ensure the child has a successful school experience.
- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.
- In partnership with families and other agencies-specifically Education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may effect families, for example welfare reform, Troubled Families agenda etc

Job Context:

5. The post holder reports to the Senior SSFP.
6. The post holder has no line management responsibility.
7. The post holder may be required to work weekends and evenings as required.
8. The post holder has no Financial/Resources responsibility.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.

- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers
- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with SEMH needs.

Qualifications

- Diploma level of education or equivalent.

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour effecting the ability to achieve positive family change.	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.
To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.

Responsibilities held for maintained schools only

Statutory and regulatory duties

- Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 59)
- Budgeting and accounting functions relating to maintained schools (Sch 2, 75)
- Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 60)
- Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 61)
- Internal audit and other tasks related to the local authority's chief finance officer's responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 62)
- Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 63)
- Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 64)
- Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 65)
- Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 78)
- HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 67); determination of conditions of service for non-teaching staff (Sch 2, 67); appointment or dismissal of employee functions (Sch 2, 67)
- Consultation costs relating to staffing (Sch 2, 69)
- Compliance with duties under Health and Safety at Work Act (Sch 2, 70)
- Provision of information to or at the request of the Crown relating to schools (Sch 2, 71)
- School companies (Sch 2, 72)
- Functions under the Equality Act 2010 (Sch 2, 73)
- Establish and maintaining computer systems, including data storage (Sch 2, 74)
- Appointment of governors and payment of governor expenses (Sch 2, 75)

Education welfare

- Inspection of attendance registers (Sch 2, 81)

Asset management

- General landlord duties for all maintained schools (Sch 2, 79a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:
- appropriate facilities for pupils and staff (including medical and accommodation)
- the ability to sustain appropriate loads
- reasonable weather resistance
- safe escape routes
- appropriate acoustic levels
- lighting, heating and ventilation which meets the required standards
- adequate water supplies and drainage
- playing fields of the appropriate standards
- general health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)
- management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)

Central support services

- Clothing grants (Sch 2, 55)
- Provision of tuition in music, or on other music-related activities (Sch 2, 56)
- Visual, creative and performing arts (Sch 2, 57)
- Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 58)

Premature retirement and redundancy

- Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 78)

Monitoring national curriculum assessment

- Monitoring of National Curriculum assessments (Sch 2, 77)

Therapies

- This is now covered in the high needs section of the regulations and does not require schools forum approval

Additional note on central services

Services set out above will also include administrative costs and overheads relating to these services (regulation 1(4)) for:

- expenditure related to functions imposed by or under chapter 4 of part 2 of the 1998 Act (financing of maintained schools), the administration of grants to the local authority (including preparation of applications) and, where it's the local authority's duty to do so, ensuring payments are made in respect of taxation, national insurance and superannuation contributions

- expenditure on recruitment, training, continuing professional development, performance management and personnel management of staff who are funded by expenditure not met from schools' budget shares and who are paid for services
- expenditure in relation to the investigation and resolution of complaints
- expenditure on legal services

Core school improvement activities

In January 2022, the DfE announced that the School Improvement, Monitoring and Brokerage Grant paid to local authorities would be reduced by 50% for financial year 2022/23 and then removed completely from 2023-24.

At the same time, local authorities (LAs) were given the power to fund all improvement activity, including core activity, via de-delegation with the agreement of schools forums or the Secretary of State.

Rationale for maintaining core school improvement activities

During the Summer term, the LA worked with a group of school and academy leaders to refresh its Quality Assurance (QA) Framework. A key objective of the LA is that all children will attend a school this is judged to be Good or Outstanding by Ofsted. To support the maintenance of high standards, all LA maintained schools will be included in the QA cycle.

Following the pattern set by Ofsted of inspecting Good or Outstanding schools every five years, the LA proposes a five-year cycle of QA where schools retain a judgement of unreservedly Good or Outstanding. If graded Requires Improvement following a Graded Inspection, or the evidence gathered during an Ungraded Inspection suggests that the grade may be lower than Good if a Graded Inspection was to be carried out, then the school will become subject to 'Requiring Additional Support and Intervention' by the LA in the case of maintained schools.

For maintained schools (and academies by election), where a school is considered vulnerable and 'Requiring Additional Intervention & Support', the school relevant LA officers will discuss the situation fully with the Headteacher/Executive Headteacher/Principal and the Chair of Governors.

Where a school is judged to be 'Requiring Additional Intervention & Support':

- Progress Review Meetings (PRMs) will be implemented following an Ofsted grading less than good, or suggestion that it will be less than good following an Ungraded inspection.
- If significant risk is identified, this will lead to a full school or area review, and the school will be subject to regular PRMs.

The purpose of PRMs is for the LA to:

- oversee the implementation of action plans to secure rapid and sustained improvements, so are likely to be 'front-loaded' with more frequent meetings at the outset.
- monitor progress of actions taken to ensure they have maximum impact.
- commission additional resources when needed to support rapid improvement.
- monitor the impact of brokered support, including partnership support.
- where possible, gather direct evidence of progress for LA monitoring and reporting to 'Schools' Funding Forum' and for Ofsted.

Prior to the pandemic an average of 12 schools have been designated as a 'School Causing Concern' (or as 'Requiring Additional Intervention & Support' under the revised QA

Framework) in each academic year. Of these, an average of 8 schools have been maintained schools, and therefore have been subject to regular PRM's. In addition to PRMs, these schools have also received in-school support, including a full school or area review. These have ranged from reviews of the whole phase, such as Early Years, to targeted areas such as SEN or Reading.

This number of schools subject to PRMs and direct intervention fell due to the pandemic, and the subsequent reduction in Ofsted inspections and QA visits in schools. With increased inspection activity and focus on Ofsted in schools, we are expecting the number to increase to around 14 schools 'Requiring Additional Intervention & Support' and therefore subject to PRMs and/or further in-school support.

When schools are subject to PRMs, this is generally because they are at risk of not retaining their 'Good' or better Ofsted judgement at their next inspection. Over the past five years, the PRM process has proven to be effective, with currently 100% of maintained schools being graded as 'Good' or better by Ofsted. This includes schools which have been subject to PRMs and have been inspected over the period they have been under some form of intervention.

The offer for LA-maintained primaries

PRMs will be resourced for maintained schools by the LA as part of their statutory QA offer and funded from Core Council funding.

However, further in-school support such as a full school review, or review of an area of the school's practice, would be chargeable if deemed that the school is a vulnerable school, and it is proposed that this would be charged to the de-delegated 'School Improvement Monitoring and Brokering Grant' (subject to Schools' Funding Forum approval). Spend will be reported to Schools' Funding Forum in the same way as the Schools Partnership and Schools Causing Concern Fund has been in the past.

An analysis of expenditure will be presented to the Schools Forum after the year end, and any underspends at year end can be carried forward, or re-distributed, subject to Funding Forum approval. It should be noted that the current financial year, 2023-24, is the first where de-delegated funds have been used for these defined purposes. For 2022-23, the last financial year, the grant was used to support the on-going work of HSiS following the late withdrawal of the Schools Monitoring, Improvement and Brokerage Grant by the DfE. The grant was used to part fund the posts of four advisors in their work with schools, and the post of Data Manager Officer.