

# Public Document Pack



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## CABINET

Tuesday, 22nd February, 2022

### S U P P L E M E N T A R Y P A C K

1.	<b>WELSHPOOL TOWN - TRANSFORMING EDUCATION PROGRAMME</b>
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To consider a report by County Councillor Phyl Davies, Portfolio Holder for Education and Property.

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2.	<b>CLUSTER BUSINESS MANAGER PROJECT</b>
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To consider a report by County Councillor Phyl Davies, Portfolio Holder for Education and Property.

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**CYNGOR SIR POWYS COUNTY COUNCIL.****CABINET EXECUTIVE  
Date: 22<sup>nd</sup> February 2022**

**REPORT AUTHOR:** County Councillor Phyl Davies  
Portfolio Holder for Education and Property

**REPORT TITLE:** Welshpool Town – Transforming Education Programme

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**REPORT FOR:** Decision

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**1. Purpose**

**1.1** This report seeks Cabinet approval to provide a grant of £5,500 per annum to Welshpool Football Club as Powys County Council's contribution towards a 25 year lease for land in Welshpool which will enable the Club to develop new football pitches. This is a compensatory payment for the loss of a recreational area at Welshpool High School, Salop Road, which the Council has used to build the new Welshpool Church in Wales School building.

**2 Background**

**2.1** The Council has undertaken a significant Transforming Education Programme in Welshpool Town, which has led to the reorganisation of schools within the town and the construction of two new primary schools:

- Welshpool Church in Wales (C.i.W.) Primary School; and
- Ysgol Gymraeg y Trallwng.

**2.2** Welshpool C.i.W. Primary School's new building opened to pupils in January 2021. The school has been built on land that was previously part of Welshpool High School and used for sports activities by the school. It was also used by the local community and Welshpool Football Club for recreational activity as well. The site accommodated three football pitches which were used during the week for junior training and at weekends for junior matches.

**2.3** Cabinet approved the Strategic Outline Case to build the new school in 2017. Officers engaged with Welshpool Football Club and other sports associations and carried out a site assessment of Council owned land/properties in Welshpool to understand whether land was available to recompense the Football Club and sports associations for the loss of the provision at Welshpool High School. Unfortunately, no land was identified.

**2.4** The Council has also considered whether the sports pitches at all three schools in Welshpool could be made available to Welshpool Football Club

and the wider community, however there are currently issues with the ground condition of the grassed sports pitches at both Welshpool C.i.W Primary School and Welshpool High School which will need to be addressed before they can be made available to the wider community. However, the governing body of Ysgol Gymraeg y Trallwng has agreed that the grassed sports pitch at the new school will be made available to the wider community, subject to a formal agreement between both parties.

2.5 Welshpool Football Club has subsequently agreed a lease with a local landowner which will enable the Club to develop a number of football pitches which would allow the community to access much-needed recreational facilities.

### **3. Advice**

3.1 It is recommended that Cabinet approve a contribution of £5,500 per annum to Welshpool Football Club for a 25 year lease for land that will be developed to include football pitches that will be used by children and young people, along with the wider community, in Welshpool. The reasons for this are:

- to compensate for the loss of a recreational area which has been used for the construction of Welshpool C.i.W Primary School will enable
- the additional football pitches will contribute to the health and wellbeing of children and young people in Welshpool
- there are issues that need to be addressed with the sports pitches at both Welshpool C.i.W Primary School and Welshpool High School that constrain access to the wider community
- this will conclude the transformation of education in Welshpool Town.

### **4. Resource Implications**

4.1 The Council will provide a grant of £5,500 to Welshpool Football Club starting from the start of financial year April 2022, for a period of 25 years – this will be funded from existing Schools Service budgets.

The Head of Finance (Section 151 Officer) notes the content of the report and that the costs can be accommodated within existing Schools Service budgets.

### **5. Legal implications**

The Head of Legal and Democratic Services ( Monitoring Officer ) has commented as follows: “ I note the legal comment and have nothing to add to the report”.

7. **Comment from local member(s)**

8. **Impact Assessment**

n/a

9. **Recommendation**

- 9.1 It is recommended that Cabinet approve a grant of £5,500 per annum to Welshpool Football Club for a 25 year lease period, to be funded from existing Schools Service budget. This arrangement will begin from the start of financial year 2022/23.

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Head of Service: Debbie Lewis, Interim Head of Schools Service

Corporate Director: Lynette Lovell, Director of Education

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## CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE  
22<sup>nd</sup> February 2022

**REPORT AUTHOR:** County Councillor Phyl Davies  
Portfolio Holder for Education and Property

**REPORT TITLE:** Schools Cluster Business Managers

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**REPORT FOR:** Information

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## 1. Purpose

- 1.1 This report presents the outcome of the work carried out by a task and finish group established in May 2021 to review the current model of business support to schools, and to develop a new model based around the clusters of schools.
- 1.2 The overarching purpose being to provide all headteachers and governing bodies with the best possible business support to ensure that Powys schools are managed effectively and sustainably. This will allow headteachers and school leaders to have the time and space to ensure that learners are at the heart of all decisions and to support the ambitions set out in Powys's Strategy for Transforming Education in Powys.
- 1.3 This report outlines the processes followed, options considered and final proposal for agreement.

## 2. Background

- 2.1 The Authority and its schools have worked on a model of traditional business support with most secondary and all age schools having a dedicated Business Manager to support in terms of financial, HR and estate management. However, their role and level of business and finance support varies considerably.
- 2.2 In contrast, the primary sector has no dedicated support, utilising office staff to help with back office support and financial / HR support through a Service Level Agreement with the Corporate Services.
- 2.3 This has led to many headteachers having to concentrate their time on managing areas such as finance and premises rather than the quality of provision and learning.
- 2.4 Since 2017, there has been a number of trials for Cluster Business managers across the Authority, utilising various grant monies. These trials have varied in structure and mainly focused on the primary schools. Currently, using the Small and Rural schools grant there are four trials in place. Of these, three are across clusters of primary schools and one utilising the substantive Business Manager post of the All age school to support all the cluster primary schools. These trails are due to cease on the 31<sup>st</sup> March 2022 in line with the end of the current funding streams.
- 2.5 In May 2021 a working group was established to review business support across Powys schools. The group consisted of headteacher representatives from primary, secondary and all age schools along with Local Authority officers from the Schools Service and Finance departments. During the initial fact finding meetings, input was provided by Business Managers and bursars from a range of Powys schools.

2.6 The task and finish group has focused on the following.

- Analysis of current roles in Powys
- Feedback from stakeholders in respect of the current trials in operation
- Feedback from stakeholders who currently have and previously had a cluster business manager
- Other Local Authority models
- Models and costings alongside the Finance Service Level Agreement
- Questionnaire to schools regarding their needs

2.7 The questionnaire was circulated to all schools to ascertain their business support needs. The results of the survey found that 87% of schools that completed the questionnaire would be keen for the Local Authority to explore a partnership model with schools to fulfil their business support needs. In total, 39 schools responded to the questionnaire. Outcomes of the survey were used to shape and evaluate the model of support being proposed.

### **3. Advice**

3.1 Four options were identified and evaluated by the task and finish group. These included:

- Option 1: At the end of the funding streams, revert to the traditional package offer of back office support from the Local Authority via and updated Service Level Agreement. No change in secondaries / All age schools.
- Option 2: Model to include two business support roles for each cluster. One to include a Strategic Cluster Business Manager (in line with the number of secondary / all age schools) and an Assistant Cluster Business Manager (pro rata) per 8 schools. This option to include a scaling back of the Corporate Finance Service.
- Option 3: Continue with the model of a Cluster Business Manager approach for the Primary Sector only, which will allow some scaling back of the Corporate Finance Service
- Option 4: Enhanced Corporate Finance Service offer, increasing tasks that could be performed to support the headteacher and governors.

3.2 Of the four options proposed, participants, including headteachers from the task and finish group and Schools SSMT supported option 2.

3.3 During the latter end of the Autumn Term an update was provided to all stakeholders including headteachers and governors regarding the current position that had been reached in terms of the preferred model.

3.4 Job descriptions have been drafted and an offer document to go to schools, inclusive of an expressions of interest form.

3.5 During January 2022 draft papers have been shared with the Governors Consultative Committee, Schools Forum and Joint Consultative Committee for comment and feedback. Where applicable, adjustments have been made to reflect the comments and feedback received.

3.6 Governors Consultative Committee were broadly in agreement with the overarching documents subject to a few queries around funding. They felt the job descriptions were suitable and provided good career development opportunities for applicants.



- 3.7 Schools Forum were supportive of the principles and welcomed the proposal. However, further clarity was requested to ensure that they understood the financial implications for schools and the success criteria to be applied for cluster applications.
- 3.8 Members of the Joint Consultative Committee were supportive and provided no additional questions or comments to the draft papers shared.
- 3.9 As part of the roll out for option 2, five waves are anticipated with wave one planned to start with 1 or 2 clusters from September 2022 along with an indication from all clusters as to which wave they envisage joining. Wave one will be reviewed and evaluated before proceeding to wave two for September 2023. It is anticipated that future annual waves will involve a steady roll out to all clusters up until the final wave (wave five) in September 2026. The Local Authority recognises the risk that not all clusters may want to go forward with this model.

#### 4. Resource Implications

- 4.1 The model focuses on a contribution from both Schools and the Local Authority. The funding of the model is based on Secondary / All age schools contributing their formula funding, primary schools contributing £3k per school, the Local Authority contributing the remainder via a growth bid of £150k and realigning monies from within existing budgets totalling a further £227k.
- 4.2 The table below sets out the proposed budget and suggested profiling that will be required as the cluster model is rolled out over the next six years.

	September start dates						Total
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Estimated No Clusters	£	£	£	£	£	£	£
2	116,802	83,430					200,232
2		103,823	74,159				177,983
3			127,618	91,156			218,774
3				150,327	107,376		257,703
3					138,434	98,881	237,315
							-
<b>Total Cost per year</b>	<b>116,802</b>	<b>187,253</b>	<b>201,778</b>	<b>241,483</b>	<b>245,810</b>	<b>98,881</b>	<b>1,092,007</b>
Secondary Funding	52,323	89,696	89,696	115,857	108,383	37,373	493,328
Primary Funding	24,500	33,250	42,750	43,500	51,750	26,250	222,000
Growth	30,000	50,000	50,000	20,000			150,000
Local Authority Balance	9,980	14,307	19,332	62,125	85,678	35,258	226,679
<b>Total Funding</b>	<b>116,802</b>	<b>187,253</b>	<b>201,778</b>	<b>241,483</b>	<b>245,810</b>	<b>98,881</b>	<b>1,092,007</b>

- 4.3 Growth funding of £150,000 has been requested as part of the budget setting process for 2022-23. This funding is required over a four year period and is subject to approval being given from 2023-24 onwards as identified in the table above.
- 4.4 The local authority contribution includes £120,000 from Finance delivered over 3 years, as the service reduces due to changes in roles and working practices. The balance of the funding has been identified within Education on the premise that this new model will support headteachers to concentrate their time leading on improving the quality of provision, progress, and wellbeing of pupils, whilst supported by the Strategic and Assistant Business Managers to secure sound financial and estate management. Any movements between Education and schools delegated budgets

will be set out within the FRM as part of budget setting over the next few years when the funding requirement is clearer.

4.5 The Head of Finance (Section 151 Officer) notes the report.

**5. Legal implications**

5.1 Legal: the recommendations can be accepted from a legal point of view.

5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: "I note the legal comment and have nothing to add to the report".

**6. Data Protection**

6.1 There are no data protection concerns within this report and proposal.

**7. Comment from local member(s)**

7.1 This proposal affects the whole county.

**8. Impact Assessment**

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

**9. Recommendation**

9.1 The contents of this report are noting including the timescale for delivery of this proposal through to 2026.

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Corporate Director: Dr Caroline Turner, Chief Executive

# Impact Assessment

## Transforming schools business support in Powys



18/02/2022

Reference: 9669-5344-8289-6051

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

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

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

# 1. Proposal Information

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

## 2. Savings and Consultation requirements

### Profile of savings delivery

2021-22	2022-23	2023-24	2024-25	2025-26	2026+	Total savings
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£0	£0	£40,000	£40,000	£40,000	£0	£120,000
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## Further information

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

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

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

## Consultation requirements

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

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

### 3a. Impact on other service areas

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

### 3b. Impact on geographical locations

The entire county

### 3c. Data protection impact assessment

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

## 4. Impact on Vision 2025

### 4a. The economy

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

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

#### 4b. Health and care

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

#### 4c. Learning and skills

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

#### 4d. Residents and communities

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



## 4e. Evidence

Benefits profile

Business Case

Consultation and Engagement analysis

Cluster trials, feedback from Headteachers and other stakeholders

Benchmarking against other Local Authority models

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

### 5a. A prosperous Wales

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

### 5b. A resilient Wales

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

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

### 5c. A healthier Wales

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

### 5d. A Wales of cohesive communities

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

## 5e. A globally responsible Wales

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

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

### Using Welsh

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

### Promoting Welsh

<b>Impact</b>	Current models does not allow all schools and leadership teams full capacity to prioritise the welsh language and ethos of their school.
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<b>Impact rating</b>	Neutral
<b>Mitigation</b>	This will provide schools with additional capacity to support staff and learners in their welsh language continuum. For example staff will be further supported to attend professional development and sabbatical's to move along the language continuum and the business support maybe in a position to source additional funding. For learners the additional capacity will support the improved provision for a bilingual education e.g siarter iaith and criw Cymraeg.
<b>Mitigated impact rating</b>	Good

## Sports, Art & Recreation

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

## 5g. A more equal Wales

### Age

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

### Disability

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

### Gender Reassignment

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

### Marriage or Civil Partnership

<b>Impact</b>	None
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### Race

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

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

## Religion or Belief

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

## Sex

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

## Sexual Orientation

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

## Pregnancy and Maternity

<b>Impact</b>	None
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## Socio-economic Duty

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

## 5h. Evidence

Project papers
Questionnaire to schools
Feedback from all stakeholders

## 6. Impact on key guiding principles & workforce

## 6a. Sustainable development principles

### Long-term

<b>Impact</b>	None
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### Collaboration

<b>Impact</b>	None
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### Involvement (including Communication and Engagement)

<b>Impact</b>	None
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### Prevention

<b>Impact</b>	None
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### Integration

<b>Impact</b>	None
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## 6b. Impact on the workforce

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



Mitigated impact rating	Good
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## 6c. Impact on payroll

Impact	None
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## 6d. Welsh language impact on staff

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

## 6e. Impact on apprenticeships

Impact	None
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## 6f. Evidence

Business case
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# 7. Likelihood and risks

## Risk 2

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

## Risk 2

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

## 8. Overall summary and judgement

### Outline assessment

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

### Cabinet reference

## 9. Additional evidence

business case

project documentation

benchmarking against other Local Authority models

## 10. Ongoing monitoring arrangements and governance

### Monitoring arrangements

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

**Review date**

31/03/2023

null

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