



## Equality Assessment Impact of Redesign on Service Users

<b>Service area:</b>	School Improvement
<b>Name of service being reorganised:</b>	Governor Support Service
<b>Officer leading on assessment:</b>	Angela Langford, Governor Support Manager
<b>Other staff involved:</b>	Graham Willett, Director of Education Services

### 1. Summarise details of proposed redesign

*Provide details of the proposed redesign. Include information about the previous structure and the new proposed structure.*

Governor Support is a back office service that aims to enable school governors to carry out their role through the provision of information, professional development and guidance.

The proposed changes to the service are:

- Creation of a joint Kingston and Richmond Governor Support Service, enabling an enhanced service offer to Kingston schools.
- Rationalisation of management posts creating modest efficiency savings.
- Much needed re-grading of support posts to better reflect level of work and responsibility.
- Aim to co-locate the service in Richmond.

The new structure will include a Head of Governor Support Services, a Senior Governor Support Officer and a Governor Support Officer.

The current Governor Support Manager in Kingston shares the post with the Admissions Service. The postholder splits time between Governor Support (0.4 FTE) and the Admissions Service (0.6 FTE). By mutual agreement, and as part of the wider re-organisation of Education Services, the postholder will transfer to work solely in the Admissions Service. No other posts will be negatively affected by the reorganisation.

Existing support posts will be re-graded to better reflect the role and responsibilities of the post.

### 2. Reasons for redesign

*Set out the rationale for the redesign.*

The proposal is underpinned by the following redesign principles:

1. Secure efficiencies and maximising the use of resources:
  - Governor Support Services are currently run on minimum staff. Through integrating the two services, a rationalisation of management posts is possible, creating a saving of 0.4 FTE post.
  - Joining the two services could reduce costs relating to events and communication through economies of scale.
2. Develop the service offer:
  - Adopt the Richmond service model to enhance the level of support offered to Kingston schools, including providing access to comprehensive Continued Professional Development and training schedule.

- Create opportunities for cross- borough networking and sharing expert knowledge and good practice to raise standards overall.
3. Scope opportunities to develop income generation options:
- The proposed structure can be easily scaled up by adding coordinator or apprentice level posts to deliver a high quality service to colleagues in neighbouring boroughs, enabling capacity to increase service income generation.

### 3. What data collection and consultation have you undertaken?

*What data and information have you used to complete this equality assessment? What consultation have you carried out with service users to gather their views? How has this fed into the equality assessment?*

No formal staff consultation is necessary to complete the service redesign. Due to the low number affected, the staff involved have been consulted individually and have contributed to the drafting of the proposal. Due to the decision to split the Kingston post and the opportunity afforded by wider redesign to re-orientate the post to sole focus on admissions, no postholders are 'at risk'.

### 4. Assess the impact of the redesign on service users with regard to each of the protected characteristic groups:

*Summarise the main issues identified with the redesign in relation to service users and the evidence for this under the protected characteristic that is affected e.g. age, disability, etc. For example, re-locating a service could lead to accessibility issues.*

*Consider whether any differences are justified (e.g. are there legislative or other constraints)? If they are, explain in what way.*

*If there is no evidence or feedback received for a particular strand, note this and move on.*

*In addition to identifying any problems or issues with the redesign, try to identify ways in which the changes will lead to positive impacts for protected characteristic groups.*

The current provision of Governor Support will not change significantly as a result of the redesign. Service delivery will remain as is, with an improved offer in Kingston.

As such there is not expected to be any impact on protected characteristic groups and no issues have been identified.

<i>Protected Group</i>	<i>Findings</i>
<i>Age</i>	N/A
<i>Disability</i>	N/A
<i>Gender (sex)</i>	N/A
<i>Gender reassignment</i>	N/A
<i>Marriage and civil partnership</i>	N/A
<i>Pregnancy and maternity</i>	N/A
<i>Race/ ethnicity</i>	N/A
<i>Religion and belief including non-belief</i>	N/A
<i>Sexual Orientation</i>	N/A

### 5. What issues have you identified that require action?

*Summarise the issues identified in the equality assessment and the actions that will be taken to address these in the table below, for example, making reasonable adjustments to improve accessibility.*

*The action plan should be drawn up in conjunction with the Directorate Lead Manager for the redesign. Once the equality assessment has been signed off then the actions should be transferred into the relevant Service Plans to ensure that they are followed through and progress monitored.*

<i>Issue identified</i>	<i>Planned action</i>	<i>Lead officer</i>	<i>Completion Date</i>
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No issues have been identified			
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6. When completed, the equality assessment should be approved by a member of AfC Management Team

Approved by AfC Equalities Working Group

Date of approval: April 2014

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