

Learn Sheffield - Services Specifications (April 2017)
Governance Improvement & eLearning Services



Governance Service Method Statement

SCC questions regarding managing the service		Learn Sheffield proposed delivery model
1	How will you provide an advice and guidance function for Sheffield Schools relating to Governance as a local model?	<ul style="list-style-type: none"> • Retain local advice and guidance functions to develop based on the available school requests data. • Explore supplementing of local advice and guidance through national partnership with the National Governors Association (NGA) to provide a balance of local knowledge and national guidance. • Deepen the links between governance advice and school improvement teams to ensure all relevant intelligence about schools is considered when making decisions – develop management information systems.
2	How will you ensure all advice and practice meets with legal/health and safety and property requirements, for example, accessing legal, health and safety advice/ support?	<ul style="list-style-type: none"> • Learn Sheffield will draw upon professional services, as we do as an organisation, to ensure all advice and practice meets with requirements. • Explore the potential to develop SLAs with SCC to continue the access to professional advice – this may be specific to maintained schools or be scoped to include all schools.
3	How will you ensure this service will operate as a fully traded model?	<ul style="list-style-type: none"> • The new service will be a Governance Improvement Service comprising a variety of clerking options, training and consultancy (which we currently operate), support and guidance. We are confident that a new service, if configured appropriately (matching staffing to desired service shape), can be fully traded. • Learn Sheffield’s reach into the school sector will ensure that the changing needs of governance are reflected in both the offer and the delivery of the service. • Learn Sheffield can consider including this service within a bundle of school improvement services which can be offered to schools on a subscription basis, which offers potential scale economies. • Explore the potential for out of city and national commissions, linked to existing partnership.

SCC questions regarding managing the service		Learn Sheffield proposed delivery model
4	How will you support governing bodies in the recruitment and development of governor trusts and local governor boards?	<ul style="list-style-type: none"> • Learn Sheffield is developing a recruitment strategy as part of its Learn Sheffield Priorities action planning, working with the current SCC team, governors and the NGA and other partners. • Learn Sheffield leads the Governance Training Offer and is well placed to link the development of new governors and trustees to available training. • School improvement intelligence will inform recruitment to recognise and prioritise school needs. • Work with partners and internal marketing and communications to maximise recruitment.
5	How will you develop the governing bodies, members and trustees?	<ul style="list-style-type: none"> • Learn Sheffield leads the Governance Training Offer – the development offer is more comprehensive than previously and is widening to address the changing needs of governance. • Learn Sheffield works closely with National Leaders of Governance and other partners in the delivery of training – this provides the platform for consultancy and the developing associate workforce. • Learn Sheffield leads school improvement and is therefore best placed to recognise and prioritise school needs.
6	How will you develop a local network of suitable governor candidates?	<ul style="list-style-type: none"> • Learn Sheffield is developing a recruitment strategy as part of its Learn Sheffield Priorities action planning, working with the current SCC team, governors and the National Governors Association. • Learn Sheffield leads the Governance Training Offer and is well placed to link the development of new governors and trustees to available training. • Work with partners and internal marketing and communications to maximise recruitment.
7	A school liaison role is a statutory duty for SCC. If this were to be included in this commission how would you see this being placed within the service delivery?	<ul style="list-style-type: none"> • Work with SCC to develop a service based on agree and shared school liaison priorities. • Learn Sheffield could deliver the statutory school liaison role if commissioned to do so. • The advantage of doing so would be to enable all school improvement data relating to schools to be managed by one organisation, which facilitates continuity and efficient support for school. • Learn Sheffield would develop a core and associate workforce to deliver this commission.
8	How would you manage the monitored mail facility from elected members, politicians and others if this were to be included in this commission?	<ul style="list-style-type: none"> • Work with SCC to agree a service level agreement and a working protocol. • Learn Sheffield could deliver the mail facility from elected members and others if commissioned to do so. • The advantage of doing so would be to enable all interactions with schools to be managed by one organisation, which facilitates continuity and efficient support for school. • Learn Sheffield would develop a core and associate workforce to deliver this commission.

SCC questions regarding managing the service		Learn Sheffield proposed delivery model
9	Whilst the proposed delivery model is expected to deliver the required/desired outcomes of the specification, please identify any additional benefits or outcomes which will arise from your proposed delivery model?	<ul style="list-style-type: none"> • Learn Sheffield's reach into schools to support co-design of service development to match the needs of schools and academies. • Access to partnerships provide cohesive link between governance and school improvement. • Integrated communications strategy – newsletter, regular updates, website and social media. • Development of associate workforce enables management of costs/ liabilities, the ability to scale up to meet demand (outside city if appropriate) and the matching of resources to specific local needs. • Clustering of services within Learn Sheffield enables efficiency and synergy.
10	How will you develop the role of clerking to maximise its potential to meet the changing needs of Governor Boards and Multi Academy Trusts?	<ul style="list-style-type: none"> • Learn Sheffield has been working strategically with the current service to develop the clerking offer and up-skill clerks to increase their professional standing, including school and MAT employed clerks (via the training offer). • Develop a differentiated offer to enable schools to purchase minute taking or clerking, which will support a move to a differentiated payment of clerks according to the duties they fulfil. • Linkage between the development and delivery of clerks and school improvement services will enable clerks to become the first point of contact between the school governance and the wider system. • Review the role of clerks to explore the efficiency of additional admin support from the core team.
11	How will you develop the service's local offer to complement national arrangements?	<ul style="list-style-type: none"> • Close partnership with national organisations will support horizon scanning and on-going review of governance needs locally. This will include governance specific organisations (for example the NGA) and other national bodies, including the DfE and the RSC. • Work in partnership with higher education partnerships to explore local access to nationally funded programmes and funding for governance locally.

Governance Service Summary

The development of the Governance Improvement Service would be characterised by a significant shift in focus and delivery. The new service will focus on Governance Improvement and link closely to the school improvement agenda, using the intelligence and partnerships available to Learn Sheffield. The development of clerking, advice & guidance, recruitment, training and liaison (if included) would all be redesigned using these principles.

Key Points

- Scoping of the new service team need to be matched to delivery to ensure that the team has sufficient capacity of the appropriate level to achieve the objectives of the new service.
- Develop a strong associate workforce focussed on governance improvement to provide direct improvement support to schools/academies.
- Develop the structure of the clerking service to more accurately meet the needs of governing boards and trusts.
- Develop the scope and content of advice, guidance and communication to better meet the needs of governing boards and trusts.
- Explore the delivery of school liaison and monitored mail via a specific commission – scope to be agreed.

Governance Service Specification

Governance Improvement Service

Assumptions

- The service is currently expected to transfer on 1st September 2017.
- The service will be different to the current offer from Sheffield City Council (see method statement – appendix 3a). Learn Sheffield is confident in its ability to recruit, develop and retain both high quality clerks and associate workforce. It is also able to draw upon partnership agreements with other organisations, for example the National Governance Association, to enhance the offer to schools and academies.
- A more flexible workforce will be essential as the number of governing bodies reduces and academy trusts require more specialist services.
- The Governance Improvement Service will be responsible for managing the governance development training offer post-transfer (delivered by Learn Sheffield since September 2016).
- Increasing the flexibility of the service costs prior to the point of transfer is essential to ensure that the service is able to be developed successfully in a changing educational landscape. The shape of the new service will influence the scope of TUPE transfer and will have an impact on core staffing costs, which are based on current spend in the budget projection below.

- SCC will decide whether to retain or commission the “school liaison” functions currently associated with the service (e.g. responding to Ofsted safeguarding concerns, attendance at governor disciplinary committee hearings). The staffing model below assumes that none of the current school liaison functions will transfer with the service.

Benefits

This service:

- supports the successful delivery of school improvement strategy and wider Sheffield priorities.
- strengthens Learn Sheffield’s ability to coherently impact on leadership in schools.
- can achieve improvement and simplification in service delivery by adopting associate workforce and providing a single point of support and challenge.
- links with the governance training offer, which we are currently delivering successfully.
- has consistently retained subscriptions despite clear areas for development and improvement.
- has the potential to be in surplus immediately and should subsequently be expected to contribute a predictable surplus of 5% of turnover.
- has the scope, over time, to grow new markets and income streams outside the city.

Risks & mitigation

Risk	Likelihood	Impact	Mitigation	Comment
Service income reduces due to changing educational landscape (declining customer base due to schools joining MATs).	High	Medium	Develop new service offers to maximise take up by MATS. Link to wider school improvement offer, including the potential for combined service subscription packages. Flexible workforce also allows Learn Sheffield to reduce costs where subscription base declines.	The ability to achieve a more flexible and high quality workforce is essential.
Financial costs associated with recruitment of staff via TUPE.	High	Medium	Liabilities are being established through discussions at the negotiation and transfer group, which will inform the wider negotiation. Current and past financials show small surplus based on the existing staff costs.	These risks are likely to be mitigated through a broader financial agreement.
TUPE risk – Clerks have a range of contract types	High	Medium	Negotiate with SCC. Recruit new clerks on Learn Sheffield terms to reflect the service requirement and agree new terms with any TUPE transferees.	Learn Sheffield will create a new single set of terms for clerks.
TUPE risk – TUPE is deemed to apply to a broader range of staff than envisaged by Learn Sheffield	Medium	High	Clarity of Learn Sheffield structure through the process of agreeing a specification for the service. Wider financial negotiation makes provision for reorganisation costs to be met.	The ability to achieve a more flexible and high quality workforce is essential.
Challenges to culture and ethos associated with staff transferring from another organisation.	Medium	Medium	Structured induction programme and considered use of accommodation will ensure convergence with the established culture and ethos of Learn Sheffield.	Mitigation is under the control of Learn Sheffield.
Loss of key staff	Low	Low	Staff retention has historically been good.	Relatively low risk mitigated through staff development culture.
Accuracy and sustainability of income and costs, which are informed by budget information provided for the existing service.	Medium	High	Collaborative process so far ensures high levels of shared understanding of these issues. Broad financial agreement provides comfort on this issue.	Risk requires some level of mitigation through the negotiations.

Outline financials

The summary below includes the financial information provided by the Local Authority for the Governance service.

Income	April - August 2017	Comments	Sept 17 to March 18	2017-18	2018-19	2019-20	Assumptions for 2018 onwards
Traded with Schools	£82,825	Subscription income plus excess clerking	£148,175	£231,000	£231,000	£231,000	Assumed 17-18 levels continuing
Total Income	£82,825		£148,175	£231,000	£231,000	£231,000	

Expenditure	April - August 2017	Comments	Sept 17 to March 18	2017-18	2018-19	2019-20	Assumptions for 2018 onwards
Staff Salary , NI & Pension	£65,840	Assumes current staff resource	£92,176	£158,016	£164,300	£167,600	1% p.a increase plus full increments up to grade maxima
Clerk Payments	£15,000	Casual employees	£21,000	£36,000	£36,000	£36,000	Assumed current expenditure
Staff Training	£300		£700	£1,000	£0	£0	17-18 carried forward
Apprenticeship Levy	£260		£364	£624	£0	£0	Apprenticeship Levy ceases at the point of transfer
Total Staff Costs	£81,400		£114,240	£195,640	£200,300	£203,600	
Premise Costs	£4,167	Moorfoot rent	£5,833	£10,000	£10,000	£10,000	Assumed current expenditure
Governor Training Commission	£12,500		£0	£12,500			
Supplies and Services	£4,955	ICT, Postage, P/copying, subscriptions, transport costs etc.	£7,715	£12,670	£12,670	£12,670	Assumed current expenditure
Total Expenditure	£103,022		£127,788	£230,810	£222,970	£226,270	
Balance	-£20,197		£20,387	£190	£8,030	£4,730	

Commentary on financial summary

The proposed Learn Sheffield delivery model has significantly different income and expenditure. The bullet points below share these changes and show the impact that each has on the overall balance, which is essentially a break-even budget (as seen in 2017/18). The overall impact of these changes on the Governance Improvement Service will deliver a £16k surplus (6.9% of turnover) in 2017/18 and a £36k surplus (15.6% of turnover) in subsequent years. This healthy margin provides sufficient comfort about the viability of this service in the context of a reducing market over time.

- The costs of the current staff reduce by £99k when the new structure is adopted. This comprises a head of service (£60k) and Senior Governance Officer (£39k).
- The additional staff costs when the new structure is adopted will add £103k. This comprises a senior advisor post (£43k), a head of service post (£30k) and associate improvement partners (£30k).
- There will be changes over time to the traded income and expenditure on clerks and the provision of support and guidance, but these will be designed to be cost neutral at worst once transitional expenses have been accounted for. Transitional expenses, including the development of a robust database and improved communication systems, are budgeted to cost £20k in 2017/18.
- From 2017/18 onwards, income and expenditure relating to governance training will be wholly contained within this budget. This change will improve the budget position by between £5k and £10k per year, depending on the level of growth in bespoke training.
- The Apprenticeship Levy from Sept 17 to March 18 applies to the Council and would not be payable by Learn Sheffield.
- There will be additional income post transfer when SCC overhead costs are taken out. This requires further analysis but currently runs at around 16.8% of income collected by the CYPF Services to Schools Team (approx. £35k per annum).
- In terms of overhead, the current budget assumes rent of £10k for Moorfoot. The service will transfer and the accommodation/overhead will be cost neutral at worst.

Learn Sheffield Organisational Development

The information below reflects specific considerations for Learn Sheffield in relation to this service. Further detail in relation to Learn Sheffield organisational development can be found in Learn Sheffield board Paper 3 (workforce development).

- Staff linked to the Governance Improvement Service are expected to move to the Learn Sheffield hub. This will enable the business & admin staff to operate within a central business and admin team. It will also ensure greater connectivity between school improvement and governance improvement.
- Within the scope of the new service team, there will be some limited capacity to support business/admin functions which are already established within Learn Sheffield, in particular in relation to communications and governance training.
- The revised approach to service leadership (senior adviser and head of service) now has far greater connectivity into Learn Sheffield, not least because both roles are likely to be held by people with other senior responsibilities.
- In terms of wider business services, this service will contribute via a financial overhead rather than through capacity to significantly support the wider Learn Sheffield business functions directly.

Outline staffing model

The information below is a high-level summary of the proposed service staffing model. It includes a comparison between the current service in SCC and the proposed Learn Sheffield service. See also Learn Sheffield board paper 3 (workforce development), which puts this service staffing model in the context of the wider Learn Sheffield workforce development model.

Governance		
Current	Proposed	Comment
Head of Service (1.0)	Service Lead (0.4)	New role – requires capacity to work with national partners and potentially alongside other LS Leadership responsibilities.
Senior Governance Officer (1.0)	Senior advisor (0.5)	New role – requires extensive experience of both school improvement and working with governing bodies – alongside other LSIP responsibilities.
Governance officer (0.6)	Governance officers (1.6)	Modified roles - local advice and guidance will now be complemented by NGA partnership delivery. The role will also include managing clerks, supporting recruitment of new governors, training offer business support and liaison with the Learn Sheffield communications team.
Governance Office (0.5)	<i>Partial role to be restructured within Learn Sheffield communications team</i>	
Governance Officer (0.5)		
Business Support Officer (1.0)	Business Support Officer (1.0) <i>Role restructured within Learn Sheffield</i>	Role will ultimately be restructured within a central business & admin team. There will be an interim period when clerks and governing bodies will continue to require business support as they currently do. This will provide an

	<i>business/admin team</i>	opportunity to shape the role appropriately in line with proposed service change.
N/A	Associate Governance Improvement Partners	This will build upon current paid use of NLGs and others with significant governance experience and expertise to support the improvement of governing bodies.
Clerks	Clerks	Learn Sheffield will develop an enhanced role for clerks to provide professional support for governing bodies and trusts with a wider remit to include administration of all matters relating to the governing body. The new role will include consultancy for schools and academies. This will be reflected in a new role description for professional clerks with associated changes to remuneration.

Timeline & Milestones

Milestone	Date	Detail
Ongoing Negotiation and Transfer discussion	26/04/2017-monthly	The Negotiation and Transfer group will take place on a monthly basis, this will be an opportunity to discuss the arrangements of the transfer across SCC and Learn Sheffield.
Learn Sheffield Board approval to finalise discussions	27/04/2017	Approval to be based on negotiation parameters
Negotiation and Transfer Group finalises discussions	May 2017	These discussions will confirm any outstanding HR or property management issues.
SCC draws up an agreed specification	May 2017	
Final Learn Sheffield board decision	18/05/2017	
Individual Cabinet Member Decision	13/06/2017	The process will involve input from Legal, HR, Finance, PLT and programme Board.
Individual service contracts approved	13/06/2017	This will involve input from Legal, HR, Finance, PLT and programme Board.
TUPE: inform/consult about the transfer and any measures	25/06/2017	
TUPE: provide employer liability to Learn Sheffield	21/07/2017	
Transfer of services and TUPE of staff	31/08/2017	
Services live	01/09/2017	

E-Learning Method Statement

SCC questions regarding managing service		Learn Sheffield proposed delivery model
1	How do you anticipate providing curriculum support for schools (primary, secondary and special) including innovation projects?	<p>Use the unique partnership relationships and reach into schools of Learn Sheffield to:</p> <ul style="list-style-type: none"> • Increase base of subscription packages in primary and special. • Develop subscription services for the secondary sector. • Develop partnership packages (e.g. primary localities, sector partnerships, etc.). • Build on the newly established networks, linked to innovation and horizon scanning, to widen base. • Build on national profile of current specialist work streams (SEND and E-safety) to widen base.
2	How do you envisage CPD (training), curriculum development, technical support and consultancy being delivered?	<ul style="list-style-type: none"> • Management of service from a cross service Learn Sheffield leadership team. • Core CPD/curriculum team supplemented by an associate workforce to maximise currency and limit liabilities. • Technical consultancy providing onsite service delivery with advice and guidance and cross over packages. • Additional value to the service from wider business and communications support by Learn Sheffield. • Marketing under the common Learn Sheffield brand to reach beyond the city.
3	How will you continue to deliver the online safety e-learning packages such as those that are funded by the Sheffield Safeguarding Children Board?	<ul style="list-style-type: none"> • Continuity of staff to deliver existing E-Safety commission. • Continuity of staff to further the development of mainstream and special school curriculum resources. • Expand capacity through associate workforce to provide bespoke and targeted online safety linked to school improvement – widen customer base beyond the city using specialists.

SCC questions regarding managing service		Learn Sheffield proposed delivery model
4	What approach will you take in ensuring schools access the best IT packages and achieve value for money?	<ul style="list-style-type: none"> • Acknowledge potential conflict of interest (between honest broker/best value consultancy role and service delivery) and establish procedures that mitigate. • Provide expertise to schools to support procurement and the management of resources. • Develop an advisory board of specialist and school-based practitioners to develop and maintain a purchasing framework – link to collective procurement strategy. • Provide advice and guidance to secondary schools post-BSF.
5	What do you envisage the ICT offer to look like for children in Sheffield?	<ul style="list-style-type: none"> • ICT offer to be developed in line with wider Sheffield Priorities and linked to the School Improvement Strategy. • School development will be linked to the inclusion and enrichment agendas. • Staff development will be linked to wider workforce professional development. • Pupil learning development linked to achievement (subject specific and across the curriculum) and readiness, with a focus on employability and life skills.
6	How will you ensure this service will operate as a fully traded model?	<ul style="list-style-type: none"> • Service has a well-established history of trading and currently has a slight surplus projected – monitoring of in-year out-turns will establish the position. • Balanced financial position is based on ambitious (10% per annum) growth projections – these will need revision to provide confidence in the financial stability whilst ensuring sufficient investment in the service takes place to secure an improved and sustainable trading position. • The budget position in relation to managing the transition to a post-BSF scenario requires clarification – some posts linked to BSF are within the staffing structure without mitigation. • The closely linked service providing internet supply to schools is not currently within scope – including this in the package could manage financial pressures and increase the connectivity of the service.
7	What opportunities exist that could utilise the skills and knowledge of the staff that might transfer in order to maximise technical support and consultancy within Learn Sheffield?	<ul style="list-style-type: none"> • Technical staff will continue to provide technical support to Learn Sheffield. • Skills and knowledge of the service will increase the impact of ICT across other services through the development of strong data management systems. • Internal technical support and consultancy support a technologically enabled organisation.

SCC questions regarding managing service		Learn Sheffield proposed delivery model
8	Whilst the proposed delivery model is expected to deliver the required/desired outcomes of the specification, please identify any additional benefits or outcomes, which will arise from your proposed delivery model?	<ul style="list-style-type: none"> • The proposed delivery model will maximise the impact of the additional reach, connectivity and partnerships of Learn Sheffield to grow the customer base within Sheffield. • The core team and associate model facilitates scaling of the operation to take advantage of specialist communications and marketing in Learn Sheffield to trade beyond the city (including CPD and consultancy). • Links to Sheffield Priorities and Learn Sheffield partnerships (for example with Teaching Schools in relation to Initial Teacher Training) position the service as a city provision as well as a commercial enterprise.

E-Learning Service Summary

The development of the E-Learning Service would be characterised by incremental changes which building on the expertise within the service and take advantage of Learn Sheffield's reach into schools in order to co-design service developments. The development of an associate workforce will enable the service to scale up to take advantage of commercial opportunities, across all aspects of the service.

Key Points

- The development of services for secondary schools post-BSF and the associated staffing implications.
- Further development of specific packages which are based on existing strengths (SEND, E-Safety, etc.) and continue the recent development of packages, including those for partnership groups.

eLearning Service Specification

eLearning Service

Assumptions

- The service is currently expected to transfer in September 2017.
- The service will be delivered with incremental change as per the method statement.
- The scope of staff transfer will not include staff who are currently funded to deliver the BSF ICT programme.
- Staff and resources will be accommodated at the Learn Sheffield Training & Development Hub.
- The service will be fully traded with schools and settings, supplemented by some income from commissions (e.g. Online Safety by SCC).
- A financial agreement will be reached, which enables Learn Sheffield to transfer a service with a good track record of commercial operation but a lack of sustainable funding streams, within a broader agreement covering this basket of services.

Benefits

This service:

- would support Learn Sheffield's achievement of objectives outlined in the Sheffield Priorities document.
- has an experienced team with good reputation in schools and regional/nationally recognised expertise in identified areas of delivery.
- has begun to attract external funding and trade outside the city - further external trading could be developed in a scalable way.
- has begun to develop associate workforce model and is ready to capitalise on greater connectivity to the school system.
- has the potential to be in surplus immediately and subsequently to contribute a surplus of approximately 5% of turnover.
- can provide ICT technical capability that will support the Learn Sheffield organisation.

Risks & mitigation

Risk	Likelihood	Impact	Mitigation	Comment
Service income reduces due to changing educational landscape (financial pressure on schools).	High	Medium	Develop and diversify the service offer to ensure the offer closely matches the priorities and needs of schools, MATS and localities. This will also support the development of new markets including out of city. Seek additional funding models where possible, particularly in relation to high priority areas of work, e.g. online safety. Continue to develop associate workforce model to ensure flexibility of capacity when uptake fluctuates. Seek transitional subsidy from SCC to mitigate risks for 2017 – 2019.	Mitigation is largely under the control of Learn Sheffield. Additional risks are likely to be mitigated through a broader financial agreement.
Head of service is not in scope for TUPE – loss of experienced manager.	High	High	Recruit suitably experienced manager for the service. Develop other members of the service team to take on leadership roles (succession planning).	High likelihood of securing experienced manager.
Financial costs associated with recruitment of staff via TUPE.	High	Medium	Liabilities are being established through discussions at the negotiation and transfer group, which will inform the wider negotiation. Current and past financials show small surplus based on the existing staff costs.	These risks are likely to be mitigated through a broader financial agreement.
Challenges to culture and ethos associated with staff transferring from another organisation.	Medium	Medium	Structured induction programme and considered use of accommodation will ensure convergence with the established culture and ethos of Learn Sheffield.	Mitigation is under the control of Learn Sheffield.
Loss of key staff.	Low	Medium	Staff retention has historically been good. Developing an associate workforce is likely to provide opportunities to identify strong potential employees with appropriate specialist skills.	Relatively low risk mitigated through staff development culture.
Accuracy and sustainability of income and costs, which are informed by budget information provided for the existing service.	Medium	High	Collaborative process so far ensures high levels of shared understanding of these issues. Broad financial agreement provides comfort on this issue.	Risk requires some level of mitigation through the negotiations

Outline financials – eLearning

Income	April - August 2017	Comments	Sept 17 to March 18	2017-18	2018-19	2019-20	Assumptions for 2018 onwards
Traded with Schools	£91,000	Confirmed & itemised by Service management	£149,000	£240,000	£240,000	£240,000	Traded income (SCC and non SCC) at 2017-18 rates
Traded with SCC	£8,725	Confirmed & itemised by Service management	£26,175	£34,900	£34,900	£34,900	Traded income (SCC and non SCC) at 2017-18 rates
BSF income	£35,000	Front loaded (programme ends 31/07/17)	£13,750	£48,750	£0	£0	No further BSF income (Programme ends July 2017)
Total Income	£134,725		£188,925	£323,650	£274,900	£274,900	

Expenditure	April - August 2017	Comments	Sept 17 to March 18	2017-18	2018-19	2019-20	Assumptions for 2018 onwards
Staff Salary , NI & Pension	£147,900	2 BSF funded posts cease (budgeted to Oct 17)	£151,800	£299,700	£227,400	£231,800	1% p.a increase plus full increments up to grade maxima
Staff Training	£0	Nothing budgeted	£0	£0	£0	£0	2017-18 carried forward
Apprenticeship Levy	£570		£588	£1,158	£0	£0	Apprenticeship Levy ceases at the point of transfer
Total Staff Costs	£148,470		£152,388	£300,858	£227,400	£231,800	
Premise Costs	£6,250	Rent for Red Tape office space	£8,750	£15,000	£15,000	£15,000	Assumed current expenditure
Supplies and Services	£1,042	ICT, Postage, P/copying etc.	£1,458	£2,500	£2,500	£2,500	Assumed current expenditure
Total Expenditure	£155,762		£162,596	£318,358	£244,900	£249,300	
Balance	-£21,037		£26,329	£5,292	£30,000	£25,600	

Commentary on financial summary

The budget provided by SCC is complicated by the inclusion of income and expenditure associated with the BSF programme. The bullet points below show the impact that this has on the overall balance.

- Once BSF-related staff costs have been removed, the staffing costs of the service are approximately £230k (e.g. this is why staff costs reduce by £70k in 2018/19).
- The service currently budgets £15k for accommodation costs and a small amount (£3k) as a SCC overhead. Within Learn Sheffield, this cost would be reduced and supplemented by the contribution of the team to wider business ICT support.
- The income projections (currently £275k) are ambitious but it should be noted that the service has delivered an income which is greater than the £240k it will need to break even in the current and previous two years.
- 2017/18 budget projections include income from software licence recharges to schools (£46k), which will support the delivery of the income projection in 2017/18 but will not be sustained in subsequent years.
- The medium term (2018/19 onwards) income delivery will require growth in direct trading with schools (in 2016/17 approximately £180k) which is to reverse a trend which has seen subscriptions decline and be replaced by short term project funding.
- Apprenticeship Levy from Sept 17 to March 18 would not be payable.
- Service will bring ICT assets with it, which will support Learn Sheffield in the short term, albeit have the potential to introduce costs in the medium term.

Outline staffing model

The information below is a high-level summary of the proposed service staffing model. It includes a comparison between the current service in SCC and the proposed Learn Sheffield service. See also Learn Sheffield board Paper 3 (workforce development), which puts this service staffing model in the context of the wider Learn Sheffield workforce development model.

eLearning		
Current	Proposed	Comment
Lead for eLearning & Capital Strategy Soulbury Pt 26.5	N/A	SCC has indicated that this post is not in scope for transfer
eLearning Consultant (BSF) Soulbury Pt 11	N/A	SCC has indicated that this post is not in scope for transfer
eLearning Consultant Grade 10 (1.0 FTE)	eLearning Consultant Grade 10 (1.0 FTE)	
eLearning Consultant Grade 10 (1.0 FTE)	eLearning Consultant Grade 10 (1.0 FTE)	
Technical Service Manager Grade 10 (1.0 FTE)	Technical Service Manager Grade 10 (1.0 FTE)	
Technical Support Officer Grade 4 (1.0 FTE)	Technical Support Officer Grade 4 (1.0 FTE)	
Senior Business Support Officer Grade 4 (1.0 FTE)	Senior Business Support Officer Grade 4 (1.0 FTE)	
N/A	Head of Service 0.2 FTE	See also Governance Improvement Service

Learn Sheffield organisational development

The information below reflects specific considerations for Learn Sheffield in relation to this service. Further detail in relation to Learn Sheffield organisational development can be found in Learn Sheffield board Paper 3 (workforce development).

- Staff linked to the eLearning Service are expected to move to the Learn Sheffield hub. This will enable the business & admin staff to operate within a central business and admin team. This service will also need storage space to accommodate resources.
- Within the scope of the new service team, there will be some capacity to support business/admin functions which are already established within Learn Sheffield.

- In terms of wider business services, this service’s technical team will be well positioned to provide ICT support services for Learn Sheffield alongside its traded offer to schools and has the capacity to establish and support ICT systems that can be used across all locations where Learn Sheffield operates and to support ICT across other Learn Sheffield services.
- A new head of service will need to be recruited.

Timeline and Milestones

Milestone	Date	Detail
Ongoing Negotiation and Transfer discussion	26/04/2017-monthly	The Negotiation and Transfer group will take place on a monthly basis, this will be an opportunity to discuss the arrangements of the transfer across SCC and Learn Sheffield.
Learn Sheffield Board approval to finalise discussions	27/04/2017	Approval to be based on negotiation parameters
Negotiation and Transfer Group finalises discussions	May 2017	These discussions will confirm any outstanding HR or property management issues.
SCC draws up an agreed specification	May 2017	
Final Learn Sheffield board decision	18/05/2017	
Individual Cabinet Member Decision	13/06/2017	The process will involve input from Legal, HR, Finance, PLT and programme Board.
Individual service contracts approved	13/06/2017	This will involve input from Legal, HR, Finance, PLT and programme Board.
TUPE: inform/consult about the transfer and any measures	25/06/2017	
TUPE: provide employer liability to Learn Sheffield	21/07/2017	
Transfer of services and TUPE of staff	31/08/2017	
Services live	01/09/2017	