

**Gwasanaeth Ysgolion**  
**School Service**

**Local Authority – School Partnership**  
**Agreement**

**2021 – 2024**

Lynette Lovell

Director of Education

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## 1. WELCOME

Over the past two years partnership work between the Local Authority and schools has been strengthened. The Covid pandemic has changed the way we work with regular meetings on Microsoft Teams between schools and the Local Authority replacing the face-to-face meetings which, due to the rurality of Powys, were infrequent and required much travel and time commitment. Working virtually has meant that we have been able to meet with headteachers and chairs of governing bodies on a regular basis. This has strengthened our partnership working significantly.

Estyn recognised the strength of this work in their letter to the Chief Executive Officer in January 2021 in which they stated:

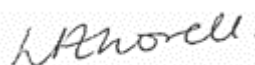
*School leaders report they are confident about the support they receive from the local authority for either routine matters or urgent cases such as when a pupil or member of staff reports a positive case of COVID-19. Services across the authority work closely together and schools consider there to be a coherent response to any query or issue. Leaders have endeavoured to ensure regular, timely and clear communication with schools, partners and stakeholders. School leaders value the regular contact with the interim Chief Education Officer and other officers.*

Building on this work, we look forward to working with you in partnership as we deliver Vision 2025 and the National Mission for Wales. The work undertaken in all our schools is essential for us to be able to deliver on strengthening our provision for learning and skills and for ensuring that we have excellent education provision in Powys delivering the New Curriculum and ALN reform successfully. Working together in an effective partnership is the key to our success going forward.



Cllr Phyl Davies

Portfolio holder for Education and  
Property



Lynette Lovell

Director of Education

## 2. PURPOSE OF AGREEMENT

### 2.1: PURPOSE

Section 197 of the Education Act 2002 and The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007 is a Wales only provision, which empowers the Welsh Government to require Local Authorities to enter into a partnership agreement with the governing body of each school maintained by the authority.

This agreement sets out how the Local Authority and each school and its governing body will carry out their respective functions in relation to a school as contained in the regulation. The purpose of the agreement is therefore to sustain, clarify and enhance existing partnership working between the Local Authority and schools to promote high standards of education and wellbeing across Powys.

This document details how the Local Authority and the governing body of the school will act to discharge their functions in relation to the school statutory functions and aims to support successful leadership of the school. In the case where the Local Authority and governing body cannot reach agreement then the Local Authority is entitled to draw up a statement setting out how it and the governing body are to discharge their respective functions. An individual partnership agreement may be reviewed should a serious concern about a school arise during the year.

To work effectively in partnership each party needs to have a secure understanding of both its own role and the role of the partner, and how these roles can be undertaken together for mutual benefit. The Local Authority and all schools should have raising standards and wellbeing as their overriding aim. Every school should take the lead in working out, in discussion with the Local Authority and others, what needs to be done to raise standards and then undertake the required action. Local Authority intervention in a school should be in proportion to its perceived need. Intervention should occur only when monitoring has identified a weakness or underperformance and should be in proportion to the scale of the problem. The principle of partnership also applies to schools working with each other.

### 2.2: TERM OF AGREEMENT

The partnership agreement will cover the period 1<sup>st</sup> September 2021 to 31<sup>st</sup> August 2024 and replaces the previous 2018 – 2021 agreement.

It is recognised that updates may be required to reflect change in legislation within the period of three years. In these circumstances, updates will be issued and shared with schools and governing bodies.

If you need further information about the partnership agreement, please contact:

Anwen Orrells, Service Manager for Education Support Services

[anwen.orrells@powys.gov.uk](mailto:anwen.orrells@powys.gov.uk)

### 3. POWYS REGIONAL SUPPORT

Powys Local Authority played its full part in the development of the regional education service, comprised of six local authorities known as ERW, from September 2012 to August 2021. With ERW's demise, following decisions taken by other local authorities, it became incumbent upon the Local Authority to ensure it identified a strategy to secure ongoing school improvement, support its own transformation agenda and deliver the vision and policies articulated in the National Mission and its subsequent iterations.

Powys Local Authority wrote a high-level plan based on building capacity for school improvement and delivering the National Mission<sup>1</sup> for education. The plan was presented to Welsh Government along with areas for collaboration with Ceredigion and agreed arrangements for accessing key Welsh Government meetings. Following approval of the plan Powys Local Authority recruited people to key posts to allow the Local Authority to maintain high quality support for schools.

Powys Local Authority is committed to the following key principles:

- Develop excellent partnership working between Powys Local Authority and Powys schools, providing a service that meets the needs of our schools with learner entitlement at the core
- Continue to know our schools well, have high expectations of them, understand their contexts and needs as we move forward with our School Transformation Plans
- Support high quality leadership in our schools and facilitate effective school self-evaluation, school development planning and networking
- Provide high quality professional learning through school networks, providers with proven track records and cost-effective commissioning
- Support schools to develop high quality teaching and learning through appropriate pedagogical principles and high-quality training
- Provide bespoke support to secondary schools and implement the Powys Secondary School Improvement strategy
- Promote the wellbeing of pupils and school staff
- Clear and effectively communicated vision that reflects the importance of digital learning in Powys to equip our children and young people with the right skills for a changing world
- Understand the national mission and educational reform within Wales and strategically plan for high quality and regionally appropriate 14 plus provision in Powys
- Realise an overarching vision of a post-compulsory education and training system based upon stronger links between education policy, providers and provision, and social and economic goals
- Support practitioners to develop their Welsh language skills and further develop opportunities for pupils to be taught through the medium of Welsh; and
- Support schools with the changes to subject specifications in the age group 14-19.

The demise of ERW is happening at a time of considerable change in the Welsh education system. The introduction of the new Curriculum for Wales in 2022<sup>2</sup> requires significant support for schools in the period 2021-2026 during which each cohort will have been

<sup>1</sup> [Our national mission | GOV.WALES](#)

<sup>2</sup> [Curriculum for Wales - Hwb \(gov.wales\)](#)

introduced to the new curriculum. This is where the role of Pedagogy Leads will be developed to produce resources, encourage innovation, develop, and share good practice. The movement towards the six Areas of Learning and Experience requires a re-engineering of school curriculum, and potentially of school workforce.

The LA will	The School will
<ul style="list-style-type: none"> <li>• Powys will secure <b>investment in key roles in a robust Local Authority service</b> that can provide the professional leadership needed to work towards a self-improving schools’ system.</li> <li>• Powys will <b>work closely with schools to identify highly effective school-based professionals who can widen their roles</b> through supported opportunities to provide leadership beyond their own school in key areas of development required by the schools’ community.</li> <li>• <b>Powys will work in partnership with Ceredigion’s schools where appropriate</b> to share expertise and avoid duplication of spend across two authorities who are already working together actively on the Mid Wales Growth Deal.</li> <li>• <b>Powys will work with other bodies</b> including, HEIs, recognised experts, other local authorities, to secure the necessary capacity to ensure that the Powys self-improving school system can flourish.</li> <li>• <b>Powys will develop links</b> with HEIs, Initial Teacher Education, the National Academy for Educational Leadership to build leadership capacity across schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the four purposes are at the core of all decisions relating to learners in Powys.</li> <li>• Drive the continued focus on literacy, numeracy, IT skills and bilingualism.</li> <li>• Attend training arranged by Local Authority officers and Welsh Government.</li> <li>• Engage and network with others including National Networks</li> <li>• Maintain a focus on professional learning including professional enquiry and the effective use of the professional learning grant to develop staff knowledge and expertise in appropriate and high-quality pedagogy in relation to the Curriculum for Wales, and</li> <li>• Focus on transition and the pedagogy practices for Year 5 to Year 8.</li> </ul>

## 4. SCHOOL IMPROVEMENT DEPARTMENT

Service Manager: Eurig Towns

### 4.1: OVERVIEW

In February 2019, the Welsh Government published draft proposals for Evaluation and Improvement arrangements<sup>3</sup>. The changes to target setting requirements reflected the process of transition which will lead to the implementation of the new arrangements in September 2022. The legislation on school target setting requirements forms part of a suite of legislation intended to support the Welsh Government's policy on collecting, publishing, and sharing information about schools and pupils, for the purpose of ensuring robust self-evaluation for continuous improvement and the allocation of support to help drive up standards.

Effective self-evaluation by schools makes a vital contribution to raising the quality of education and standards of achievement. When used correctly, school target setting is an important tool in school improvement by focussing on how schools are currently doing, what more they should aim to achieve and what they must do to make it happen. Any improvement strategy benefits from the focus and direction which suitable targets provide.

Target setting should stem from rigorous monitoring and evaluation of a wide range of information and the work of the school as a whole, to identify strengths and priorities for improvement, predict potential performance and focus effort and resources on raising outcomes for pupils. Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom to improve teaching and learning. Targets based on the outcome of self-evaluation have greater scope<sup>3</sup> to reflect both national priorities and local context, as well as the differing needs of different pupil groups.

The role of the Local Authority in agreeing targets for schools supports them in meeting their obligations to provide differentiated support. It helps ensure that targets are stretching, yet realistic, focused on the real priorities for improvement in individual schools, and based on robust use of evidence of performance, strengths, and weaknesses. Targets will better reflect the potential of individual pupils, raise expectations, and raise aspiration.

### 4.2: ACTION THE LA WILL TAKE TO MONITOR SCHOOLS

Each school in Powys is allocated a School Improvement Advisor who will provide challenge for school improvement and broker support.

The School Improvement Advisor takes lead responsibility for working in partnership with the school to implement the LA-School Partnership Agreement.

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<sup>3</sup> [school-target-setting-regulations-statutory-requirements-and-changes.pdf \(gov.wales\)](#)

The LA will	The School will
<ul style="list-style-type: none"> <li>• Apply the cycle of support through conducting an Autumn Term Support Visit annually in each school to confirm its status in relation to Welsh Government School Improvement Guidance.</li> <li>• Agree the support entitlement for the school and broker support accordingly.</li> <li>• Arrange for the School Improvement Advisor to attend one governing body meeting per year for the purpose of discussing the outcomes of Autumn Term Visit for a school identified as causing concern.</li> <li>• Conduct a cycle of support in the Spring and Summer terms in line with National and local priorities.</li> <li>• The Local Authority retains the right to visit a school to obtain information about the school for the purpose of exercising its functions where it is not reasonably practical to obtain the information by any other method.</li> </ul>	<ul style="list-style-type: none"> <li>• Use on-going self-evaluation processes to understand its strengths and areas for improvement</li> <li>• Update on an on-going basis the school’s self-evaluation report and school development plan</li> <li>• Annually, submit to the Local Authority the school’s current school development plan</li> <li>• Prepare appropriately and engage fully in the cycle of support</li> <li>• Arrange for other members of the school staff to participate in the cycle of support to provide access to any documentation which provides evidence of school effectiveness</li> <li>• Arrange for members(s) of the governing body to participate in any visit as appropriate to their roles</li> <li>• Take responsibility for notifying the Local Authority of any specific need which may require additional support</li> <li>• Incorporate any agreed areas for development in the school development plan.</li> </ul>

**4.3: FACTORS THE LA WILL TAKE INTO ACCOUNT IN IDENTIFYING SCHOOLS GIVING CAUSE FOR CONCERN OR REQUIRING ADDITIONAL SUPPORT FOR SPECIFIC NEEDS**

- Progress since the last inspection
- Outcome of recent inspection report
- Quality of self-evaluation
- Quality of planning for improvement
- Progress in implementing development priorities
- Standards of achievement and attainment
- Behaviour and levels of exclusions
- Attendance
- Quality of teaching and learning
- Procedures for assessment
- Curriculum provision
- Care, support and guidance
- Provision for Additional Learning Needs



- Safeguarding
- Health and safety
- Effectiveness of school leadership and management
- Effectiveness of governing body
- Non-compliance with statutory responsibilities
- Staffing issues
- Budget management
- Resource management
- Complaints

Where there is evidence that one or a combination of the above exists, discussions will take place with the school to establish whether:

- The school requires additional support for a specific need
- It is a school causing concern

#### 4.4: CORE ENTITLEMENT TO SUPPORT AND SUPPORT THE LA WILL OFFER TO SCHOOLS IN NEED OF ADDITIONAL SUPPORT FOR SPECIFIC NEEDS, GIVING CAUSE FOR CONCERN, TO TURN THEM AROUND AND TO PREVENT THEM FROM BECOMING FAILING SCHOOLS

A school improvement board will be established to discuss the performance and standards of a school giving cause for concern.

#### 4.5: SUPPORT THE LA WILL PROVIDE THE SCHOOLS IN NEED, OR IN SPECIAL MEASURES OR REQUIRING SIGNIFICANT IMPROVEMENT

A multi-agency meeting will be convened and will include representation from the Local Authority, Estyn, Welsh Government, and the school.

All multi-agency members will:

- Work together to identify and agree the improvement priorities for the school
- Agree the actions needed to address the improvement priorities and the organisations/members best placed to deliver the necessary bespoke support
- Meet regularly to review the impact of the support provided to address the school's improvement priorities
- Consider the support required by the school following possible removal from any follow up category.

<b>Estyn inspection</b>		
<b>Estyn Review</b>	<b>Significant Improvement</b>	<b>Special Measures</b>
Head of Service to write to school requesting copy of the school Post-Inspection Action Plan and to outline process below	Head of Service to write to school requesting copy of the school PIAP and to outline process below	Head of Service to write to school requesting copy of the school PIAP and to outline process below
	Head of Service to write to chair of governing body and headteacher for the purpose of issuing a formal warning notice and the reason for this  Consideration of formal powers of intervention	Head of Service to write to chair of governing body and headteacher for the purpose of issuing a formal warning notice and the reason for this  Consideration of formal powers of intervention
School Improvement Advisor half termly visit to monitor progress against Estyn recommendations	Team Around School established through the Local Authority Post-Inspection Action Plan (PIAP); co-ordinated by School Improvement Advisor - half-termly visit to monitor progress against Estyn recommendations	Team Around School established through the Local Authority PIAP; co-ordinated by School Improvement Advisor - half-termly visit to monitor progress against Estyn recommendations
School Improvement Advisor half-termly monitoring report to Senior Manager for School Improvement	School Improvement Advisor to work with school to produce school PIAP	School Improvement Advisor to produce LA PIAP in partnership with school's PIAP
School Improvement Advisor to attend the majority of governing body meetings	School Improvement Advisor produces LA PIAP	Team Around School co-ordinated by School Improvement Advisor to produce LA PIAP
School Improvement Advisor to provide Service Manager for School	Service Manager for School Improvement and School Improvement Advisor to	Service Manager for School Improvement and School Improvement Advisor to

Improvement with report for Estyn upon request	attend governing body meeting to present the Local Authority PIAP	attend governing body meeting to present the Local Authority PIAP
	School Improvement Board established by Head of Schools and Service Manager for School Improvement (termly meetings)	Multi-agency Board established by Head of Schools and Service Manager for School Improvement (termly meetings)
	School Improvement Advisor - half termly visit to monitor progress against Estyn recommendations	School Improvement Advisor - half termly visit to monitor progress against Estyn recommendations
	School Improvement Advisor – half termly report to Service Manager for School Improvement	School Improvement Advisor – half termly report to Service Manager for School Improvement
	Service Manager for School Improvement and School Improvement Advisor to attend termly governing body meeting	Service Manager for School Improvement and School Improvement Advisor to attend termly governing body meeting
	Service Manager for School Improvement – termly report to Head of Schools	Service Manager for School Improvement – termly report to Head of Schools
	↓	↓
↓	←	←
<b>Milestones not being met or no evidence of improvement</b>		
Head of Schools to write to chair of governing body and headteacher for the purpose of issuing a formal Warning		

Notice and the reason for this		
Improvement - ongoing monitoring  →	No improvement - escalated to Portfolio Holder for Education to consider formal powers of intervention	
↓	↓	←
Appointment of additional Local Authority governors	Suspension of the right to a delegated budget	Application to Welsh Government to replace the governing body with an interim Executive Board

In addition to the above Powys schools will also receive:

- On-going support from Pedagogical Leads and training and support from the Professional Learning team (see section 6)
- On-going support and guidance from the Inclusion, Sensory, Educational Psychologist, Engagement and Youth teams in respect of issues relating to additional learning needs and inclusion (see section 5)
- Advice and support for the governing body in the appointment of headteacher (see section 7.1 and 9)
- On-going support from Education Welfare Officers for issues relating to school attendance (see section 7.2)
- On-going support for Welsh provision and trochi (immersion) through the Swyddogion y Gymraeg
- Support provided by corporate Human Resources and Finance through an annual Service level Agreement.

**4.6: SUPPORT THE LA WILL PROVIDE TO A SCHOOL WHICH HAS NOT COMPLIED WITH A WARNING NOTICE**

A Local Authority is expected to engage schools effectively through a professional dialogue to address the issues causing the Local Authority concern. If a school is refusing to engage constructively with the challenge and support commissioned or provided by the Local Authority, the authority will consider issuing a formal Warning Notice to arrange the necessary support before the issues of concern result in school failure. The following are reasons beyond those identified above when a Warning Notice may be issued:

**Ground 1** - The standards of performance of pupils at the school are unacceptably low.

**Ground 2** - There has been a breakdown in the way the school is managed or governed.

**Ground 3** - The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.

**Ground 4** - The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

**Ground 5** – The governing body or headteacher has failed, or is likely to fail, to comply with a duty under the Education Acts

Any Warning Notice issued will set out:

- the matters of concern
- the action required of the governing body to remedy the identified matters
- the period within which that action is to be taken by the governing body (i.e. the compliance period).

Further information on the use of Warning Notices is set out in

*Schools Causing Concern – Statutory Guidance for Schools and Local Authorities - Welsh Government Circular 222/2017<sup>4</sup>*

Where a school has not made the expected progress and has failed to comply with a Warning Notice, the actions and support as identified in the Process Maps in 4.5 will apply.

#### 4.7: SUPPORT THE LA WILL PROVIDE TO A SCHOOL IN SPECIAL MEASURES, OR REQUIRING SIGNIFICANT IMPROVEMENT AS IDENTIFIED BY ESTYN

Where schools are identified by Estyn as being in need of significant improvement or requiring special measures support will be provided with identified support in line with the agreed Post Inspection Action Plan (PIAP).

The Local Authority will produce a statement alongside its action plan. This must be produced and submitted to Estyn within 10 days of receipt of the school's action plan. The statement and action plan will contain:

- An assessment of the governing body's action plan and the school's ability to implement the plan
- Detail of the action the Local Authority plans to take to address the areas for improvement identified in the inspection report
- Identified responsibilities for ensuring the action takes place
- Timescales with key milestones
- Success criteria including targets against which progress will be judged

<sup>4</sup> [Schools causing concern: statutory guidance for schools and local authorities | GOV.WALES](#)

- Details of how progress will be monitored
- Resources to be applied to the work
- Whether the Local Authority intends to use its powers of intervention as detailed in sections 4.5 and 4.6.

#### 4.8: ROLES OF THE SCHOOL AND THE LA TO DEVELOP EFFECTIVE TRANSITION FOR PUPILS FROM KS2 TO KS3

Whilst recognising that every school and cluster of schools within the Local Authority is distinctive in nature, there is a commitment to ensuring as much consistency of practice in support and partnership working as possible when it comes to transition.

The LA will	The School will
<ul style="list-style-type: none"> <li>• Provide advice and guidance on current Welsh Government developments in respect of transition</li> <li>• Advise schools on preparation, review, and evaluation of statutory transition plans</li> <li>• Facilitate effective delivery of the five statutory elements of transition as follows:                             <ul style="list-style-type: none"> <li>- managing and co-ordinating transition</li> <li>- continuity of curriculum planning</li> <li>- continuity of teaching and learning</li> <li>- consistency in the assessment, monitoring and tracking of pupil progress</li> <li>- arrangements for reviewing and monitoring the plan for the purpose of assessing the impact on standards</li> </ul> </li> <li>• Assist with the electronic transfer of data from primary schools to secondary schools</li> <li>• Inform, advise, and support schools in respect of good practice at transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and review annually the school's transition plans in co-operation with cluster schools</li> <li>• Include relevant and effective activities and processes with regard to the five statutory elements of the transition plan</li> <li>• Engage with schools listed in the school's transition plan in preparation for transition activities</li> <li>• Input and receive data via electronic means as required by Welsh Government and the Local Authority via Common Transfer File (CTF) or within Teacher Centre, as appropriate</li> <li>• Provide CTFs to all receiving schools</li> <li>• Pass on records e.g. ALN files to the receiving school on transfer of pupils</li> <li>• Provide additional data where available to Powys secondary schools</li> <li>• Adhere to Welsh Government requirements in respect of assessment and moderation requirements</li> <li>• Consider advice on good practice and act on where appropriate to improve the transition experience for pupils</li> <li>• Work towards induction days taking place within an identified week across all schools</li> </ul>

## 5. INCLUSION AND YOUTH SERVICE DEPARTMENT

Service Manager: Hayley Smith

### **The Future of Special Educational (SEN) /Additional Learning Needs (ALN) in Powys Strategy**

On 3rd of November 2020, our Cabinet approved our draft vision for SEN/ALN provision in Powys.

The draft vision for SEN/ALN in Powys states that:

- All pupils across Powys will receive high quality provision that meets their needs, no matter where they live
- Most pupils with SEN/ALN will be taught in their local mainstream school
- All pupils with SEN/ALN will be placed in a provision that meets their needs, as near to home as is practicably possible, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential
- There will be a comprehensive range of specialist provision, including special schools, PRU, specialist centres, satellite centres and early assessment provision
- This will include both English and Welsh medium provision
- Special schools will cater for those pupils who have the most complex needs, for example severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex ASD
- Schools within and across geographical areas will support each other and share effective practice

The Inclusion and Services teams are committed to working together with schools to ensure the vision for SEN/ALN provision in Powys enables our ALN/SEN learners the very best outcomes. Enabling our pupils to become ambitious, capable, and successful learners of the twenty-first century.

<b>The LA will</b>	<b>The School will</b>
<p><b>Additional Learning Needs</b></p> <ul style="list-style-type: none"> <li>• Provide information and advice to schools about the new ALN act, its' implementation and the new TYFU system</li> <li>• Educate governing bodies on the new legislation and statutory responsibilities of schools</li> <li>• Publish information on ALN, the new act, support available, etc. via the Powys County Council web site</li> <li>• Support schools in providing information to pupils, parents / carers and the wider school community about the new ALN act</li> </ul>	<p><b>Additional Learning Needs</b></p> <ul style="list-style-type: none"> <li>• Appoint an ALNCo as part of SLT to coordinate provision for learners with ALN.</li> <li>• Set up and maintain an alnco@ email address</li> <li>• Nominate a member of the governing body as the ALN Governor</li> <li>• Inform the Local Authority of the name of the designated ALNCo and keep the Local Authority updated if the ALNCo changes</li> <li>• Work in partnership with the Local Authority, parents / carers, outside</li> </ul>

<ul style="list-style-type: none"> <li>• Provide training and support for the use of TYFU to ALNCoS and other school staff</li> <li>• Provide support to ALNCoS through up to date training courses and the ALNCo fora. Themes and trends will be monitored to ensure training is relevant. Bespoke training will be provided where necessary.</li> <li>• Communicate changes to training offers to schools in a timely manner.</li> <li>• Keep schools informed of the support available to them, how to access it, and relevant contact details (including any changes)</li> <li>• Provide a central helpline and email for any queries relating to the new ALN act, and TYFU</li> <li>• Provide support to schools for managing challenging behaviour through weekly ALN call backs</li> <li>• Consider any referrals received from schools via TYFU at the Powys Inclusion Panel (PIP) and provide timely and decisive feedback</li> <li>• Provide or arrange the provision of any specialist support approved by PIP</li> <li>• Make requests to the Health Board on behalf of a school for NHS ALP or other NHS support</li> <li>• Uphold person-centred practice as central to all aspects of the work in which it is involved, keeping the child's needs at the fore</li> <li>• Work alongside outside agencies, using a multi-agency approach to meeting pupils needs</li> <li>• Assess for, identify, and supply required specialist equipment for individual pupils</li> <li>• Facilitate inclusion through the delivery of a peer support programme where appropriate</li> <li>• Provide assessment, advice, and guidance ages (0-25) on the functional implications of pupils sensory and/or physical disabilities.</li> <li>• Provide advice and guidance on curriculum modifications, adaptations and alternatives as required</li> </ul>	<p>agencies and wider school community to implement the new ALN act</p> <ul style="list-style-type: none"> <li>• Make the training offer accessible to all staff and encourage the ALNCo to attend the regional ALNCo fora to share knowledge and skills</li> <li>• Notify the Local Authority if training places are no longer required to allow take up from other schools.</li> <li>• Monitor all pupils for emerging needs, identify and implement early intervention, and keep an emerging needs register</li> <li>• Create a one-page profile on TYFU for all pupils with emerging needs</li> <li>• Identify appropriate Universal Learning Provision (ULP) for any pupil where emerging needs support has not affected adequate progress</li> <li>• Use TYFU to record the ULP plan and keep a ULP register</li> <li>• Identify pupils who have ALN and prepare and maintain an IDP on TYFU</li> <li>• Keep parents and pupils involved and informed throughout the process of supporting emerging needs or ALN</li> <li>• Make referrals via TYFU to the Local Authority for any support required that the school is not able to provide</li> <li>• Ensure pupils are given the appropriate identified adapted materials (e.g. large print/reduced content/additional visual clues), and that these are provided at the same time as the other pupils/learners in the class</li> <li>• Ensure effective provision for all learners including EAL/WAL</li> <li>• Ensure all relevant staff are aware of and take account of pupils ALN need, including sensory and physical needs</li> <li>• Ensure appropriate exam access arrangements are in place for a pupil with ALN</li> <li>• Report incidents of racial abuse to the Local Authority</li> <li>• Ensure PSPs are agreed by an Inclusion Manager and reviewed at a maximum of 6 weekly</li> <li>• Ensure all exclusions are accurately recorded on Teacher Centre or SIMS</li> </ul>
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<ul style="list-style-type: none"> <li>• Monitor trends in ALN including other vulnerable groups and consider wider provision of support for any key themes</li> <li>• Provide ALN Consultations to share guidance and advice to schools about individual pupils.</li> <li>• Facilitate termly Early Identification Partnership (EIP) meetings with each secondary school</li> <li>• Inform, advise, and support schools at EIP meetings in respect of young people’s emotional health and wellbeing and available support pathways</li> <li>• Provide Youth Intervention Service Worker support in each secondary school to give 1:1 support to those young people referred into the service</li> <li>• Provide Open Access Youth Workers in each secondary school, primarily to deliver group work to identified groups of young people</li> <li>• Encourage and inform learners of extracurricular groups and activities available in their area</li> <li>• Provide advice and guidance on current Welsh Government developments in respect of Youth Work</li> </ul>	<ul style="list-style-type: none"> <li>• Provide space for Local Authority officers to work with pupils when at school</li> <li>• Implement and follow a school ALN and Behaviour policy to ensure consistency in approaches across the school</li> <li>• Implement, monitor, and review strategies and advice provided by the Local Authority</li> <li>• Advise Local Authority Officers if a pupil is going to be unavailable for a pre-arranged visit.</li> <li>• Gain consent from parents, when bringing children to group consultation.</li> <li>• Host, attend and engage with the EIP meetings chaired by the Youth Service.</li> <li>• Identify young people suitable for support from the Youth Service and consider advice on good practice and act where appropriate in order to improve young people’s wellbeing</li> <li>• Provide suitable, safe and consistent environments for Youth Intervention Service Workers to undertake 1:1 sessions with young people</li> <li>• Provide suitable, safe and secured environments for Youth Workers to undertake group work activities with young people</li> <li>• Engage with the Youth Service managers and staff outside of the EIP meetings in order to best meet the needs of young people</li> </ul>
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## 6. PROFESSIONAL LEARNING DEPARTMENT

Service Manager: Sally Llewelyn

### 6.1: SUPPORT THE LA WILL OFFER SCHOOLS FOR CURRICULUM FOR WALES

As outlined in Education in Wales: Our national mission<sup>5</sup>, the Welsh Government is working to develop transformational curriculum and assessment arrangements in Wales. We want to enable young people to have higher standards of literacy and numeracy, become more digitally and bilingually competent, and to develop as enterprising, creative, and critical thinkers. The new arrangements have equity and excellence at their core and help to develop confident, capable, and caring citizens. Education is our national mission. Nothing is so essential as universal access to, and acquisition of, the knowledge, skills, and experiences

<sup>5</sup> [Our national mission | GOV.WALES](https://gov.wales/our-national-mission)

that our young people need for employment, lifelong learning and active citizenship. As a nation, we need to equip our learners for the world ahead. They face a future of rapid technological, social, and economic change where adaptability, creativity and digital skills will be the key.

In collaboration with practitioners, the guidance published in January 2020 was drafted as a clear statement of what is important in delivering a broad and balanced education. The four purposes of the curriculum are the shared vision and aspiration for every child and young person in Wales, that they become:

All maintained schools and funded non-maintained nursery settings must adopt a curriculum. An adopted curriculum must meet the following general requirements.

- Enable learners to make progress towards the four purposes.
- Be broad and balanced.
- Be suitable for learners of differing ages, abilities, and aptitudes.
- Provide for appropriate progression for learners and includes a range of provision to ensure this (linked to ages, abilities, and aptitudes).

A school curriculum must:

- Contain the six areas of learning and experience (Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, Science and Technology)
- Encompass the statements of what matters (as set out in the statements of what matters code)
- Reflect the principles of progression set out in the progression code
- Include the mandatory curriculum elements (Religion, values and ethics, Relationships and sexuality education (RSE), Welsh, English)
- Encompass the mandatory cross-curricular skills (Literacy, numeracy and digital competence)

Schools must ensure their curriculum is supported by assessment arrangements which:

- Assess the progress made by learners in relation to the relevant curriculum
- Assess the next steps in learners' progression and the learning and teaching needed to make that progress
- Ensure a shared understanding of progression.
- Communicate and engage with parents and carers.
- Provide transition along the 3 to 16 continuum.

In 2022, secondary schools that are ready to roll out the curriculum to year 7 will be able to do so. However, formal implementation of the new curriculum will not be mandatory until 2023, with roll-out in that year to years 7 and 8 together. In education other than at school, including pupil referral units, the new curriculum will be mandatory for learners of primary school age in September 2022. It will be mandatory for learners in year 7 and year 8 from September 2023. This will also be the case in special schools and schools for three to 16-year-olds.

<b>Curriculum for Wales: The Engagement Phase</b>	
<b>The LA Will:</b>	<b>The School will:</b>
<ul style="list-style-type: none"> <li>• Provide training for schools to develop a vision for a purpose-led curriculum with detailed appreciation of the four purposes and the characteristics that make up each of the four purposes</li> <li>• Provide support for schools to understand all aspects of the Curriculum for Wales framework and legislation</li> <li>• Promote discussion about learning and teaching to raise the standards of pedagogy, deepening understanding of the 12 pedagogical principles, the professional standards for pedagogy</li> <li>• Support schools to become research informed, reflective practitioners, developing skills of professional enquiry in all schools and settings as part of the National Strategy for Educational Research and Enquiry</li> <li>• Develop schools as learning organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a vision through co-construction with practitioners, learners, parents, governors and wider stakeholders of how the four purposes will be realised in their school/setting</li> <li>• Attend training provided to develop a sound understanding of the curriculum framework and related documentation, legal requirements etc.</li> <li>• Engage in meaningful conversations about pedagogy to improve practice including the National Pedagogy Project, as well as explore a range of research-informed pedagogies</li> <li>• Collaborate with Higher Education Institutions to develop an understanding of professional enquiry processes and engage with research-informed innovations and interventions in order to improve pedagogy</li> <li>• Use the School as Learning Organisation<sup>6</sup> survey meaningfully to support school development planning</li> </ul>

<b>Curriculum for Wales: Designing, Planning and Trialling Phase</b>	
<b>The LA Will:</b>	<b>The School will:</b>
<ul style="list-style-type: none"> <li>• Support schools to develop a broad and balanced curriculum, suitable for learners of differing ages, that enables learners to make progress towards the four purposes</li> <li>• Promote opportunities for collaboration with a wide range of stakeholders and partnerships of schools and clusters from within the Local Authority and across Wales</li> <li>• Provide opportunities for schools to develop their understanding of assessment and progression, in line with the statutory principles of progression.</li> <li>• Support schools to explore each Area of Learning and Experience in depth to</li> </ul>	<ul style="list-style-type: none"> <li>• Design a broad and balanced curriculum that is relevant to the needs of their learners and provides opportunities to make progress towards the four purposes</li> <li>• Participate in collaborative networking to strengthen preparations for Curriculum for Wales, including design, pedagogy assessment etc.</li> <li>• Ensure progression is embedded in learning and teaching and form the basis of thinking in schools when designing and planning the school curriculum.</li> <li>• Participate in collaborative networks to explore the six Areas of Learning and Experience in depth, engaging in</li> </ul>

<sup>6</sup> [Schools as learning organisations - Hwb \(gov.wales\)](https://gov.wales/schools-as-learning-organisations)

<p>ensure a confident understanding of the Statements of What Matters, Descriptions of Learning and Progression Steps for each AoLE</p> <ul style="list-style-type: none"> <li>• Provide training and support for schools to produce curricula which pays due consideration to the mandatory curriculum elements.</li> <li>• Provide training and support for the mandatory cross-curricular skills: literacy, numeracy and digital competence</li> <li>• Provide training on developing a wide range of learning and teaching on the integral skills which underpin the four purposes</li> <li>• Provide training and support to allow schools to develop to design a curriculum which incorporates opportunities for learning and consideration of cross-cutting themes</li> <li>• Strengthen schools' understanding of assessment and progression, providing support for schools to design curricula that ensures all learners are able to make progress</li> <li>• Provide support and training for schools to cater for the well-being needs of practitioners and learners, ensuring well-being underpins the whole school ethos</li> <li>• Provide training and support on the Welsh Government Framework on embedding a whole school approach to emotional and mental well-being.</li> </ul>	<p>professional enquiry to improve learning and teaching within each AoLE</p> <ul style="list-style-type: none"> <li>• Ensure inclusion in curriculum planning of Religion, values and ethics, Relationships and sexuality education (RSE), Welsh and English</li> <li>• Develop a whole school approach for the delivery of cross curricular skills and working in collaboration with other schools/settings to improve practice</li> <li>• Develop learning and teaching strategies to embed the integral skills of Curriculum for Wales including: Creativity and innovation; Critical thinking and problem-solving; Personal effectiveness; Planning and organising</li> <li>• Ensure that the cross-cutting themes (RSE, UNCRC, Diversity, CWRE and local and international contexts) are meaningfully integrated into curriculum design</li> <li>• Use the principles of progression to inform their approaches to progression, ensuring all learners are able to make progress across the learning continuum, and develop a confident appreciation of assessment for/ of/ as learning</li> <li>• Use and apply the framework on embedding a whole school approach to emotional and mental well-being</li> </ul>
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<b>Curriculum for Wales: Leadership</b>	
<b>The LA Will:</b>	<b>The School will:</b>
<ul style="list-style-type: none"> <li>• Support lifelong professional learning for all practitioners at all levels, using the Professional Learning Passport<sup>7</sup> effectively to record and reflect upon professional learning opportunities</li> <li>• Provide leadership training at all levels of the leadership pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Access professional learning appropriate to each practitioner's stage of their career, making full use of early career pathway opportunities and engage with the national leadership pathway programmes</li> </ul>

<sup>7</sup> [Professional Learning Passport \(ewc.wales\)](http://ewc.wales)

<ul style="list-style-type: none"> <li>provide mentoring and coaching support to develop systems leaders</li> </ul>	<ul style="list-style-type: none"> <li>identify and support potential leaders at every stage of the pathway to take part in professional learning</li> <li>identify and support strong practitioners at each stage of the leadership pathway to support leadership development as systems leaders</li> </ul>
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**6.2: PROVISION AND ATTAINMENT FOR POWYS POST 16 LEARNERS**

The Local Authority as part of its role under the terms and conditions of the Welsh Government Post-16 Grant Funding and Schools transformation agenda, in May 2021 agreed to establish a new strategic management structure to manage the post-16 funding to deliver an enhanced post-16 learner entitlement.

This will comprise a high-level Strategic Management Board (SMB) and two Operational Management Boards (OMBs) in the North and South of the county for Powys Sixth Forms and Powys Special Schools which support learners aged 16+.

The LA will	The School will
<ul style="list-style-type: none"> <li>Establish and support the chairing and clerking of the Strategic Management Board (SMB) to commission the Powys post 16 provision and develop partnerships with other organisations</li> <li>Establish and support the efficient running and clerking of the two (North and South Powys) Operational Management Boards (OMBs) to annually submit curriculum proposals to the SMB</li> <li>Delegate the post 16 grant funding in line with the SMB commissioned model</li> <li>Monitor the percentage of NEETs aged 16-18</li> <li>Provide support to schools before the final PLASC returns and Post-16 data collections are submitted to WG</li> <li>Support schools with the use of SIMS</li> <li>Commission ALPs – Connect Interactive for all KS5 learners annually (BTEC, AS and A level)</li> </ul>	<ul style="list-style-type: none"> <li>Engage fully and provide where required, headteacher, governor and learner representation on the Strategic Management Board (SMB)</li> <li>Engage fully, in line with the agreed terms of reference and provide headteacher and one nominated senior leader representation on the relevant North or South Operational Management Board (OMB)</li> <li>Deliver the post 16 provision (including the Welsh Baccalaureate) in line with the agreed curriculum model commissioned by the SMB</li> <li>Ensure all learners have access to a broad curriculum offer, with quality provision, wellbeing support (including a Learning Coach) and career advice</li> <li>Raise the individual points score of learners within the school</li> <li>Set appropriate targets for all Post 16 learners</li> <li>Identify all courses undertaken by learners and complete the WG PLASC and Post-16 data collection returns</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that all activities which could be included are incorporated into the PLASC return</li> <li>• Ensure that all pupil and curriculum level data is accurately recorded on SIMS</li> <li>• Engage with Alps to evaluate learner progress and performance on an annual basis.</li> </ul>
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## 7. EDUCATION SUPPORT SERVICES DEPARTMENT

Service Manager: Anwen Orrells

### 7.1: GOVERNANCE

The Local Authority supports the governing functions of all schools and offers a clerking service through an annual Service Level Agreement.

<b>Governor support</b>	
<b>The LA will</b>	<b>The Governing body will</b>
<ul style="list-style-type: none"> <li>• Provide advice and guidance to governing bodies on their role and responsibilities in respect of the discharge of their duties</li> <li>• Offer a clerking service via a Service Level Agreement</li> <li>• Facilitate the Governors’ Consultative Committee as the principal consultation forum</li> <li>• For new schools, establish temporary governing bodies, provide a clerking service for the period of the temporary governing body and prepare the instrument of government in line with The Government of Maintained Schools (Wales) Regulations 2005</li> <li>• For established schools, update the instrument of government where required in line with The Government of Maintained Schools (Wales) Regulations 2005</li> <li>• Provide advice and support for the appointment of governors</li> <li>• The Local Authority will be responsible for the appointment of the Local Authority</li> </ul>	<ul style="list-style-type: none"> <li>• On an annual basis, following the first meeting in the autumn term notify the Governor Support Unit (<a href="mailto:governor.support@powys.gov.uk">governor.support@powys.gov.uk</a>) of the names of:                             <ul style="list-style-type: none"> <li>• Chair</li> <li>• Vice chair</li> <li>• Training link governor</li> <li>• Lead governor for Safeguarding and Children Looked After</li> <li>• Clerk</li> <li>• Transition governor</li> <li>• ALN governor</li> </ul> </li> <li>• Name and category of all governors in line with the agreed instrument of governance</li> <li>• Maintain accurate and up to date records of governing body membership in-line with the instrument of governance and notify the Local Authority of any changes in a timely manner throughout the year.</li> <li>• Clerks to inform the Local Authority in a timely manner of vacancies and the appointment of parent, community, additional community, foundation,</li> </ul>

<p>governors in conjunction with the local members and Cabinet Member for Education and Property</p> <ul style="list-style-type: none"> <li>• On receipt of approved paperwork from the clerk to the governing body, maintain a record of governing body membership</li> <li>• Process Disclosure and Barring Service checks in partnership with Employment Services</li> <li>• Provide advice and support via the School Improvement team as detailed in section 4 of this partnership agreement</li> <li>• Provide advice and support to governing bodies for senior school appointments via the School Improvement Advisor, corporate human resources and finance teams (headteacher, deputy, assistant headteacher and business manager positions).</li> </ul>	<p>teacher, and staff onto the governing body (as per the agreed instrument of governance) by completing the appropriate paperwork.</p> <ul style="list-style-type: none"> <li>• Clerks to inform the Local Authority immediately of any resignations and vacancies in the Local Authority governor position / role by completing the appropriate paperwork.</li> <li>• Undertake appointment to statutory committees and other committees in line with The Government of Maintained Schools (Wales) Regulations 2005</li> <li>• Facilitate good partnership arrangements between the school, cluster, school to school working, Local Authority and identification of governor champions and cluster representative for the Governor Consultative Committee</li> <li>• Clerk to provide the Local Authority with copies of governing body minutes on a termly basis</li> <li>• Establish for each member of the governing body and headteacher a register of any business interests they or any member of their immediate family have</li> <li>• As required by the Staffing of Maintained Schools (Wales) Regulations 2006, notify the Local Authority in writing of a vacancy in the post of headteacher or deputy headteacher prior to advertising.</li> </ul>
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<b>Governor training</b>	
<b>The LA will</b>	<b>The Governing body will</b>
<ul style="list-style-type: none"> <li>• Provide an annual training and development programme, focusing on local and national priorities</li> <li>• Provide mandatory training in respect of:                             <ul style="list-style-type: none"> <li>• The role of the Clerk</li> <li>• The role of the Chair</li> <li>• Induction</li> <li>• Understanding data</li> </ul> </li> <li>• Provide specific training in respect of child protection and safeguarding and complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Following self-evaluation, identify training needs of individual governors and the governing body as a whole and discuss with the governor support team and / or School Improvement Advisor of any additional bespoke support and training needs</li> <li>• Appointed training link governor to share details of training opportunities available to all governors</li> </ul>

<ul style="list-style-type: none"> <li>• Provide governing bodies and headteachers with termly briefing sessions</li> <li>• Provide the chair of governors with at least half termly briefing sessions</li> <li>• Maintain a record of attendance at training and development events.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate the induction of new governors. A mentor governor is considered as good practice.</li> <li>• Promote the attendance of governors at training courses and termly governor briefing sessions so that all governors are aware of the most recent policies, procedures, and legislation to effectively undertake their role as governor</li> <li>• Ensure that all governors and clerks complete the appropriate mandatory training within the prescribed timescales as determined by The Education (Wales) Measure 2011 and The Government of Maintained Schools (Clerk to Governing Body) (Wales) Regulations 2013<sup>8</sup></li> <li>• Ensure that any governors who have not completed the mandatory induction and data training as determined by The Education (Wales) Measure 2011 are issued with a letter from the chair of governors that they are suspended until mandatory training has been completed or for a total of six months. If mandatory training is not completed within the six-month timescale ensure that governors are removed from membership of the governing body</li> <li>• Ensure that any governors who have not completed the mandatory chairs training as determined by The Education (Wales) Measure 2011 within 6 months of appointment, are issued with a letter from the clerk informing him / her of their suspension from being chair until they complete the mandatory training. A copy of this letter should be sent to the headteacher and Local Authority</li> <li>• The chair of governors should make their clerk aware of the requirement to attend mandatory training.</li> <li>• The chair of governors to ensure that any clerks who have not completed the mandatory clerks training as determined by The Government of Maintained Schools (Clerk to Governing Body) (Wales) Regulations 2013 within one</li> </ul>
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<sup>8</sup> Guidance on mandatory training for governors and clerks (117/2013): [School Governors' guide to the law | GOV.WALES](http://gov.wales/school-governors-guide-to-the-law)



	year of appointment, are removed from their position as clerk.
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<b>Governor functions</b>	
<b>The LA will</b>	<b>The Governing body will</b>
<ul style="list-style-type: none"> <li>• Advise schools of expected reports to include budget plans, school attendance targets, etc.</li> <li>• Provide advice and guidance in respect of employment issues as defined in the Human Resources Service Level Agreement</li> <li>• Provide advice and support in respect of legal issues, on the understanding that where a governing body did not follow the advice of the Local Authority it was the governing body’s responsibility to meet any resultant costs</li> <li>• Provide advice and support in respect of budget and resource management.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce the Annual Report to Parents (The School Governors’ Annual Reports (Wales) Regulations 2011 and The School Governors’ Annual Reports (Wales) (Amendment) regulations 2013) and share with parents appropriately, copy on the school website and submit to the Local Authority<sup>9</sup></li> <li>• Provide the Local Authority with the following:                         <ul style="list-style-type: none"> <li>• budget plans (by 1<sup>st</sup> May annually), reconciliations and forecasts as detailed within the Powys scheme for the financing of schools</li> <li>• audited school voluntary and private fund information as per Financial Regulations / Powys scheme for the financing of schools’ requirements</li> <li>• school performance targets</li> <li>• school attendance targets</li> <li>• information regarding any incidents which have to be recorded e.g. bullying<sup>10</sup>, racial, physical intervention, substance misuse</li> <li>• any other reports that may be requested.</li> </ul> </li> <li>• Undertake an annual safeguarding audit and review of safeguarding policies and procedures and share with full governing body and forward to local authority safeguarding lead (in-line with our safeguarding governor document).<sup>11</sup></li> <li>• Comply with requirements in the Powys Scheme for Financing Schools in respect of any capital spending from the school’s budget share</li> </ul>

<sup>9</sup> [regulations-about-reporting-school-and-pupil-information-guidance.pdf \(gov.wales\) & Regulations about reporting school and pupil information \[HTML\] | GOV.WALES](#)

<sup>10</sup> [School bullying | Sub-topic | GOV.WALES](#)

<sup>11</sup> Keeping learners safe (270/2021) - [Keeping learners safe | GOV.WALES](#)

	<ul style="list-style-type: none"> <li>• Notify the Local Authority of any changes in the timing of the school day or to the school term dates</li> <li>• Participate in and support School Improvement support visits.</li> </ul>
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<b>Headteacher functions</b>	
<b>The LA will</b>	<b>The headteacher will</b>
<ul style="list-style-type: none"> <li>• Provide guidance on the format and content of termly reports</li> <li>• Provide exemplar policies for adoption and / or relevant local school level amendments as and when required</li> </ul>	<ul style="list-style-type: none"> <li>• Produce termly reports for governors</li> <li>• All reports and papers will be shared with governing body at least five days before a meeting to allow governors with time to effectively support and challenge the report content</li> <li>• Table considered and locally adapted policies to the governing body as per school policy schedule.</li> </ul>

**7.2: ATTENDANCE AND EXCLUSIONS**

Schools and the Local Authority will agree to set local targets and monitor attendance levels in order to meet national targets.

In discussion with schools, the Local Authority will set Local Authority targets and monitor exclusion levels in order to meet national targets.

Schools and the Local Authority will work collaboratively to ensure suitable and appropriate additional or alternative provision is provided for specific groups of pupils, including: those Educated Otherwise Than At School (EOTAS); permanently excluded pupils; those at risk of permanent exclusion; pupils with school phobia/anxiety; and pupils with medical needs, including those medically unfit to attend school. This provision will be either: full-time and permanent; part-time and regularly reviewed; full- or part-time and for a defined period of time.

<b>The LA will</b>	<b>The School will</b>
<ul style="list-style-type: none"> <li>• Monitor attendance rates, analyse trends and share data with schools so that attendance rates can be celebrated or challenged</li> <li>• Monitor accuracy of school attendance records via the Education Welfare Service and work with schools to ensure statutory compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance registers must be called and recorded on Teacher Centre / SIMS twice a day: at the start of the morning sessions and once during the afternoon session</li> <li>• Review and monitor attendance rates on a regular basis</li> </ul>

<ul style="list-style-type: none"> <li>• Provide support to schools for attendance and exclusion matters</li> <li>• Be represented at governors Pupil Discipline Committee meetings where permanent exclusions are discussed as per statutory guidance</li> <li>• Maintain accurate records of all alternative provision for pupils Educated Otherwise Than At School (EOTAS)</li> <li>• Apply its attendance framework, attendance pathway and inclusion pathway to raise attendance</li> <li>• Support with managed moves and monitor any managed moves</li> <li>• Provide oversight of flexi-schooling and PSP arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain accurate and up-to-date electronic pupil attendance records in the school Management Information System (Teacher Centre / SIMS), ensuring compliance with GDPR requirements with regard to the collection, storage and processing of personal information regarding pupils</li> <li>• Ensure accurate attendance data is transferred to a pupil's new school via the Common Transfer System (CTS) or within Teacher Centre, as appropriate, in accordance with WG guidelines</li> <li>• Ensure pupil start and end dates, registration status (including 'dual' registration if appropriate) and school history data (via the Common Transfer File system) are accurately recorded in the school's MIS system</li> <li>• Return attendance data electronically to the Local Authority, in line with Welsh Government guidelines</li> <li>• Complete annual statutory electronic attendance returns as required by Welsh Government</li> <li>• Follow Welsh Government guidance regarding exclusions, as set out in Guidance document no: 171/2015 – Exclusion from Schools and Pupil Referral Units</li> <li>• Inform the Local Authority of exclusions as they occur</li> <li>• Consistently work to the Local Authority attendance and inclusion pathways</li> <li>• Adhere to the Local Authority managed move pathway</li> <li>• Adhere to Local Authority guidance documents on flexi-schooling/part-time timetable arrangements</li> </ul>
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### 7.3: SCHOOL TERM DATES

School term dates are determined two years in advance in accordance with section 32A of the Education Act 2002 and are submitted to Welsh Government for consideration by the 31 August each year.

<b>The LA will:</b>	<b>The school will:</b>
<ul style="list-style-type: none"> <li>• Set draft term dates</li> <li>• Circulate consultation notices to Voluntary Aided and Faith Schools</li> <li>• Consult with all headteachers</li> <li>• Consult with unions</li> <li>• Consider comments received and amend where necessary</li> <li>• Submit the final draft term dates to Welsh Government by 31 August</li> <li>• Ensure term dates are available on the Powys Local Authority website once they have been ratified by the Welsh Government.</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntary Aided and Faith Schools will sign and return the consultation notice by the specified date.</li> </ul>

### 7.4: COMMUNICATIONS

The Communications Charter was developed in partnership between Schools Service, headteachers, the Local Authority's Communications Team and HR Team and provides guidance for communication for, and between, all schools and Schools Service staff.

The Charter was ratified in January 2021, and the below actions are being implemented in 2021-22.

<b>The LA will:</b>	<b>The school will:</b>
<ul style="list-style-type: none"> <li>• Retain a single point of contact for the issuing of key communications to schools where possible</li> <li>• Communications Team to set up a generic communications email account to ensure continuity during times of absence</li> <li>• Provide a weekly newsletter</li> <li>• Adhere to the email protocol as outlined in the Communications Charter</li> <li>• Ensure meeting invites are clear and succinct, and include time requirements, meeting content and outcome / purpose</li> <li>• Issue an updated Schools Handbook on a termly basis</li> <li>• Provide appropriate updates to be provided regarding any long-term</li> </ul>	<ul style="list-style-type: none"> <li>• All headteachers to use the head@ or pennaeth@ email addresses to ensure continuity</li> <li>• Chairs / Vice Chairs of cluster and area heads' meeting to circulate key discussion points immediately following the end of meetings to ensure consistency of message back to individual schools</li> <li>• Adhere to the email protocol as outlined in the Communications Charter</li> <li>• Ensure meeting invites are clear and succinct, and include time requirements, meeting content and outcome / purpose</li> <li>• Provide appropriate updates to be provided regarding any long-term sickness absence, and to include details</li> </ul>

sickness absence, and to include details of the member of staff who will be deputising	of the member of staff who will be deputising
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### 7.5: GRANT FUNDING

Regular and ad hoc grant funding is issued to the Local Authority and schools throughout the year.

The LA will:	The school will:
<ul style="list-style-type: none"> <li>• Ensure that education grant funding received by the Local Authority is circulated to schools</li> <li>• Ensure that full guidance regarding spend criteria is shared with schools including financial coding</li> <li>• Monitor spend against each grant</li> <li>• Submit any claims or monitoring documents as required by awarding body</li> <li>• Participate in any required audits</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that spend is in line with the grant criteria, as shared by Local Authority and any approved spending plans that are in place</li> <li>• Ensure that spend is within the grant period</li> <li>• Ensure that all goods and services are receipted within the grant period</li> <li>• Ensure that all spend is allocated to the financial codes provided by the Local Authority</li> <li>• Monitor spend against each grant</li> <li>• Evaluate impact of grant against allocation criteria</li> <li>• Pay back any grant amount that is not evidenced as fully spent or in line with grant criteria</li> <li>• Provide data or grant evidence relating to spend or impact as required, either by the Local Authority or an external body</li> <li>• Participate in any required audits</li> </ul>

### 7.6: ADMISSIONS

The School Admission Code<sup>12</sup> places the Local Authority as the admission authority for all community and voluntary controlled schools. For foundation schools and voluntary aided schools the governing bodies are the admission authorities.

The LA will	The School will
<ul style="list-style-type: none"> <li>• Make suitable arrangements to enable parents / guardians of children in their area to express a preference for a school</li> <li>• Draw up and share the criteria used to decide on the allocation and</li> </ul>	<ul style="list-style-type: none"> <li>• Make parents aware of the application process and timetable</li> <li>• The governing body of a community or voluntary controlled school, for which the Local Authority is the admissions</li> </ul>

<sup>12</sup> School admissions code (005/2013) - [School admissions code | GOV.WALES](#)

<p>oversubscription criteria of school places as laid out in the annual admissions information and arrangement booklet</p> <ul style="list-style-type: none"> <li>• Annually consult on the admission arrangements two years in advance of the school year and determine the arrangements by 15 April in the determination year</li> <li>• Annually (no later than 1 October) publish a composite prospectus setting out the determined admission arrangements and timetable for every maintained school within the Local Authority</li> <li>• Process late and in year applications</li> <li>• Notify parents the outcome of all admission applications</li> <li>• Establish an independent panel to which parents can appeal against decisions to refuse admission to their preferred school.</li> <li>• Applications from children with ALN but without statements, children with disabilities or challenging behaviour must not be refused admittance to a school, but suitable support and guidance will be provided by the school improvement and inclusion teams</li> <li>• Alternative provision will be provided where a pupil has been permanently excluded from two or more schools</li> <li>• The hard to place policy will be followed where necessary.</li> </ul>	<p>authority, must implement any decision taken by the admission authority relating to the admission of pupils without undue delay</p> <ul style="list-style-type: none"> <li>• Schools may not refuse to admit a child because they consider themselves unable to cater for his or her ALN, behavioural or needs of a disabled pupil. However, individual support plans will be developed and monitored and if necessary an application made to PIP.</li> </ul>
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**7.7: DATA**

The School Information (Wales) Regulations 2011, imposes duties on the Local Authority and all schools to maintain accurate data and where necessary to make provisions for the publication of data.

<b>The LA will:</b>	<b>The school will:</b>
<ul style="list-style-type: none"> <li>• Provide and support schools in operation of Teacher Centre and SIMS</li> <li>• Support schools and set appropriate deadlines for receiving returns from schools in the annual collection of data for Welsh Government including:</li> </ul>	<ul style="list-style-type: none"> <li>• Manage and ensure all data and educational records on Teacher Centre and SIMS are maintained accurately</li> <li>• Comply and provide the Local Authority with the data required for Welsh Government returns, for</li> </ul>

<ul style="list-style-type: none"> <li>• Attendance<sup>13</sup> via DEWi (Suspended for 2021/22)</li> <li>• School Workforce Annual Census (SWAC)</li> <li>• Post-16 collection data to DEWi</li> <li>• Pupil Level Annual School Census (PLASC) to DEWi</li> <li>• National data collection - Teacher assessment data to DEWi and external exam results / SSSP (Suspended for 2021/22)</li> <li>• Support schools with the Common Transfer System (CTF)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance<sup>14</sup> via DEWi (Suspended for 2021/22)</li> <li>• School Workforce Annual Census (SWAC)</li> <li>• Post-16 collection data to DEWi</li> <li>• Pupil Level Annual School Census (PLASC) to DEWi</li> <li>• National data collection - Teacher assessment data to DEWi and external exam results / SSSP (Suspended for 2021/22)</li> <li>• Ensure that whenever a pupil joins or leaves a school, that the Common Transfer File (CTF) accompanies him / her<sup>15</sup></li> </ul>
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**7.8: HEALTH AND SAFETY**

The Health and Safety at Work Act 1974 places overall responsibility for health and safety with the employer. Who this is, varies with the type of school:

- For community schools, community special schools, voluntary controlled schools, maintained nursery schools and pupil referral units the employer is the local authority.
- For foundation schools, foundation special schools and voluntary aided schools, the employer is usually the governing body.

The school and governing body have responsibility for the day-to-day management of the school premises, its occupants and any visitors.

<b>The LA will</b>	<b>The School / Governing Body will</b>
<p>Where the Local Authority is the employer, it has a duty to ensure, so far as is reasonably practicable for:</p> <ul style="list-style-type: none"> <li>• The health, safety and welfare of teachers and other school staff</li> <li>• The health and safety of pupils in school and on off-site visits</li> <li>• The health and safety of visitors to schools, and volunteers involved in any school activity</li> </ul>	<ul style="list-style-type: none"> <li>• Draw up its own health and safety policy based on the Local Authority 's general policy</li> </ul> <p>Where responsibilities under health and safety legislation are delegated to the 'school', the school staff and governing body will:</p> <ul style="list-style-type: none"> <li>• Take responsibility for producing a school health and safety policy</li> </ul>

<sup>13</sup> Education (Pupil Registration) (Wales) Regulations 2010

<sup>14</sup> Education (Pupil Registration) (Wales) Regulations 2010

<sup>15</sup> The Education (Pupil Information) (Wales) Regulations 2004 and circular 18/2006

<ul style="list-style-type: none"> <li>• The Local Authority will have a health and safety policy and arrangements by which to implement it</li> <li>• The Local Authority, as the employer, retains the ultimate responsibility for health and safety</li> <li>• The Local Authority will undertake audits to ensure that the requirements of the employer are being fulfilled</li> <li>• The Local Authority will provide health and safety guidance to those schools where it is the employer</li> <li>• The Local Authority will provide access to appropriate health and safety training, including risk management</li> <li>• The Local Authority will provide advice on health and safety issues, prepare a policy statement on health, safety and welfare for schools and provide training</li> <li>• The Local Authority will provide advice and guidance to foundation, foundation special and voluntary aided schools. In Powys, these schools receive the same advice and guidance as schools where the Local Authority is the employer, the difference is that the governing body is the employer, and retains ultimate responsibility for health and safety</li> <li>• The Local Authority will provide pre-employment screening and/or surveillance</li> <li>• The Local Authority will provide a system for the planning and approval of educational visits</li> <li>• The Local Authority will offer a Service Level Agreement for occupational health advice and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Take reasonable care of their own and others' health and safety</li> <li>• Co-operate with their employers</li> <li>• Carry out activities in accordance with training and instruction</li> <li>• Inform the employer of any serious risks</li> <li>• Ensure that any equipment, machinery or dangerous substance is always used by employees or pupils in accordance with the instructions and/or training they have been given</li> <li>• Provide employees and pupils with appropriate personal protective equipment and ensure it is used and/or worn when necessary</li> <li>• Ensure that any defects and/or hazardous conditions identified within the workplace are reported and dealt with in a timely manner and, in the interim, areas of the workplace and/or items or equipment that present serious and imminent danger to person are isolated</li> <li>• Ensure staff and governors attend health and safety training courses provided</li> <li>• Ensure that all accidents, hazardous events or conditions are reported and investigated in accordance with the relevant procedures and co-operate with any investigation of health and safety in their workplace so that causes can be established, lessons learnt and performance improved</li> <li>• Ensure that all off-site activities are planned in accordance with the guidance provided by the Local Authority.</li> </ul> <p>Schools, as part of the Powys Scheme for Financing Schools, should:</p> <ul style="list-style-type: none"> <li>• Supply all financial and other information to enable the Local Authority to be sure that the school is managing its budget satisfactorily in meeting its health and safety responsibilities</li> </ul>
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	<ul style="list-style-type: none"> <li>• Have due regard to the Local Authority’s responsibility for health and safety</li> <li>• Assess in advance where relevant the health and safety competence of contractors taking into account the policies of the Local Authority</li> <li>• Comply with Powys County Council Disclosure and Barring Service policy and procedures.</li> </ul>
<p>Where the governing body is the employer i.e. in Aided and Foundation schools, it will be responsible for the issues in the ‘LA’ column.</p>	

**7.9: EDUCATIONAL VISITS**

Schools and the Local Authority will work to a policy on educational visits and school trips which adheres to national guidance.

The Local Authority will provide a system for the planning and review of educational visits (Evolve [EVOLVE - Choose Service \(edufocus.co.uk\)](http://edufocus.co.uk)), and all school are required to use this system for any school visit which is undertaken.

<b>The LA will</b>	<b>The School will</b>
<ul style="list-style-type: none"> <li>• Provide an online electronic system (EVOLVE) for the planning, undertaking and reviewing of all educational visits</li> <li>• Provide support, advice and guidance to all schools to support with the planning, undertaking and reviewing of all educational visits                             <ul style="list-style-type: none"> <li>• For advice and guidance, school EVCs and headteachers should contact Jake Wiid via email - <a href="mailto:jake@evolveadvice.co.uk">jake@evolveadvice.co.uk</a></li> <li>• For support with EVOLVE school EVCs and headteachers should contact <a href="mailto:support@evolveadvice.co.uk">support@evolveadvice.co.uk</a></li> </ul> </li> <li>• Provide training on educational visits and EVOLVE</li> <li>• Have oversight of and quality assure all educational visits in categories which require Local Authority approval</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to the Local Authority policy and national guidance for educational visits</li> <li>• Use the online electronic system (EVOLVE) to plan and review all educational visits</li> <li>• Ensure all visits are planned, including risk assessments, thoroughly and with sufficient lead-time for approval (at least four weeks)</li> <li>• Ensure all educational visits which require Local Authority approval are submitted for that approval</li> <li>• Ensure all educational visits are reviewed using the online electronic system (EVOLVE)</li> </ul>

<ul style="list-style-type: none"> <li>• Monitor and quality assure educational visits which do not require Local Authority approval through sampling/desktop review exercises</li> <li>• Undertake field monitoring of educational visits as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Local Authority guidance and advice or direction in regard to educational visits.</li> </ul>
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## 8. FINANCE DEPARTMENT

Manager: Mari Thomas - Interim Schools Finance Manager & Nancy Owen - Schools Finance Manager

Finance delivers a statutory function as well as an optional element of the services it provides to schools. The overarching elements of the service offered are set out below, along with the requirements of the school.

Further detailed information can be found in the annual finance Service Level Agreement and Powys Scheme for the financing of schools' requirements.

The LA will	The School will
<b>Budget Setting:</b>	
<ul style="list-style-type: none"> <li>• Notify schools of their funding allocations along with accompanying estimated future year funding projections.</li> <li>• Include a range of information to enable accurate setting of the budget e.g inflation, pension information and salary points.</li> <li>• Support, challenge and report any concerns in relation to the schools' budget and those that do not comply with the Scheme for Financing Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Own, prepare and submit a robust budget plan approved by the Governing Body within the timescales specified and in compliance with the Scheme for Financing Schools.</li> </ul>
<b>Budget Monitoring &amp; Maintenance:</b>	
<ul style="list-style-type: none"> <li>• Provide access, training, and advice to schools in relation to monitoring their budgets via the financial system in place.</li> <li>• Reporting of schools' budgets on a regular basis to Schools Service</li> </ul>	<ul style="list-style-type: none"> <li>• Process invoices and receipt income on a timely basis ensuring appropriate coding is used at source.</li> <li>• Review monthly finance reports, investigate variances, and address any variances and subsequent impact on the budget position.</li> </ul>

<p>Management Team, Section 151 Officer, Cabinet and Schools Forum.</p> <ul style="list-style-type: none"> <li>Review budget and forecast submittals for accuracy and compliance and work with the school to ensure accurate forecasting is provided.</li> </ul>	<ul style="list-style-type: none"> <li>Report regularly the financial position to the Governing Body.</li> <li>Ensure that monthly and year end forecasts are submitted to the Local Authority in line with the financial reporting timetable.</li> </ul>
<b>Capital:</b>	
<ul style="list-style-type: none"> <li>Advice on capital funding options, accurate recording and maintenance of all capital items in the accounts.</li> <li>Support the 21st Century schools and major improvement programme.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure compliance with capital finance regulations and notifying the Local Authority so that any capital works, equipment etc can be recorded appropriately.</li> </ul>
<b>Closure of accounts:</b>	
<ul style="list-style-type: none"> <li>Provide detailed guidance and timelines for the process of closure of accounts. Ensure the Local Authority complies with all financial regulations/audit requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Read and implement all year end guidance received, ensuring that all income and expenditure is reported in the correct financial year providing the Finance service with any debtors or creditors and the appropriate evidence.</li> </ul>
<b>Training:</b>	
<ul style="list-style-type: none"> <li>Provide training opportunities on a breadth of financial services to both headteachers, school support staff and governors.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all staff / governors involved in finance are adequately trained and access the training opportunities available.</li> </ul>
<b>Insurance:</b>	
<ul style="list-style-type: none"> <li>Ensure adequate insurance (where applicable) is in place alongside effective handling of all claims and any advice required in an efficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure compliance with all guidance/policies issued and reporting of incidences within the timescales specified.</li> <li>Ensure any changes that affect policies are reported in a timely manner to ensure cover is in place at all times.</li> </ul>
<b>Purchase Cards:</b>	
<ul style="list-style-type: none"> <li>Support schools with the applications for purchase cards.</li> </ul>	<ul style="list-style-type: none"> <li>Comply with all policies regarding the issuing and use of purchase cards.</li> </ul>

<ul style="list-style-type: none"> <li>• Provide access to the purchase card system and provide advice on the use of the cards.</li> <li>• Post <u>approved</u> transactions to the financial ledger.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure housekeeping e.g approving transactions is done in a timely manner.</li> <li>• Ensure accurate coding of all transactions, and appropriate evidence to support VAT claims are retained.</li> </ul>
<b>Creditors:</b>	
<ul style="list-style-type: none"> <li>• Pay invoices in a timely manner, ensuring compliance with VAT and Construction industry tax regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Process and authorise payments ensuring correct coding, and retention of relevant documentation to meet financial requirements.</li> </ul>
<b>Technical:</b>	
<ul style="list-style-type: none"> <li>• Provide technical expertise and advice and completion of VAT returns, statistical returns, provision of benchmarking information etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the appropriate coding of all income and expenditure to ensure accurate report of statistical information and use for benchmarking tools.</li> <li>• Ensure financial regulations are complied with and provide the Local Authority with any information required to support audits.</li> </ul>

## 9. HUMAN RESOURCES DEPARTMENT

Manager: Rachel Hudson - Human Resources Manager (Schools)

The Schools Human Resources (HR) Service is specifically designed to support schools in improving educational outcomes for children in Powys. We deliver this via our Service Level Agreement by having:

- A dedicated, experienced and appropriately qualified HR team who understand the educational issues faced by schools in Powys
- HR Business Partners with specialist employment law and HR best practice knowledge, in the context of Wales
- An engaging, collaborative style which seeks to minimise risk and identify opportunities to support schools in delivering improved outcomes.



The LA will	The School and Governing body will
<ul style="list-style-type: none"> <li>• Provide advice and guidance in respect of employment issues as defined in the Human Resources Service Level Agreement, on the understanding that where a governing body did not follow the advice of the Local Authority it was the governing body’s responsibility to meet any resultant costs</li> <li>• Provide advice and support in respect of legal issues, on the understanding that where a governing body did not follow the advice of the Local Authority it was the governing body’s responsibility to meet any resultant costs</li> <li>• Offer training in relevant HR matters to Governors as defined in the Human Resources Service Level Agreement</li> <li>• Support with headteacher appointments.</li> </ul>	<ul style="list-style-type: none"> <li>• Deal with all employment issues in a timely and legally sound manner seeking and giving due consideration to advice provided by the Local Authority.</li> <li>• Inform Powys County Council (specifically the Schools HR Team) when:               <ul style="list-style-type: none"> <li>• A Staff Disciplinary and Dismissal Committee has made a recommendation to dismiss an employee (maintained school) <b>or</b> a Staff Disciplinary and Dismissal Committee has dismissed an employee (voluntary aided or foundation school)</li> <li>• A model HR policy provided by the Local Authority has been adopted by the governing body</li> <li>• A decision is taken to adopt a HR policy other than the approved model policies provided by the Local Authority, provide a copy of the policy and confirmation that this has been locally consulted upon and approved by the relevant bodies</li> <li>• The headteacher becomes ill resulting in an absence of 5 consecutive working days or more (or sooner if required)</li> <li>• A headteacher and / or deputy vacancy arises.</li> </ul> </li> </ul>

**10. PROPERTY DEPARTMENT**

Manager: David Thompson - Schools Estates Manager, Strategic Property.

The Local Authority controls the use of school premises, but the day-to-day management for the use of school premises at all times both during and outside the school day rests with the governing body (in community and voluntary controlled schools, subject to Local Authority directions, and in voluntary aided and foundation schools, subject to the Trust Deed).

The majority of capital and external repairs and maintenance work for aided schools is grant-aidable from the Welsh Government.

The LA will	The School will
<ul style="list-style-type: none"> <li>• Undertake major capital works relating to school premises in line with the 21<sup>st</sup> Century Schools capital programme and the Authority's annual Schools Major Improvements Programme</li> <li>• Maintain, update, and review the Schools Asset Management Plan for school premises</li> <li>• Provide advice and guidance to schools regarding estate management matters, including school's premises management and asset compliance, Fire Officer reports, Environmental Health reports for kitchen compliance, boundary issues, land ownership, wayleaves, easements, trees, school car parks, safeguarding the buildings and land etc</li> <li>• Undertake all statutory compliance testing, servicing and inspection of plant, equipment etc.</li> <li>• The Local Authority and Schools Estates Team will undertake the ordering of property compliance remedial works where school are within the Property Plus scheme.</li> <li>• The Local Authority and Schools Estates Team will contact schools with delegated budget outside of the Property Plus scheme to request the statutory remedial works arising from inspection and testing are completed and funded from the schools delegated budget to ensure compliance</li> <li>• Provide advice and guidance to schools regarding their responsibilities relating to premises compliance and repair and maintenance issues</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with the Local Authority and Schools Estates Team the need for minor or major improvements to school premises to ensure safe operational and compliance premises.</li> <li>• Seek written permission from the Local Authority and School Estates Team before carrying out any alterations to the buildings or premises (refer to form SE1 – School's request form for permission to undertake alterations to the building, plant and equipment and demolition works)</li> <li>• Ensure school premises are safe and compliant for use including updating risk assessments, Fire Risk assessment, COSHH assessment, Asbestos Management plan and risk assessment</li> <li>• Bring issues of concern relating to estate management and premises and compliance management to the attention of the Local Authority and Schools Estates Team.</li> <li>• Negotiate fees and grants, ad hoc hire/use of premises agreements, etc.</li> <li>• Discuss issues of concern relating to repair and maintenance issues with the Local Authority and Schools Estates Team</li> <li>• Undertake repair and maintenance works to the school premises according to the division of responsibilities between the Local Authority and schools/governors as detailed in the relevant documentation and ensure compliance with Control of Asbestos Regulations and C.D.M Regulations etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Undertake construction works according to the division of responsibilities between the Local Authority and schools/governors as detailed in the relevant documentation</li> <li>• Offer a Service Level Agreement (Property Plus) for repairs and maintenance to primary, pupil referral units and special schools</li> <li>• Undertake the negotiation and put in place lease agreements, wayleaves and licences for statutory undertakers, early years groups etc. in conjunction with schools and governing bodies</li> <li>• Offer a site-specific Service Level Agreement relating to maintenance of grounds</li> <li>• Offer a site-specific service relating to the maintenance of grounds on a pay-as-you-use basis</li> <li>• Offer a Service Level Agreement for the repairs and maintenance of kitchen equipment</li> <li>• Provide advice and arrange insurance cover in respect of buildings, contents and other requirements via the Local Authority's Corporate Risk and Insurance Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise with the Local Authority and Schools Estates Team issues of concern relating to the maintenance of grounds</li> <li>• Agree the grounds maintenance contract, whether internally or externally arranged</li> <li>• Raise with the Local Authority and Schools Estates Team issues of concern relating to premises health and safety issues</li> <li>• Discuss insurance requirements with the Local Authority's Corporate Risk and Insurance Service</li> <li>• Comply with the terms and conditions of the insurance policies incepted by the Local Authority on behalf of schools.</li> </ul>
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## 11. AGREEMENT SIGNATURES

### Powys Local Authority – School Partnership Agreement

1<sup>st</sup> September 2021 - 31<sup>st</sup> August 2024

#### **SIGNATURES**

##### **1. To be completed by the Local Authority**

The Local Authority accepts the content of the Powys Local Authority - School Partnership Agreement document as a reflection of the actions it will take on behalf of itself and its schools.

Signed:

Designation:

Date:

##### **2. To be completed by the school**

The Governing Body notes the content and agrees to accept the Powys Local Authority - School Partnership Agreement document until 31<sup>st</sup> August 2024 or until such time as there is a material change, for example as a result of new Welsh Government or Estyn policy and procedure.

Signed on behalf of (School Name):

Chair of Governors:

Headteacher:

Date:

To be returned to Anwen Orrells, Service Manager for Education Support Service by e-mail to [anwen.orrells@powys.gov.uk](mailto:anwen.orrells@powys.gov.uk) by **Monday 13<sup>th</sup> December 2021**.