

Divisional Business Plan 2013-14

Directorate Name: Education Learning and Skills

Division/Business Unit Name: Kent Educational Psychology
Service

EXECUTIVE SUMMARY:
Cabinet Portfolio: Mike Whiting
Responsible Corporate Director: Patrick Leeson
Responsible Director: Kevin Shovelton
Head(s) of Service: Andrew Heather
Gross Expenditure: £3,007200
FTE: 42.2



SECTION A: ROLE/PURPOSE OF FUNCTION

The purpose of the Kent Educational Psychology Service (KEPS) is to support improved outcomes for vulnerable children, young people and their families in Kent. The Service aims to enhance understanding of child development and the relationship between thought, feeling and behaviour, through the application of evidenced based or informed psychological practice.

All Kent Educational Psychologists are registered with the Health Professional Council (HPC) which is the national regulatory body for the profession. This mandates an ongoing programme of Continual Professional Development (CPD) and regular professional practice supervision by an HPC registered EP.

The Kent Educational Psychology Service works to improve outcomes for children and young people who are vulnerable because they have special educational needs or other barriers to their learning and development.

The Service seeks to:-

- Build capacity, resource and resilience in the organisations that support children and young people's learning
- Promote understanding of children's psychological development and the relationship between thought, feeling and behaviour and encourage reflective practice within the children's workforce
- Support the social and emotional well-being and improved learning outcomes of vulnerable children and young people in settings, schools and the wider community
- Work collaboratively to improve outcomes in educational settings, in particular to schools in challenging circumstances and with significant development needs
- Provide support in dealing with crisis and/or critical incidents in schools / settings
- Work collaboratively with education professionals, parents/carers, the wider community and other agencies to provide efficient, effective and timely support for vulnerable children and young people
- Enable children and young people to express their own views and perspectives on their needs and how these might be best met
- Continuously improve accountability and communication with all relevant partners and stakeholders

The draft Legislation on the "Reform of provision for children and young people with Special Educational Needs" (September 2012) is now under consideration. The implications for the delivery of educational psychological services are being explored through the Kent Pathfinder which is part of the South East Seven Consortium (SE7) Special Educational Needs and Disability Pathfinder.

Bold Steps for Education reflects the national and local emphasis on the delivery of services and decision making at a local level. We are

committed to the delivery of services in an integrated way supporting the development of local decision making processes at a district level.

KEPS provides core services including statutory work and prioritizes early intervention and preventative approaches purchased on a traded basis through EduKent. This enables schools to access a guaranteed level of delivery from the service in addition to statutory functions.

As part of core delivery the service provides:

- Psychological advice to the Local Authority for children and young people undergoing the statutory action assessment process of their special educational needs (SEN).
- Participation and contribution to the Local Authority SEN decision making and associated processes (e.g. SEN tribunals and annual reviews).
- Support to schools and settings in dealing with crisis and/or critical incidents.
- Consultation with schools through Local Inclusion Forum Teams (LIFTs)
- Support for multi-agency processes for children, young people and their families through the Single Point of Access and associated processes (Team around the Child/Family)

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The Kent Educational Psychology Service, through the delivery of its core service and enhanced traded services to schools supports the achievement of Bold Steps Priority 3 - **To ensure all pupils meet their full potential which seeks to tackle disadvantage within the county of Kent.**

This is complemented by Delivering Bold Steps for Kent – Education, Learning and Skills Visions and Priorities for Improvement (2012). This details how ELS will support the ambitions and priorities of Bold Steps.

Detailed below are the key priorities and targets that relate to the delivery of the Kent Educational Psychology Service:

- Prioritising the completion of statutory action assessment advice as its contribution to the 2016 outcome of 95% of SEN statutory assessments being completed within timescales
- Providing high quality psychological services that schools are able to procure through EduKent

It is intended that this will contribute to the 2016 outcomes of

- Reducing the number of pupils requiring a statement of special educational needs through effective early intervention
- There being no children and young people in care being excluded from school

It is intended that :

- That the service will prioritise children in care and children in need for the targeting of any available discretionary core time if there is a severe risk of permanent exclusion and EP involvement is needed to promote inclusion.
- The service will contribute to the Single Point of Access process and the development of Local Authority strategies including; SEN, the promotion of a culture of inclusion, the improvement of District based working, support for and promotion of school collaboration alongside better integrated working between education, health and social care.
- The service will contribute to the expansion and development of the Special Educational Needs and Disability (SEND) Pathfinder, the Kent single assessment process and the new Educational Health and Care plans.
- The service will utilize technological opportunities to improve the efficiency of service delivery. Examples include tele and video conferencing, use of smart phones, and the application of technology to support evidence based interventions (including the adoption of web based support).

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1:		DESCRIPTION OF PRIORITY: Provision of Statutory Action psychological advice within expected time scales and support for the SEN Assessment decision making process		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Provision of Statutory Action psychological advice within expected time scales and support for the SEN Assessment decision making process			
1.1	Statutory work will be undertaken as a priority with flexible deployment of Educational Psychology resources within and across quadrants to take account of variable demand.	Sarah Hindle/Rosemary Rees	April 2013	Ongoing
1.2	Contribute to the development, formulation and implementation of the SEN strategy and engagement with relevant associated pilots, including the further development and expansion of the Special Educational Needs and Disability Pathfinder.	Andy Heather	April 2013	March 2014
1.3	Contribution to the development of Kent's single integrated assessment process for the new Education, Health and Care Plans ready for full implementation in September 2014.	Andy Heather/Sarah Hindle/ Rosemary Rees	April 2013	Ongoing

2 Engagement with statutory processes for effective decision making as part of the SEN assessment/placement process for children with severe and complex needs.				
2.1	Informed participation in no less than 95% of LA SEN decision making forums and processes including psychological advice and support to the tribunal processes where involvement is agreed.	Sarah Hindle/Rosemary Rees	April 2013	March 2014
2.2	Planning meetings for special schools, PRUs and Alternative Curriculum provision for the prioritisation of annual reviews (see 2.4)	Sarah Hindle/Rosemary Rees	April 2013	Ongoing
2.3	Contribution to the Annual Review process of children/young people where schools, LA and/or parents have significant concerns, including out of county placements where appropriate from available core time.	Sarah Hindle/Rosemary Rees	April 2013	Ongoing
KEY MILESTONES				DATE (month/year)
A	By September 2013 the service will be on track to achieve the required statutory time scales, including the flexible deployment of Educational Psychologists to meet demand and support for SEN decision making processes.			Monthly monitoring April 2013 to March 2014
C	Action group established with Head of SEN, Principal Educational Psychologist and service management team to plan for changes to SEN as a result of the Children and Families Bill 2013			September 2013
D	3 monthly review undertaken with the Head of SEN Assessment and Placement, the Principal Educational Psychologist and the Service Management team to review and reduce the requests for statutory assessments and numbers of children and young people that are requiring statements of special educational need.			Quarterly June 2013 September 2013 December 2013 March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?			ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No	
	There are no key decisions that we anticipate following on from this work in 2013 -2014		N/A	

PRIORITY 2:		DESCRIPTION OF PRIORITY: The delivery of a core offer of support for vulnerable children and young people in order to promote their learning and development through consultation and intervention.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	To ensure that all maintained schools and Academies have access to the core offer which will be “free at the point of delivery”			
1.1	<p>Collaborative problem-solving with schools and partners at the district based Local Inclusion Forum Teams (LIFTs) to enable :</p> <ul style="list-style-type: none"> Needs to be effectively met reducing request for statutory assessment and numbers of pupils requiring a statement of special educational need. Pupil progress at school action and school action plus to be made that is at the national average or above in each District. 	<p>Barbara MacBlain Meg Phillips/M aria Kwoka/ Rosie Hitchings/Jane Birnie /Sally Richardson/ Pau Withington/Ben Hayes/ Elizabeth Holmes</p>	April 2013	March 2014
1.2	Delivery of Crisis support (see priority 5 below) where it is deemed that a school is in need of support at a result of a critical incident.	<p>Ben Hayes/Dan Jones/ Rachel Cole/Helen Webb/ Sally Richardson</p>	April 2013	March 2014
1.3	Contributions to Single Point of Access meetings prioritising for follow up children who meet core discretionary criteria* (see 1.4 and 1.6) within the constraints of available resource.	<p>Barbara MacBlain/Meg Phillips/ Maria Kwoka/ Rosie Hitchings/ Jane Birnie/Sally Richardson/ Paul Withington/Ben Hayes/ Elizabeth Holmes</p>	April 2013	March 2014
1.4	Support for children with no school place including preschool children commissioned through appropriate routes and to include EP	Andy Heather	April 2013	March 2014

	contribution to supervision for Portage Home Visitors.			
1.5	<p>Attendance at Children in Care and Child in Need meetings where the service has had relevant contact with the child/young person during the last two years.</p> <ul style="list-style-type: none"> ➤ Consultative support to complex case discussion for children in care in support of VSK. ➤ Support for the 'attachment friendly school' in support of VSK. 	Barbara MacBlain/Meg Phillips/ Maria Kwoka/Rosie Hitchings/ Jane Birnie/ Sally Richardson/ Paul Withington/Ben Hayes /Elizabeth Holmes	April 2013	March 2014
1.6	<p>Where there is sufficient capacity from "core discretionary time" follow up work from LIFT and SPA will be prioritised to include:</p> <ul style="list-style-type: none"> ➤ Children in Care to complement VSK support ➤ Children at high risk of permanent exclusion or school refusal, where EP involvement is needed to promote inclusion ➤ Children with no school place including preschool children 	Sarah Hindle/Rosemary Rees	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Local Inclusion Forum Teams (LIFTs) are embedded with EP attendance (bi annual monitoring) and contribution established and valued by participating schools (annual monitoring).		Twice Yearly monitoring September 2013 and March 2014	
B	Monitor and review service activity (core offer) to inform future business planning.		Twice Yearly monitoring October 2013 March 2014	

C	PEP In collaboration with Interim Principal Advisor (Special and PRU) and Head of SEN monitor district pupil progress data at School Action and School Action plus .	November 2013
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
1	There are no key decisions that we anticipate following on from this work in 2013 -2014	N/A

PRIORITY 3:		DESCRIPTION OF PRIORITY: To address the needs of vulnerable children who have barriers to learning and to prevent these from entrenching or escalating through the offer of additional traded services.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Increase capacity of schools and settings to meet the needs of vulnerable children and young people in an effective and timely fashion.			
1.1	To deliver enhanced psychological services to schools commissioned through traded services.	Sarah Hindle/Rosemary Rees	April 2013	March 2014
1.2	To undertake preventative work, reducing requests for statutory assessment and the number of pupils and young people requiring a statement of special educational need.	Sarah Hindle/Rosemary Rees	April 2013	March 2014
1.3	To provide psychological consultation, support and capacity building for teaching, learning and well being issues through: <ul style="list-style-type: none"> • Consultation and advice to parents, carers, teachers and other professionals • Direct intervention with children and young people • Work at a whole school level 	Sarah Hindle/Rosemary Rees	April 2013	March 2014
1.4	To support and enable opportunities for the development of trainee Educational Psychologists (through professionally supervised and supported practice) to contribute to service delivery in collaboration with accredited training courses.	Andy Heather	April 2013	March 2014
2	To maintain and develop traded services			

2.1	To deliver and review through feedback, commissioned traded services to all customers.	Andy Heather	April 2013	March 2014
2.2	Further development of effective prevention/early intervention through service level agreements with Kent schools.	Andy Heather	April 2013	March 2014
2.3	Development and delivery of <ul style="list-style-type: none"> • Bespoke commissions to schools and settings • A wider range of centrally delivered training 	Andy Heather	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	100% delivery of all SLAs to Kent Schools.			Quarterly review from April 2013 to March 2014
B	Refine commissioning and trading processes in collaboration with EduKent and establish baseline for customer satisfaction (95% completely satisfied/will continue to purchase.)			January 2014
C	The market development of traded services reviewed and adjusted as appropriate. To explore new and effective ways of delivering joined up services with associated partners and relevant EduKent Services.			March 2014
D	Additional schools commissioning traded services through an SLA.			March 2014
E	Review the SLA processes for KEPS.			November 2014
F	Refine and review customer evaluation process			November 2013 and March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?				ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
There are no key decisions that we anticipate following on from this work in 2013 -2014				N/A

PRIORITY 4:		DESCRIPTION OF PRIORITY: Timely and effective support to schools who experience critical incidents in order to minimise disruption to learning and teaching.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	To enable schools to meet and address immediate the psychological and emotional needs of children and staff in the event of a critical incident.			
1.1	Respond to critical incidents through the designated coordinating EPs (the countywide crisis support team) and the First Contact Group in accordance with KEPS policy and guidance.	Ben Hayes/Dan Jones/ Rachel Cole/ Helen Webb/ Sally Richardson	April 2013	March 2014
1.2	Monitoring the quality and outcomes of service delivery to critical incidents through evaluative feedback.	Ben Hayes	April 2013	March 2014
1.4	Development of links with regional and national Educational Psychology Services Crisis Support Teams to promote good practice and strengthen KEPS response.	Andy Heather	April 2013	March 2014
2	To enable schools to be prepared for critical incidents when they occur.			
2.1	The delivery of county wide training on a traded basis to enhance schools' capacity to respond appropriately to critical incidents.	Andy Heather	April 2013	March 2014
KEY MILESTONES				DATE (month/year)
A	Crisis Support Group to review practice, delivery, training, evaluation feedback and materials three times a year			Quarterly April 2013

		August 2013- December 2013 March 2014
B	Key contacts system for critical incidents is reviewed and published.	September 2013
C	1. Produce skills audit to establish training requirements. 2. Undertake follow up skills assessment reviewing and adjusting training to ensure effective skill set.	Twice Yearly October 2013 March 2014
D	County wide training reviewed and delivered to at least 30 delegates.	March 2014
E	National network of Educational Psychology Crisis Support services established.	March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
	There are no key decisions that we anticipate following on from this work in 2013 -2014	N/A

PRIORITY 5:		DESCRIPTION OF PRIORITY: To broaden the range of innovative evidence based psychological skills delivered through core and traded work.		
Actions		Accountable Officer	Start Date (month/year)	End Date (month/year)
1	Ability of KEPS to maintain and develop the capacity to meet needs through the application of evidenced based and appropriate psychological intervention.			
1.1	Further development, implementation and application of Video Interactive Guidance (VIG), Cognitive Behavioural Approaches, Coaching, Mentoring and Meta Cognition (Mindfulness)	Sarah Hindle	April 2013	March 2014
1.2	The development of psychological skills to further support specialist provision, utilising research to provide knowledge and evaluations of intervention approaches which are demonstrably able to provide good outcomes for children with specific need types: <ul style="list-style-type: none"> • Service network to support children with ASD. • Strategic contribution to Kent Literacy Strategy. Refreshing Kent policy for children with specific literacy difficulties. • Exploring frameworks with ELS partners the delivery of coordinated training in the areas of ASD and Specific Learning Difficulties (Literacy). 	Sarah Hindle/Rosemary Rees	April 2013	March 2014
1.3	Explore an Assistant Psychologist programme to provide direct support for traded services	Andy Heather	April 2013	March 2014

KEY MILESTONES		DATE (month/year)
A	Audit use of specific psychological approaches twice yearly across quadrants.	Twice Yearly September 2012 March 2014
B	Revision of the Psychology Service Traded Brochure	September to November 2013
C	Review of KEPS guidelines for advice and training for pupils with ASD completed	March 2014
D	Review of KEPS guidelines for advice and training for pupils with specific learning difficulties completed	March 2014
ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY?		ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No
There are no key decisions that we anticipate following on from this work in 2013 -2014		N/A

SECTION D: FINANCIAL AND HUMAN RESOURCES

FINANCIAL RESOURCES (000's)

Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
Educational Psychology	Andy Heather	£ 2,808.3	£ 198.9	£ 3,007.2	-£ 400.0	£ 2,607.2	£ -	£ 2,607.2

HUMAN RESOURCES

FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
42.2	42.2	N/A

SECTION E: RISK & BUSINESS CONTINUITY	
RISKS	MITIGATION
<p>A reduction in the number of funded Educational Psychologists available and therefore not being able to meet need across Kent as EPs may not be located optimally: This includes:</p> <ul style="list-style-type: none"> • Not delivering on traded services due to staffing capacity and/or not able to meet increased requests for Service Level Agreements (SLA) from schools. • Failing to meet time scales for statutory action assessments as a result of reduced staffing and a possibility of a further increase in the numbers of statutory assessments that are started. • Risks to having the capacity to professionally support the statutory assessment decision making process with a resulting lack of rigour. 	<p>Improving recruitment and retention processes and approaches to ensure that the role in Kent continues to be attractive to EPs. Looking to recruit further trainee Educational Psychologists and/or exploring the use of Assistant Psychologists. More effective use of the reward strategy. Ensuring that posts are advertised early.</p> <p>Focusing on the decision making processes through the SEN strategy.</p>
Retention of highly qualified and experienced Educational Psychologists, leading to shortages in key areas to deliver core and traded services including areas of specialism and expertise.	Ensuring that there continues to be high quality CPD for service members and opportunities for the development of specific psychological skills and implementation in practice.
Reduced staffing as a result of recruitment and retention difficulties, increasing and escalating concerns from schools and parents, with the risk that complex needs are not met.	Close monitoring of statutory demands and ensuring that these are prioritised in terms of EP resources.
That the delivery of preventative/early intervention services is dependent on the development and success of traded services, with sufficient staff located in the right place with the appropriate skills to deliver. This may potentially lead to inequalities of access to psychological services based on schools willingness to pay rather than on data related to need.	Providing schools with the facility to purchase traded services through market development for traded service delivery in time to plan sustained service delivery and the monitoring of the delivery of traded services.
Insufficient capacity to contribute to the Single Point of Access and	Need for the commissioning of the EP service either through schools

for follow up work to be prioritised.	or the LA to allow sufficient capacity to support service delivery.
An increase in SEN tribunals and there being sufficient Educational Psychologist capacity to meet demand and the potential loss of professional advice to the tribunal process and a higher risk of losing cases.	Identify where there is a priority need for Educational Psychology involvement.
That the service has sufficient capacity and flexibility to respond to critical incidents as part of its core service, including its designated Educational Psychologists and a First Contact Group.	Ensuring that this is a prioritised function and that required skills are audited regularly.

BUSINESS CONTINUITY		
CRITICAL FUNCTIONS	TIMESCALE	MINIMUM SERVICE LEVEL
Send Educational Psychologists to educational establishments in the event of traumatic incident.	5 days	Clearly identified Educational Psychologists who would be able to deal with enquiry and arrive at the scene (if required)
Provide telephone advice and support in regards to educational psychology.	7 days	1 person with mobile phone /blackberry and email in order to respond to enquiries

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Table for PERFORMANCE indicators measurable on a quarterly basis by financial year

PERFORMANCE INDICATORS – QUARTERLY BY FINANCIAL YEAR	Floor Performance Standard	2011 - 2012 Outturn	Comparative Benchmark	Target			
				Q1	Q2	Q3	Q4
Completion of Statutory Assessment Advice in 6 weeks (Appendix Ds)	95%	98%	96%	96%	96%	96%	96%

Table for PERFORMANCE indicators measurable annually by financial year

PERFORMANCE INDICATOR - ANNUALLY BY FINANCIAL YEAR	Floor Performance Standard	2011-2012 Outturn *	Comparative Benchmark	Target 2013/14	Target 2014/15
Average School Quality Rating (5 point scale) – KEPS Service User Annual Survey*	4.0	4.3	N/A	4.4	4.5
Average School Outcome Rating (5 Point scale) – KEPS Service User Annual Survey*	4.2	4.4	N/A	4.4	4.5
Average Parent Rating	90%	91%	N/A	92%	92%
SEN Referrals for statutory assessment	1198		N/A	1138	1078
Number of children with SEN statement	6833		N/A	6518	6355

* Note: 2011-2012 historic data used as 2012-2013 survey data is not available to October 2013.

The service has collated some volume data which will form the baseline for future comparisons.

EP to child/young person ration: (0-19) - 1: 10606 (based on 33ft equivalent- core funded)

ACTIVITY INDICATOR	2011/12 Outturn	Comparative Benchmark	Expected range for activity				
			Threshold	Q1	Q2	Q3	Q4
Direct case work including provision of statutory action advice.	1981	Available when measured next year	N/A	N/A	N/A	N/A	NA
Number of training courses delivered to schools and multi-agency professional development April 2011 – March 2012.	173	Available when measured next year	N/A	N/A	N/A	N/A	N/A
Numbers of school staff and multi-agency professionals in receipt of training.	3969	Available when measured next year	N/A	N/A	N/A	N/A	N/A
Number of multiagency meetings attended excluding SEN decision making.	2595	Available when measured next year	N/A	N/A	N/A	N/A	N/A
Number of sessions (½ day) provided for Special Educational Needs and Disability (SEND) tribunals.	119	Available when measured next year	N/A	N/A	N/A	N/A	N/A
Number of SEN decision making County Panels supported with Educational Psychology attendance (September 2011-August 2012.)	205 (minimum of 620 sessions)	Available when measured next year	N/A	N/A	N/A	N/A	N/A

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES (For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)		
ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Working with HR Assistance to develop an improved recruitment and retention strategy for Educational Psychologists.	That the service is able to recruit and retain high quality Educational Psychologists	During the whole of 2013-2014
Working with BSS Finance colleagues to support the implementation of Collaborative Planning and associated financial and budget issues.	That accountable and responsible budget managers have the competence and confidence in to use Collaborative Planning independently.	Throughout the financial Year 2013-2014
Working with BSS Property Support to determine appropriate accommodation, in accordance with the New Work Spaces strategy, to enable the effective delivery of psychological services within localities.	That EPs feel supported and are able to deliver their service in the most effective way. This needs to support the recruitment and retention of EPs.	During the whole of 2013-2014 and in accordance with the New Work Spaces strategy.
Working with Communications and Community Engagement regarding design requirements for brochure , marketing materials orders and advice for regarding consultation.	That the service is able to communicate effectively its traded offer in an accessible, informative way in line with corporative policy and with EduKent expectations	Throughout the financial year 2013-2014
Working with Business Strategy and Support developing traded work through EduKent..	To ensure that the service is able to deliver traded work through EduKent	Throughout the financial Year 2013-2014.

Liaise with Governance and Law in respect of Freedom on Information Requests and exceptionally any legal related work.	That the service is supported in the management and response of Freedom of Information requests.	Throughout the financial Year 2013-2014.
Work with ITC to utilise and maximise technological opportunities to improve the efficiency of service delivery.	Efficient operation of IT equipment and processes throughout the service to ensure service delivery	Throughout the financial Year 2013-2014