

Equality and Human Rights Screening Template

PART 1 - POLICY INFORMATION

1.1. Policy Title

OPERATIONS AND ESTATES: FACILITIES MANAGEMENT

Proposed 4th and 5th Tier Structure

1.2. Description of policy or decision

The Education Authority employs almost 40,000 staff, has an annual budget of almost £1.5 billion and provides a wide range of educational services for nearly 340,000 children and young people.

The division impacted by the proposed changes is Infrastructure and Capital Development, which sits within the Directorate of Facilities Management.

Function of the Facilities Management Division

The Facilities Management key function is leading and developing all aspects of facilities services including Maintenance, QSHE, Catering, Premises, Cleaning & Grounds. These managed services ensure that all properties that the Education Authority have responsibility for under each of the respective service areas in schools, offices and out-centres are maintained and operated to the highest standard.

This requires ongoing liaison with the Department of Education (DE) and other external agencies to ensure that all services delivered are maintained as efficient, effective and compliant with all policies under the auspices of DE, CPD and industry-wide standards.

Principles

The principles underpinning the development of the proposed structure are designed to:

- support the Authority's Vision and its five overarching 10-Year Strategic Priorities in order to achieve its Mission, which is to *"provide a high quality education to every child"*;
- develop a management structure to support the delivery of facilities services across Northern Ireland;
- deliver the services across the entire estate, in both the controlled and non-controlled sectors;

- deliver responsive management and administrative support in line with single functional areas;
- attract and retain a skilled, competent and committed workforce by encouraging career development and progression; and
- maximise employment security of any officer who may be impacted, in line with established HR practices and protocols.

In order to achieve these principles, the proposed structure has been developed to reflect the need to deliver a regional capital planning and investment service which ensures consistency, quality and value for money across all programmes and projects that the Authority manages.

Description of the Legacy Structure

The 3rd and 4th tier management structures for the former Property Services Departments that transferred to the Education Authority in April 2015 were broadly similar across each of the Education and Library Boards.

Property Services Departments were managed by the Head of Property Services. Across the former ELBs, this role was graded at Senior Education Officer (2nd tier) with a reporting line to the Chief Executive in one ELB and ASEO (3rd tier) with a reporting line to the CAO in the other four ELBs. In all but one ELB, the Head of Property Services was a full member of the ELB's SMT.

Operationally each Head of Property Services was supported by differing numbers of 4th and 5th tier officers, including posts such as the Principal Architect, the Planning and Development Officer, the Senior Maintenance Officer, the Head of Catering, the Head of Cleaning, the Health and Safety Manager and the Environmental Hazards Manager.

The Head of Property Services in the SEELB also managed the NI PPP Education Service which serviced all five ELBs.

Facilities Management has a key role to play in providing fit for purpose buildings and premises where children and young people can gain access to education and it is essential that the Authority has appropriate management arrangements in place to deliver a service that is fit for purpose.

The legacy arrangements were derived to support administrative and governance structures associated with five independently managed Education and Library Boards. Further to the establishment of the Education Authority, it is essential that arrangements for the management of the single, Authority-wide service reflect the prominence and scale of the new organisation's estate requirements.

In particular there are a number of key drivers which require the Authority to develop and implement a new Facilities Management structure and these are reflected in the proposed new 4th and 5th tier structure.

- **Educational Transformation**

The former ELB arrangements were wedded to the legacy ELBs' functions and do not reflect or adequately support the Authority's strategic priorities.

- **Operations and Estates Transformation**

A new structure is required to reflect organisational and statutory requirements associated with the Authority's current progression towards CoPE status; DE's recently changed organisational and functional lines; the outworkings of area planning; and the rapidly emerging role of the Authority as a statutory partner in community planning.

- **Consistent Service Delivery**

The legacy arrangements continue to support varying degrees of inconsistent management and administrative functions.

- **Opportunities for Staff**

The current arrangements artificially restrict the opportunity for staff to work beyond their former ELB boundary. A new 4th and 5th tier management structure will do away with the boundaries of the past and present new opportunities for staff to work on projects across Northern Ireland whilst taking cognisance of their base location.

- **Equity**

The current management and administrative structures reflect degrees of inequity within grading and levels of responsibility across various posts.

Description of the Proposed Structure

The proposed new structure has been developed to reflect the Case for Change and in particular is underpinned by the following principles:

- strategic oversight;
- efficiency and effectiveness;
- consistency in operational delivery;
- professional and technical excellence in programme and project delivery; and
- a focus on customer service and end-user satisfaction.

All new 4th and 5th tier posts are subject to job evaluation. It is anticipated that, should job evaluation identify roles at higher grades, this will create opportunities for those officers that meet the criteria.

Combined with the role of Assistant Director of Facilities Management, the proposed new structure is likely to result in slightly less 4th and 5th tier officers within the Facilities Management but this is not considered to represent an increase on individual workloads.

The planned staffing changes are outlined in **Table 1**.

Table 1: Planned Staffing Changes

Position	Grade	Legacy Structure	Proposed Structure	Change
Assistant Director of Facilities Management	AD	0	1	+1
Legacy Heads of Property Services	SEO x 1 / ASEO x 4	5	0	-5
Legacy Heads of Maintenance	Various	5	0	-5
Head of Maintenance (EA Tier 4)	Education Officer (TBC)	0	1	+1
Legacy Heads of Catering	Various	5	0	-5
Head of Catering (EA Tier 4)	Education Officer (TBC)	0	1	+1
Head of Premises, Cleaning & Grounds (EA Tier 4)	Education Officer (TBC)	0	1	+1
Head of Quality Safety Health Environment (EA Tier 4)	ASEO	0	1	+1
Legacy Senior Maintenance Officers	Varied	6	0	-6
Regional Maintenance Managers (EA Tier 5)	SPO 2 (TBC)	0	3	+3
Helpdesk Manager	SPO 2 (TBC)	1	0	-1
Helpdesk Analytics and Systems Managers (EA Tier 5)	SPO 2 (TBC)	0	2	+2
Legacy Area Catering Managers	Varied	4	0	-4
Regional Catering Managers (EA Tier 5)	SPO 2 (TBC)	0	3	+3
Legacy Cleaning Managers	Varied	3	0	-3
Regional Cleaning Managers (EA Tier 5)	SPO 2 (TBC)	0	3	+3
Legacy Grounds Managers	Varied	3	0	-3
Regional Grounds Manager (EA Tier 5)	SPO 2 (TBC)	0	3	+3
Regional Premises Managers (EA Tier 5)	SPO 2 (TBC)	0	3	+3
Stores Manager (EA Tier 5)	SPO 2 (TBC)	0	1	+1
Emergency Planning & Quality Manager (EA Tier 5)	SPO 2 (TBC)	0	1	+1
H&S Managers	SPO 2 (TBC)	3	3	0
	TOTALS	35	27	-8

4th Tier Arrangements

The following three 4th tier posts are proposed:

Head of Quality Safety Health & Environment (QSHE)

The post holder’s key responsibilities will include:

- ensure quality in the information collected within the FM Department, collating information and providing strategic advice and analytics to ensure excellence in services provided.
- leading and developing the preparation of delivery plans relating to health, safety and environment, identifying new ways in which to effectively deliver services in an efficient manner.
- leading and developing the EA health & safety function to ensure safe working practices and environment across all areas in EA. Ensure timely reports and analysis as and when required and reporting to stakeholders.
- leading and developing the EA energy and environmental function to ensure a sustainable and environmentally friendly approach across all service delivery areas areas in EA. Ensure timely reports and analysis as and when required and reporting to stakeholders.
- working closely with DE, CCMS and other agencies to ensure that policy is complied with and that excellent governance and accountability is embedded;
- direct line management responsibility for approximately for several management staff in line with transformation and new delivery structures.
- budget management of multi-million pound budgets.
- Ensure internal and external audit compliance for the FM Department.
- Management of all correspondences and requests for information for FM Department.

Head of Maintenance

The post holder's key responsibilities will include:

- leading, developing and tracking the effective delivery of all maintenance works including but not limited to, response maintenance, planned maintenance, cyclical maintenance, statutory compliance and other such works that require the effective operation of the estates.
- Management of projects and contractors to ensure a first class, responsive maintenance service.
- working closely with the EA CoPE and other procurement agencies to ensure that maintenance and capital procurement is effective, efficient and compliant;
- working closely with DE, CCMS and other agencies to ensure that policy is complied with and that excellent governance and accountability is embedded;
- direct line management responsibility for approximately several management staff in maintenance and helpdesk as directed by the revised staff structure.
- budget management of multi-million pound capital and recurrent budgets.

Head of Catering

The post holder's key responsibilities will include:

- leading, developing and tracking the effective delivery of all matters relating to the catering service - in line with appropriate project and financial governance and accountability;
- working closely with the EA CoPE and other procurement agencies to ensure that maintenance and capital procurement is effective, efficient and compliant;

- working closely with DE, CCMS and other agencies to ensure that policy is complied with and that excellent governance and accountability is embedded;
- direct line management responsibility for several management staff in line with staff structure reviews.
- budget management of multi-million pound capital and recurrent budgets.

Head of Premises, Cleaning & Grounds

The post holder's key responsibilities will include:

- leading, developing and tracking the effective delivery of all Premises, Cleaning and Grounds Management services – in line with appropriate project and financial governance and accountability;
- Management of projects and contractors to ensure a first class, facilities management service for premises management, cleaning and grounds maintenance.
- working closely with the EA CoPE and other procurement agencies, to ensure that capital procurement is effective, efficient and compliant;
- working closely with DE, CCMS and other agencies to ensure that policy is complied with and that excellent governance and accountability is embedded;
- direct line management responsibility for several management staff in line with staff structure reviews.
- budget management of multi-million pound capital and recurrent budgets.

Assessment of Workload at 4th Tier

These four newly created posts are not representative of any other post in the Education Authority or in the former ELB structure and have not come about as a result of amalgamating existing posts into one.

All four posts are subject to job evaluation and presents significant opportunities to ensure harmonisation of services and creates a robust structure, with opportunities fro

The workloads will be representative of that of a regional Head of Service with EA-wide leadership and management responsibilities spanning multiple service areas and impacting on service areas delivered by other directorates and divisions. There will be extensive external cross-working both within the education sector and beyond and the post-holders will be expected to publically represent the Authority in engagement with school principals, chairs of boards of governors, senior civil servants, MPs, MLAs and councillors, industry groups and leaders in private sector organisations.

The posts all require considerable business, financial and people management skills as well as an in-depth knowledge and understanding of the Authority's corporate objectives. As well as fully understanding the function and responsibilities of the Directorate of Operations and Estates, it is essential that there is a broad understanding of the front facing roles that both the Directorates of Education and

Children and Youth Peoples' Services play and of the support functions that are provided by the Directorates of both Finance & ICT and Human Resources.

Furthermore, it is absolutely imperative that the post-holders have an in-depth knowledge and understanding of the wider business and infrastructure sectors in which the Authority's delivery partners operate.

These are professional roles that must be carried out to professional standards and will require applicants to hold both a bachelor's degree or to be a member of a relevant professional body (or equivalent or higher) with the requisite experience as outlined in each of the job descriptions and person specifications.

5th Tier Arrangements

At present it is not possible to firmly agree the 5th tier structure as it is expected that the four officers appointed into the 4th tier posts will have a certain amount of autonomy to design and shape the services that they lead, including consideration of the staff cohort at 5th tier and below. As such, the 5th tier arrangements are indicative and are subject to change following consultation or further restructuring in line with business need and operational requirements. As requested by trade union side representatives, management side is content to agree to a further consultation period on the 5th tier structure once it has been designed, evaluated and equality screened as necessary.

Benefits of the Proposed Structure

Benefits of this proposal are numerous and include the creation of a new structure that:

- will provide a professionally led and delivered service ensuring high standards of professional practice;
- effectively supports the Authority's Vision and its five overarching 10-Year Strategic Priorities in order to achieve its Mission;
- clearly defines a professional and technical team that will strive to provide excellence in service delivery across Northern Ireland;
- is in line with the recently established DE staffing arrangement and programme approach to delivery and enables DE reporting requirements to be routinely met;
- meets the expectations of a modern CoPE with direct links to other EA Departments and Divisions.
- provides a focus on consistency in service delivery, irrespective of managing authority or location;
- leads to the development of single functional management lines;
- creates a culture of continuous improvement;
- is integral in supporting the Authority's decision making processes and supports the performance management framework;
- enables current challenges in relation to knowledge and skills development to be met internally by providing opportunities for shared learning and provision of cross cover;

- removes the ELB boundaries of the past and presents new opportunities for staff to work on projects across Northern Ireland whilst taking cognisance of their base location. This in turn increases opportunities for career progression.

It is proposed to implement the structure in the following phases:

- August 2018 proposed structure approved by EA CLT
- August 2018 proposed structure approved by F&GP
- August 2018 job evaluation requests submitted
- September 2018 staff and trade union consultation
- September 2018 proposed structure approved by F&GP
- October 2018 recruitment and selection
- October/November 2018 successful candidates take up post

1.3. Who are the main stakeholders impacted? (Internal and external as well as actual and potential)

Staff in the FM Division

1.4. Is the policy likely to impact people living in rural areas?

Yes	
No	X

If yes, please complete the rural sections of the template

1.5. Other policies or decisions with a bearing on this policy or decision?

Education Act (Northern Ireland) 2014

PART 2 – EVIDENCE AND MITIGATION

2.1. What information did you use to inform this screening? E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data?

- HMRC Accounting Services Programme 2006
- Workplace 2010 / Accounting Services Programme 2006
- Workplace 2010

2.2. Quantitative Data

What is the profile of the people that are impacted by this policy or decision?

Please provide a statistic breakdown of the people impacted by this policy or decision. Note, if the policy or decision impacts both staff and service users, please provide data on both.

This is the first stage in screening the potential impacts of the procurement restructuring. Information is currently being collected by HR to get a sense of individual staff needs as they relate to section 75. This will be shared when the information is available.

Section 75 Group	Make up of affected groups?
Age	
Dependants	
Disability	
Religious Belief	
Gender	
Marital Status	
Political Opinion	
Ethnicity	
Sexual Orientation	
Rural Impacts	

2.3. Qualitative Data

What are the needs and experiences of the groups that are impacted by this policy or decision?

Are there different needs and experiences for any of the equality groups and what equality issues emerge from this?

Section 75 Group	What are the needs and experiences of the groups as they relate to the policy or decision?
Age	From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:

	<ul style="list-style-type: none"> if changes in work activity take place younger people may be disadvantaged if specific experience is required;
Dependants	<p>From other equality exercises, EA understands the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> negative impacts if needs are not taken on board if re-training is necessary negative impacts if changes in work patterns are needed
Disability	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>Attitudes of new colleagues:</p> <ul style="list-style-type: none"> stress/worries/anxieties in relation to changes if change in work activity requires re-training potential disadvantages
Religious Belief	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> if changes in work activity take place some may be unable to undertake certain roles due to their beliefs (eg. some Muslims re. payment/receipt of interest)
Gender	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>Part-time workers (primarily female) experience adverse impacts due to</p> <ul style="list-style-type: none"> if business needs dictates change in working patterns if re-training is required (travel and residentials) <p>negative impacts on part-time workers (mostly female w/dependants) who hold two jobs</p> <p>some men feel disadvantaged vis-à-vis women when decisions are taken</p> <p>Transgender people:</p> <p>anxiety/stress re. potential attitudes of new colleagues & line manager</p> <ul style="list-style-type: none"> feeling comfortable to advise new colleagues/line manager of trans* status

	or those in the process of transitioning, anxiety/stress as to stability of support arrangements agreed with the current employer
Marital Status	If 92,000 families in NI are lone parents families and they incorporate around 150,000 children. <i>Source: Gingerbread 2017/18</i> Then any change in workplace circumstance will have a negative impact on lone parents the majority of which are women.
Political Opinion	There is no evidence to suggest different needs, experiences or priorities.
Ethnicity	From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be: Particular consideration might need to be given to staff Whose First language is not English if capability issues relate to language.
Sexual Orientation	From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be: anxiety/stress re. potential attitudes of new colleagues & line manager

What are the social and economic impacts of the policy of people living in rural areas?

Please consider positive and negative impacts around issues such as access to education or youth provision, transport, broadband accessibility and employment impacts

Rural Impacts	Rural impacts have been considered and there are no social and economic impacts from this 4th tier structure to people living in rural areas
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2.4. Policy / Decision changes

Based on the equality issues that have been identified, what changes (mitigation) can you make to the policy in order to better promote equality of opportunity?

In developing the policy or decision, what changes did you make, or do you intend to make to address any equality issues that you identified?

As the FM division is being restructured the following principles will be applied.

- No member of staff is at risk of compulsory redundancy as part of this restructuring as there are enough posts within the new structure to accommodate all existing staff however staff roles will change.
- Posts will be trawled within EA in the first instance but transport experience will be an essential criteria.
- The service in terms of geographical spread will remain the same; it will become a functional structure with responsibilities still remaining spread across the Authority.
- Any training needs will be met.
- Staff who need additional time/support will be accommodated or experience anxiety will be assisted.

Based on the rural impacts that you have identified, what changes (mitigation) can you make to the policy?

PART 3 – GOOD RELATIONS

3.1. Are there any changes to the policy or decision that you would make to better promote good relations?

GROUP	Impact on Good Relations	Policy / Decision Changes
Religion	As the FM division is being restructured and is largely a functional restructuring, there is	

	no evidence of an impact on good relations.	
Ethnicity	As the FM division is being restructured and is largely a functional restructuring, there is no evidence of an impact on good relations.	
Political Opinion	As the FM division is being restructured and is largely a functional restructuring, there is no evidence of an impact on good relations.	

PART 4 – SCREENING DECISION

4.1. How would you categorise the impacts of the policy or decision?

Please refer to guidance notes on categorising impacts

Please select:

Major Impact	
Minor Impact	X
No Impact	

4.2. Does the policy or decision require a full Equality Impact Assessment?

Please select:

Yes	
No	x

Please provide reasons for your decision

This is the first stage of the screening process, concerned with the functional restructuring. An individual staff engagement exercise will be undertaken with staff, which will gather data on the background and needs of staff and explore any potential impacts so they can be mitigated.

This will be kept under review and if required, a decision to EQIA the restructuring can be taken.

PART 5 – DISABILITY DUTIES

5.1. Does the policy or decision encourage the participation of disabled people in public life? Or is there anything you can do within the policy or decision to encourage participation of disabled people in public life?

<i>How does the policy encourage the participation of disabled people in public life?</i>	<i>Is there anything further you can do to encourage the participation of disabled people in public life?</i>

5.2. Does the policy or decision promote positive attitudes towards disabled people? Or is there anything you can do within the policy or decision to promote positive attitudes towards disabled people?

<i>How does the policy promote positive attitudes towards disabled people?</i>	<i>Is there anything further you can do to promote positive attitudes towards disabled?</i>

PART 6 – HUMAN RIGHTS

6.1. Are Human Rights Relevant?

Article		Relevant Yes/No
Article 2:	Right to Life	No
Article 3:	Right to freedom from torture, inhuman or degrading treatment or punishment	No
Article 4:	Right to freedom from slavery, servitude & forced compulsory labour.	No
Article 5:	Right to liberty and security of person.	No
Article 6:	Right to a fair & public trial in a reasonable time	No
Article 7:	Right to freedom from retrospective criminal law & no punishment without law	No
Article 8:	Right to respect for private & family life, home & correspondence.	No
Article 9:	Right to freedom of thought, conscience & religion.	No
Article 10:	Right to freedom of expression.	No
Article 11:	Right to freedom of assembly & association	No
Article 12:	Right to marry & found a family.	No
Article 14:	Prohibition of discrimination in the enjoyment of the convention rights	No
Protocol 1, Article 1	Right to a peaceful enjoyment of possessions & protection of property	No
Protocol 1, Article 2	Right of access to education	No

If you answered 'no' to all human rights considerations, please go to section 7 – monitoring

6.2. If you have answered yes to any of the Articles, does the policy or decision have a potential positive impact or does it potentially interfere with anyone's Human Rights?

Article number	Positive impact or potential interference?	How?	Any legal issues arise?

PART 7 – MONITORING

7.1. What data will you collect to monitor the impact of the policy in terms of equality of opportunity, disability duties or human rights compliance?

Section 75	Disability Duties	Human Rights
<p>We will engage staff and gather information and understand their needs that related to section 75 characteristics as part of an engagement exercise.</p> <p>We will monitor any adverse impacts that are unknown at this stage.</p> <p>We will monitor any section 75 related staff complaints throughout the staff engagement and relocation process</p>		

SIGN OFF

Approved Lead Officer:  Assistant Director for Facilities Management

Policy Screened by: Suzanne Rea – Business Support officer

Date 10 October 2018

Please note that the template **must be published** as part of the screening process. Please forward the completed template to equality.unit@eani.org.uk for publication