

**EQUALITY IMPACT ASSESSMENT ACTION PLAN**

Form I.A.5

**APPENDIX B**

Department: Lifelong Learning

**Services: Teacher Recruitment & Retention, Key Stage 3, Governor support, Early Years Development & Childcare & Connexions**

Action point	Officer Responsible	Date for completion	Evidence of Action	Outcome	Resource Implications
To achieve the objectives included in the existing Teacher Recruitment & Retention Action Plan	Personnel Manager – Hazel Burgess and Recruitment Strategy Manager – Ann Howie	On-going	Reduction in the number of teaching vacancies and an increase in the number of teachers and other school based staff from groups currently under-represented.	A fully representative schools workforce	Many of the initiatives in the plan depend upon additional financial resources either from the Council for increased advertising or Government agencies such as the Teacher Training Agency.

**Service: Key Stage 3 (KS3) Strategy**

Action point	Officer Responsible	Date for completion	Evidence of Action	Outcome	Resource Implications
To achieve the Education Development Plan (EDP) objective "Raising Standards of Attainment at KS3 by the implementation of the KS3 Strategy and the Excellence in Luton Plan for KA3	Head of School Improvement – Ann McPhee, Principal Adviser – Rebecca Nelson & Excellence in Cities Co-ordinator – Phil Monaghan	On-going throughout the time scale of the various plans	An increase in the numbers of pupils achieving level 5 in English, Mathematics, ICT, and Science	Raised standards of attainment and the successful meeting of the targets set by the DfES	The successful implementation of the strategy could depend upon the successful recruitment of specialist teachers

**EQUALITY IMPACT ASSESSMENT ACTION PLAN** (cont'd.)**Department: Lifelong Learning****Service: Governor Support Service**

Action point	Officer Responsible	Date for completion	Evidence of Action	Outcome	Resource Implications
Reduce the number of Governor vacancies	School Improvement Adviser – Deb Caseberry	On - going	An increase in the number of Governors	Each school to have a fully staffed Board of Governors	Any additional resources should be able to be met from existing resources
Encourage under represented groups to apply.	School Improvement Adviser – Deb Caseberry	On-going	An increase in the number of Governors from under represented groups	Full representative Governing Bodies	Any additional resources should be able to be met from existing resources
Establish effective monitoring process	School Improvement Adviser – Deb Caseberry	On-going	All governors return monitoring details	Full representative Governing Bodies	Any additional resources should be able to be met from existing resources

**Service - Early Years Development & Childcare**

Action point	Officer Responsible	Date for completion	Evidence of Action	Outcome	Resource Implications
Achievement of objectives in the EDP, the EYDC Partnership Strategy and Implementation Plan	Head of School Improvement – Ann McPhee and David Bruce – Principal Education Officer (Early Years)	On-going	Increased provision of nursery places and out of school childcare places matches the demand	Raised attainment levels of pupils at school entry. Out of school childcare places for all those that require them	The successful achievement of the targets depends on Government funding and additional funding from LBC. Also implications for increased provision of child minders and skilled nursery teachers.

**Service - Connexions**

Action point	Officer Responsible	Date for completion	Evidence of Action	Outcome	Resource Implications
Publicity targeted at BME groups and women	Principal Youth & Community Education Manager - Tahir Khan	July 2003	Posters and information leaflets in community languages and placed in community venues	Balanced take up of service	There are considerable financial and human resource implications for the provision and training of Personal Advisers
Implement monitoring system across the Partnership	Principal Youth & community Education Manager - Tahir Khan -	July 2003	Monitoring systems in place	Balanced take up of service	The service is currently provided by existing staff and any additional work will have an impact upon their workload.

