

LWS TOOLKIT - January 2008

Advice on developing and implementing an integrated local Children's Services Workforce Strategy

This document was written to be dynamic and to be used on line. All underlined text indicates where a live link appears online. We recommend that you use the online version as much as possible and also because we make regular updates.

This version was correct on 14 January 2008.

Please note it is not planned to continue to update the toolkit in the same way in the future. Now that strong groups of workforce leads have been established across the regions we believe that it will be more useful to concentrate on learning and sharing developments within regions, with the opportunity to access specialist inputs as required.

The Cross Government Children and Young People's Plan '*Building Brighter Futures*' was published on the 12 December 2007 (available at www.dfes.gov.uk/publications/childrensplan). This plan sets the vision for children services until 2020 and the actions for the next three years. As a result of this CWDC is working with the DCSF and other partners to develop a Children's Workforce Action plan which will be published in 2008. The action plan will announce further details about the way in which we will support local areas in reforming and modernising the children's workforce. This will build on the workforce strategy advice but focus on the specific actions that will contribute to integrated workforce reform and improved outcomes for children and young people.

> Introduction

This December 2007 version includes all the updates to the advice originally published in December 2005. There are new or expanded sections that can be accessed directly and minor revisions throughout the rest of the document. The new and expanded sections cover:

- Meeting the workforce challenges of the ten year childcare strategy
- Support for staff working with children with disabilities
- The training and development standards for foster carers
- Workforce implications of Youth Matters
- Links to Local Area Agreements
- Statistical Neighbours

A selection of published local strategies is included which will help others in developing and implementing their own strategy. Although children's trust areas are at different points there is now an observable, gradual shift from development to delivery and ongoing review of strategies.

CWDC has reviewed local strategies published to date and published *'Building the Vision – developing and implementing local integrated children's workforce strategies'* in March 2007.

In May 2007 we added an extended range of emerging practice examples (see section further on in this document) which cover a wide range of implementation topics.

CWDC now has a presence in all nine English regions. CWDC's Regional Development Managers (RDMs) provide a first point of contact for those developing their workforce strategies and they can identify or arrange access to a range of resources and support networks. They can also provide advice as required.

Information is set out in the following sections:

- Key issues in the development and implementation of local workforce strategies
- Rationale and overview of workforce strategies
- Key considerations in developing a local workforce strategy
- Links to Local Area Agreements
- Statistical Neighbours
- Support for staff working with children with a disability
- Meeting the workforce challenges of the Ten-year Childcare Strategy
- The training and development standards for foster carers
- Workforce implications of Youth Matters and Aiming High (Ten-year Youth Strategy)
- Leadership and management
- Recruitment, retention and rewards
- Components of an effective workforce strategy
- Using a project management approach to drive integrated workforce reform
- Resourcing local strategies
- Checklist
- Job design
- How to develop an organisational strategy that complements an integrated local workforce strategy
- Links to other key sites, information and resource materials
- Emerging practice examples
- CWDC consultancy service
- Regional contacts
- Other support available via CWDC
- Future developments
- What's new?

Please note that the electronic discussion group facility has been withdrawn, as it is clear that people are finding the emerging regional networks more useful to raise and share issues.

If you have questions or comments about this resource please contact CWDC by email to info@cwdcouncil.org.uk or telephone 0113 244 6311

> Key issues in the development and implementation of local workforce strategies

Support for the development and implementation of local workforce strategies was one of CWDC's earliest priorities and remains so because of the central role that the whole children's workforce must play in delivering the Every Child Matters outcomes. As services become more integrated to meet the needs of individual children and young people the need for and benefits of common language, understanding of and respect for others roles and the common core of skills and knowledge will be increasingly apparent.

Much progress has been made in developing local workforce strategies in local children's trust areas but it is also clear that progress on implementation has been slower than expected. There have been a number of factors that have contributed to this. These factors are examined in more detail in the following two reports:

- NFER have published the Analysis of Children and Young People's Plans 2006, based on plans from 75 authorities. The research is intended to provide authorities with a national perspective as they review their current plans and also indicates aspects of planning for which local authorities might find support of most use. The report has a section on workforce planning.

For more of this briefing by click go to: <http://www.idea.gov.uk/idk/aio/5293444>

- CWDC has undertaken an analysis of 30 local workforce strategies against the original toolkit checklist and has identified key issues and examples of emerging practice. Based on this analysis, along with feedback from CWDC consultants and Regional Development Managers, CWDC produced a report in March 2007 outlining the key messages and recommendations in more detail.

The headline messages from the CWDC report are:

Strengths

- in relation to development of workforce strategies, the work which has been done (e.g. consultation, workforce auditing and analysis) appears to be extensive and of good quality;
- the majority of workforce strategies say that they are planning to consult children and young people if they have not already done so. Where consultation has been done it appears to be wide-ranging and of a high standard;
- some workforce strategies have been developed by drawing on the experience of others and using case studies to provide examples of what local areas would like to do;
- most workforce strategies provide a list of the partners that have been involved in their development. These lists are generally quite wide-ranging;

- the workforce strategies and action plans comment on how local areas will address the need to strengthen leadership and management;
- local areas appear to be following the toolkit checklist to some extent and in most cases there is reference to what they 'need to do';
- most workforce strategies outline the national and local situation in relation to the children's workforce, and this provides the context for their strategy;
- most workforce strategies outline how they will be reviewed and monitored, and many local areas include details of the processes that they will use.

Within this context the following challenges have emerged. The CWDC will support local areas in addressing these challenges through a combination of toolkit advice, consultancy support and the development of regional networks in 2007/08.

Challenges

Partnerships

- The complexity of working with the range of partners that are required to develop a fully integrated workforce strategy is challenging.

One of the early messages back from the CWDC consultants was specifically about the complexity of involving the private, voluntary and independent sectors in workforce planning. Many areas were concerned they did not have an inclusive model of representation and many PVI sector employers felt they were unable to influence workforce planning. Many recognised this was also a wider issue across their children's trust arrangements.

As a result of this CWDC has allocated a small amount of funding to local areas to support the inclusion of the PVI sectors in local workforce planning and will be in a position in early 2007 to evaluate this and provide models of good practice. To date 113 local areas have taken up the offer of this funding.

- The wider leadership role of the Local Authority in developing the workforce strategy is often not fully appreciated both externally and within the authority

Planning

- Ensuring children's workforce planning happens in the context of wider workforce planning and that appropriate links are made to the planning for adult and community services
- Key people involved in service and workforce planning across agencies have often not been in post, or are only now being recruited as a result of restructuring.

- Workforce planners need support in understanding how to build links between the integrated workforce agenda and developments in health services and schools

Data and funding

- Most areas are looking at how they can create a data set across children's services as a base line for their planning – the range of different sector requirements can make this difficult.
- Workforce funding – areas have asked for assistance with understanding the different funding streams that are available for workforce development and planning.

Integrated training and staff development

- How best to use the common core of skills and knowledge – many areas have made progress on using the common core as a basis for co-coordinating multi agency training and induction but were unclear as to whether there would be further national guidance.
- Many areas are planning to use the CWDC inductions standards across the children's workforce as a basis for joint training not just within children's social care and are awaiting further guidance on this from the Children's Workforce Network

Change Management

- Integrated services are not yet well developed and services are still disjointed in many areas, even where they have nominally been brought together in new configurations
- Workforce Reform is often not fully integrated with wider service reform and is sometimes therefore isolated or marginalised
- The position and influence of the people leading the development of the workforce strategy varied and had a direct impact on the profile of the strategy with partner agencies and the amount of buy in from management. In areas where the work was led by multi agency project groups within the children's trusts arrangements and was championed by the DCS there was far greater ownership of the strategy and a stronger link to the CYPP.
- However we need to be cautious of comparisons as strategies are at very different stages of development; some local areas have chosen to produce draft strategies in 2006 dedicating time to consultation and establish priorities, others have produced statements of intent setting out methods and milestones for how they will undertake the work in the coming year.

Areas for further development

The plans analysed gave limited attention to the following areas;

- Workforce implications of Youth Matters and Aiming High
- How they were going to meet the workforce challenges of the Ten-year Childcare Strategy
- Support for staff working with children & young people with disabilities
- Links to Local Area Agreements

Advice on these areas has now been included in this most recent update to the Toolkit.

The framework and checklist published by CWDC in December 2005 have been generally well received and provide a sound basis for developing and reviewing local workforce strategies. We recommend that local areas should continue to use this but also review the list above and consider whether any of the points apply to their situation. Particular attention and/or resources may be needed to address aspects that are proving difficult. More specific advice is contained within these pages or may be accessed through the CWDC's Regional Development Managers.

CWDC has extended its advice and offers specialist consultancy on some of the specific areas identified as being both a priority and proving difficult. In 2007/8 these include (but are not limited to):

- Partnership and Planning
- Leadership and Management
- Involving Children, Young People, Parents and Carers
- Workforce Data Collection and Analysis
- Integrated Training (including links to common core and induction standards)
- Recruitment and Retention

As well as written advice, the CWDC will organise workshops on these and other topics at a local, sub-regional or regional basis. For further information please contact your Regional Development Manager.

> Rationale and overview of Local Workforce Strategies

The impact of services for children and young people is largely dependent on the quality and skills of the people who provide those services. The workforce is therefore key and the vehicle for delivering the Children and Young People's Plan (CYPP). The CYPP is a statutory, strategic plan for all services affecting children and young people. Workforce issues should therefore be addressed at a strategic level, as an integral part of the development of the CYPP, rather than at a late stage. The Department for Education and Skills (DfES) no longer makes requirements for detailed operational plans and any such plans which local areas will develop on workforce planning should therefore sit beneath the CYPP.

The July 2005 DfES guidance to children's trusts on the development of the Children and Young People's Plan (para.3.22) states: *"Workforce planning is essential to delivering outcomes, and needs to be joined up to avoid unhelpful competition for labour and also to promote increased inter-agency and inter-disciplinary working. The government's Children's Workforce Strategy: building a world-class workforce for children and young people recommends the development of local workforce strategies as an integral part of the Children and Young People's Plan."*

The Government's response to consultation on the Children's Workforce Strategy highlighted the need for further support to local areas. Para 3.1 states: *"In preparing Children & Young People's Plans (CYPPs), local partnerships need to consider the workforce implications arising from their needs analysis and service delivery plans. Responses to the consultation indicated that those responsible for employing people directly and / or commissioning services wanted more support in thinking through the workforce issues arising, and local partnerships would welcome more joining up at the centre, relating in particular to the alignment of targets and the more effective co-ordination of different planning requirements on local areas."*

The CYPP should include a clear strategy for local workforce planning if the vision of an effective, integrated workforce delivering positive outcomes for children and young people is to be realised. A significant change management process will need to be identified that takes account of both cultural and structural issues.

However, the development of a strategy is not an end in itself. Workforce reform should be a means to the end of providing better, more responsive services. All workforce developments should be designed to impact positively on the five outcomes for children and young people as set out in Every Child Matters.

CWDC will offer support to local workforce strategy development and implementation in a number of ways:

- By publishing general advice and resource materials
- By identifying and promoting best practice examples
- By supporting regional and sub-regional exchanges and collaboration, in conjunction with the government regional offices and other national organisations

- such as Local Government Employers (LGE) (formerly the Employers' Organisation for Local Government (EOLG)) and other stakeholders.
- By developing and maintaining a pool of approved consultants who can provide enhanced support to local areas in addressing this agenda.

This advice provides a framework, suggestions and a checklist for the development of a local workforce strategy as part of the CYPP and the operational workforce plan. It contains links to key documents and resources that already exist and provides information on the CWDC consultancy service that is now available to support local areas in undertaking this work. CWDC will integrate its ongoing work with other related initiatives such as wider workforce remodelling, the shared services agenda and health service developments.

It is recognised that local areas are at different points in addressing this agenda and some parts of this advice will therefore be more useful than others, depending on progress already made. The materials provide a suggested framework rather than a prescriptive solution and the consultancy service can be tailored to meet local needs and priorities.

> Key considerations in developing a local workforce strategy

A local children's workforce strategy needs to be an integral part of wider planning processes for children and young people, all of which come together in the Children and Young People's Plan (CYPP). It is the responsibility of the local children's trust to develop and publish the plan, with the local authority having a lead role in enabling this. The first plan had to be in place by 1 April 2006.

There are a number of key considerations relating to this:

> **Scope**

- The workforce strategy must address the needs of the whole workforce across the statutory, voluntary and independent (private) sectors. As well as employed staff the children's workforce also includes large numbers of self-employed providers, carers and volunteers, whose needs should be fully addressed as part of an integrated strategy. CWDC has provided funding to support the engagement of the private, voluntary and independent sector organisations but the available evidence suggests there is still much work required for these sectors to be fully involved in both the planning and delivery of local strategies.
- The active participation of children, young people, parents and carers is of critical importance in developing an effective CYPP and the workforce strategy within it. Participation of young people should go beyond consulting them and include involving them in the delivery of services (e.g. as young volunteers) and evaluation of the workforce strategy. It should build on the existing work of Connexions, Children's Fund and Youth Services to avoid consultation fatigue. Alternatively, where existing arrangements are not yet well developed it may be appropriate to hold an event with young people to explore and capture the relevant priorities and issues and then ensure that the strategy document reflects

these. A web portal provides a link to the Participation Works partnership – go to <http://www.everychildmatters.gov.uk/news/?asset=News&id=32841>

- Work to develop a local workforce strategy should be an integral part of the work of the children's trust and any group established to take this work forward should report into, and be accountable to the children's trust governance arrangements rather than the local authority. Some emerging trusts have established development groups such as 'The Workforce Reform Group' or 'The Workforce Strategy Group', with a membership that reflects the full range of partners, to take this agenda forward.
- It is important that planning takes into account demographic and diversity issues for both the current and potential workforce. These issues will be considered within a CYPP but it is important that the workforce implications are addressed. See also the section below on addressing diversity issues in local workforce strategies.

> **Partners / who to involve**

- A workforce strategy developed in isolation by Human Resources professionals is unlikely to be fit for purpose. There needs to be good engagement with key strategic and operational managers across the services to develop a plan which responds to both the national agenda and local needs, and as part of the Children and Young People's Plan. The link to the 5 outcomes [available at <http://www.everychildmatters.gov.uk/aims/outcomes/>] is crucial. All suggested developments should be scrutinised as to whether they are likely to have a positive impact on outcomes for children and young people.
- It will be very useful to draw on the experience of the local and national schools remodelling work to help inform local thinking and planning [see <http://www.remodelling.org/> for more info]. The children's workforce issues and structure are more complicated however and the model used in schools will therefore need to be adapted accordingly. The development of extended schools and children's centres is providing opportunities and challenges for the existing workforce. For example, workers may need support in moving into a school based environment and in working with other partners or health professionals. The National Remodelling Team of the Training and Development Agency for Schools is providing support for schools extending their services.
- The local experience of Early Years Development and Childcare Partnerships are also likely to be very useful and something to be built upon.
- The National Framework to support local strategy development, a guide for Human Resource Directors in the NHS and Social Care and the DfES response to the Children's Workforce Strategy are soon to be published.
- Regional Children's Services Advisers have a role in supporting the joining up of agendas and have established regional learning opportunities, some focussed on workforce planning. They will also be able to share case study material of

emerging practice on workforce planning as a result of monitoring children's trust arrangements.

- Engagement with key partners is often not easy. Some organisations may not see the relevance to them or fear that such developments may undermine traditional ways of working, create job uncertainty or lead to a reduction or loss of control of resources. Experience shows that positive engagement will help to allay these concerns once a clear, shared understanding of the reasoning for the agenda is provided. Frequent and timely references back to the 5 outcomes will assist in this respect.
- The identification at an early stage of potential champions across the range of partner organisations is particularly useful and important. Such people need to have enthusiasm, credibility and a track record as achievers, as well as significant influence within their own organisations. They are likely to form the nucleus of local children's trusts.
- It needs to be recognised that agency boundaries vary considerably and some partners will be working within areas that are smaller or larger than the children's trust boundaries. Partners will need to be helped to understand the growing importance of the children's trust in planning processes.
- Particular attention needs to be paid to engagement with the voluntary and independent sectors. In some areas there will be existing umbrella organisations that can represent the views of some sectors e.g. Council for Voluntary Service, Pre School Learning Alliance, National Childminding Association, National Day Nurseries Association, regional childcare organisations such as Children's Links but in many areas such bodies do not exist or only have partial coverage. Again, large voluntary organisations may have structures that do not fit with local boundaries and some umbrella organisations operate on a regional basis. In any case some preliminary discussions are likely to be required to secure engagement and the breadth of the cover of the organisations involved will need to be monitored and reviewed. You will not be able to develop an effective workforce strategy without the strong and active engagement of these sectors.
- The importance of play and those working in play needs to be recognised in any strategy. Information and advice on play is available via the SkillsActive Playwork Unit [go to www.remodelling.org/], the Children's Play Council [www.ncb.org.uk], 4 Children [www.4children.org.uk] and Kidsactive (KIDS) [www.kidsactive.org.uk].
- Engagement with universities, colleges, training providers and the local Learning and Skills Council is essential if the strategy is to be implemented effectively. A clear statement of requirements, together with joint commissioning of programmes should lead to training and qualifications that are of high quality, cost effective and delivered to meet local needs.

> **Planning processes**

- Visioning type events are a good way of starting the process off. Experience shows that a local event with a wide mix of senior and middle managers together

with lead HR professionals, recognised trade unions and staff representatives from across the range of organisations and services working with children and young people can engage people successfully. A sample outline programme for such a day has been developed and tested successfully and the CWDC consultancy service is available to support and/or facilitate such sessions if required. It is important that such events establish a clear vision and agree concrete actions as to how the work will then be taken forward. One task will be to develop a written local workforce strategy that is fit for purpose, but there may well be other action points to achieve “quick wins” that will add momentum and secure commitment.

- Visioning events will inevitably identify the need to engage more people from a wider range of organisations. Thought will be needed as to the types of events and communications required, both in developing the overall strategy and in then implementing it. The need to engage staff and managers in such processes is critical if real cultural change is to be achieved. There may well be a place, at appropriate points, for larger scale activity, including ‘market days’ where organisations and services showcase their work to promote greater understanding and more effective interagency working. Regional events may also be valuable. An example from the North West region is available in the emerging practice section of this toolkit. Timing of all events will be an important consideration to maximise participation of those who may not be available during the day.

> **Funding / Resources**

- There is considerable potential to achieve better value and outcomes by pooling resources once implementation of an agreed strategy begins. Resources will be required for the development work and these may be available through partner agencies or from the funding provided to local authorities to support the development of children’s trusts. The identification by the trust of an appropriate person to lead and co-ordinate this work is an important step, given the skills required to engage key partners and manage the change process. If the person selected has an existing job role they will require a significant adjustment to their workload to be able to drive the work forward. There is evidence that progress has been significantly slower overall in areas where people are trying to lead this work without having adequate capacity or dedicated resources.

> **Specific Issues to consider**

- Consideration needs to be given as to who will draft the content of the CYPP on workforce planning. Such things are rarely best written by committee and it may be appropriate to ask an individual or small group to undertake this work, but with the opportunity for a wider range of people to suggest the content and review the drafts. As indicated above it is important that the final version is owned by the children’s trust governing body as part of the Children and Young People’s Plan.

- The implementation of the Common Core of Skills and Knowledge [www.dfes.gov.uk/commoncore] provides both a challenge and an opportunity for local areas. The development of shared training opportunities based on the common core, and work undertaken to revise person specifications to make them compliant, are examples that could be included in plans. Standard 3 P114 of the NSF for Children states that Primary Care Trusts and local authorities should *“develop staff training programmes to ensure that staff at all levels within organisations have a common core of skills, knowledge and competences which are appropriate to their responsibilities and degree of contact with children and young people and families.”* It is important to recognise that many existing training programmes and units of qualification have already been mapped across to the common core.
- Workforce issues relating to the safeguarding agenda need to be addressed and the role of the Local Safeguarding Children Board needs to be agreed and clearly communicated.
- It is important that the content of the plan includes workforce issues for services to disabled children, young people, their families and carers and that such work is fully integrated. See the section below for further guidance on this area of work.
- Reference should also be made to the issue of transitions from child and adolescent services to adult services for this group which was referenced in the recent Green paper – Independence, Well being and Choice and will be particularly relevant to the impending White Paper on community health and social care services. There should also be clear statements about how the interface with adult social care services will be maintained to ensure appropriate safeguarding and other areas of service overlap.
- The specific priorities for early years and social care identified in the workforce strategy consultation will need to be fully incorporated into the CYPP, with analysis of the local position in respect of these.
- The need to develop the commissioning function and the skills of commissioners needs to be given particular attention in the development of the local workforce strategy. This has been identified as an area for attention in many local authorities and the move to joint commissioning further increases the challenge. Local authorities will need to identify all the areas where commissioning is required. A paper outlining the issues and possible approaches to training and development is included in these pages.

> Links to Local Area Agreements

The development and review of Local Area Agreements provide both additional opportunities and additional challenges for integrated Children's Services Reform, including the related workforce elements. It is important that there is effective communication between those involved in the various work strands, so that the various initiatives are joined up, inconsistencies are identified and resolved and opportunities maximised.

There are current significant developments to enhance the role of Local Area Agreements, re-defining the role of local authorities within their communities and including responsibility for decisions about allocating many of the former local authority grants to fall within the Local Area Agreement.

There are three ambitions which Central Government is pursuing through LAAs:

- That LAAs act as a mechanism to deliver shared priorities which support both national policy and locally determined priorities (Since local performance indicators directly support national Public Service Agreements and Departmental Strategic Objectives.)
- Local partnerships are empowered to take responsibility for identifying the means by which local priorities are tackled, and for being accountable to local communities.
- Stakeholders at every tier of the process can contribute in a challenging, constructive and meaningful way to promote and embed effective local partnership arrangements.

Also the facilitation of constructive relationships between local and regional bodies to secure mutually advantageous outcomes with the local authority acting as local convenor of this process given its wider place shaping role.

For further information on Local Area Agreements go to www.communities.gov.uk/localgovernment/performanceframeworkpartnerships/localareaagreements/newlocalarea

> Statistical Neighbours

The Statistical Neighbour models provide one method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours. Any LA may compare its performance (as measured by various indicators) against its statistical neighbours to provide an initial guide as to whether their performance is above or below the level that might be expected.

Currently, Ofsted provide a statistical neighbour model based on census data and the Institute of Public Finance comparator councils provide a model based on deprivation and demography data. But there is now a need for a new model based on the five Every Child Matters (ECM) outcomes, which embraces the key elements of the existing models and provides LAs and their partner agencies with a tool for assessing and comparing their performance with their statistical neighbours. Ideally, this new model would supersede the existing models within the context of children's services and provide a single starting point for benchmarking performance.

This Statistical Neighbour Tool has been specifically designed for children's services authorities so that the statistical neighbours assigned to each LA are appropriate for comparing performance in terms of the five Every Child Matters outcomes.

The National Foundation for Educational Research (NFER) was commissioned by DfES to develop this tool, to enable LAs to identify other LAs similar to themselves in terms of the socio-economic characteristics of their area. These comparative authorities are termed statistical neighbours.

> Support for staff working with children with a disability

As outlined above it is important that local strategies fully consider the implications and requirements for both the specialist services and all those who work with children and young people with disabilities. This is highlighted in Standard 8 of the National Service Framework (NSF) for Children and Maternity Services: Disabled Child and those with complex needs. Within this there is also specific advice to local authorities on a range of subjects, including the use of the autism exemplar chapter. The Early Support Programme is the central Government mechanism for achieving better co-ordinated, family focused services for young disabled children and their families. It is the Government's means of achieving the objectives set out in Every Child Matters and the National Service Framework for this population.

CWDC has prioritised this area of work and in summer 2007 published a series of resources targeted at different groups. Although designed for individuals (including leaders and managers) the publications include a range of key points that impact on individual organisations and wider workforce strategies.

Go to www.cwdcouncil.org.uk/projects/childrenwithdisabilities for more information.

> Meeting the workforce challenges of the ten year childcare strategy

The government's ten year childcare strategy '*Choice for Parents, the Best Start for Children: A Ten-year Strategy for Childcare*' (published in 2004) set out a vision for transforming childcare and early years services, in particular by raising the training, qualifications and status of those working in this area and the establishment of an early years professional in every service setting. This transformation is now well underway and local areas should include plans that reflect the national developments within their local workforce strategies. The childcare strategy and various more recent supporting documents can also be available on the ECM website [go to www.everychildmatters.gov.uk].

CWDC has a major role to play in supporting these developments and has produced a range of information and guidance documents aimed at various audiences.

> The Training, Development and Support Standards for Foster Carers

CWDC published the above, together with a supporting workbook, guidance and other information in April 2007. Further details are available on the foster care section of the CWDC website [go to www.cwdcouncil.org.uk/projects/fostercare.htm]

These standards have been produced to give a clear statement to foster carers and fostering agencies about the minimum standards that foster carers are expected to achieve in their induction period and beyond. This should lead to improved outcomes for children and young people and better support and skill development of foster carers. There are therefore resource implications for fostering agencies and the need to make provision and plans for this development within local workforce strategies.

Full roll out nationally will be from April 2008 and six areas are currently testing the implementation of the standards as part of CWDC's project on the wider use of induction standards.

There is a requirement that all new foster carers achieve the standards within 12 months of approval and that all existing foster carers are assessed and confirmed as meeting all the standards by 2011. However, the workbook can be introduced within the pre-approval period.

CWDC is aiming to publish further advice on how to implement the standards in Spring 2008, utilising the experiences and ideas from the national workshops and test areas .

> Workforce implications of Youth Matters and Aiming High (The Ten-year Youth Strategy)

There are excellent examples of multi agency working in the context of integrated services across the young people's workforce, for example in Connexions, Youth Services and Youth Offending Teams.

The publication of 'Youth Matters' in July 2005, 'Youth Matters – Next steps' in March 2006 and 'Aiming High for young people: a ten-year strategy for positive activities' in July 2007 highlight the government's commitment to integrate all services working with children and young people and the expectation that such services and their workforces are included in local workforce strategies.

CWDC have invited tenders for work commissioned by DCSF on leadership & management development programme which will cover the whole youth workforce and capacity-building front-line skills in the Third Sector youth workforce. This is design and options work prior to implementation from April 08 in a programme arising from *Aiming High - (the Ten-year Youth Strategy)* led by DCSF. It responds to 2 identified needs in the youth workforce: leadership and management development and building the skills of the VCS. Other priorities will be addressed from April 2008. We are working in partnership with Lifelong Learning UK on the overall programme. CWDC current research overall on middle management across children's services will dovetail with the above youth workforce-specific research.

> Leadership and Management

Effective leadership and management are key to the delivery of improved outcomes for children and young people. There are two elements to this. Firstly, there is a need for managers to engage in and be equipped to deal with the change agenda and their changing responsibilities. Secondly there is significant scope for improvement in the overall level of generic supervisory and management skills and practice.

The importance of effective leadership and management in the development and implementation of local workforce strategies cannot be overstated. Leadership and management developments have been highlighted as being particularly important in almost all the local workforce strategies published so far but there is little evidence to indicate much actual activity to support this priority. This may seem strange but a closer examination helps explain this situation. The scale of restructuring of children's services in many areas has been enormous and it seems that most managers' roles have changed significantly in the last eighteen months. The need to take on new (often increased) management responsibilities and the focus on service reform have been major factors in the relatively slow pace of workforce reform in many areas and the further development of managers in particular.

However, there are significant dangers in this trend. 'Every Child Matters' and the subsequent service reforms need managers to operate in different ways, requiring different skills and, in particular, the need for them to lead the workforce through the

change process. A major risk may be that managers are pre-occupied with their own role, uncertain of their future and not competent or confident to help themselves or others move forward. At worst managers at various levels may consciously or subconsciously obstruct more integrated ways of working because it cuts across organisational boundaries and undermines their traditional management role.

It is therefore recommended that all local workforce strategies should include detailed plans as to how managers are going to be developed and equipped for their new roles. It is important to recognise that this is about a change in culture as much as it is about changes in responsibilities. A round table event of key stakeholders hosted by the National Youth Agency in June 2006, looking at Management Development, explored a number of possible developments but concluded that the single most useful thing to do would be for local areas to invite managers from across the full range of services to come together to discuss how they could work more effectively together to achieve improved outcomes. Recognising the pressure on people's time, a series of short lunchtime seminars was recommended through which managers could be helped to embrace the 'Every Child Matters' agenda. A shared understanding and exploration of the issues involved should help to secure a higher level of commitment and help to develop managers' confidence in leading others to support the approach.

For those managers who are already responsible for or who will have future responsibility for integrated services the '*Championing Children*' set of skills, knowledge and behaviours is fundamental. Following extensive field testing a final version was published in October 2006. As it says in the ministerial introduction "*it provides a common understanding about the particular abilities required by leaders and managers of these services. Individuals, teams and organisations can use this document as a planning tool to help develop the skills, knowledge and behaviours necessary.*"

CWDC will be responsible for promoting Championing Children within the children's workforce and for developing resources to help managers use it and the first two supporting documents have now been published and are available to download now [go to www.everychildmatters.gov.uk/championingchildren]

The new national standards for leaders of children's centres provide a very useful analysis that has wider application [see www.surestart.gov.uk/_doc/P0002384.pdf].

High quality leadership and management are not just required because of the structural changes resulting from '*Every Child Matters*'. For any organisation the commitment that each member of the workforce brings to their work is dependent on the leadership, management and supervision they receive. In turn this affects staff turnover, job satisfaction and getting the right things done so as to produce the desired outcomes. Managers also require good generic management skills and there may well be value in auditing the current position to identify and then address gaps.

A strong commitment to performance management is required and the development of integrated services provides the opportunity to develop common systems or at least common principles across the full range of services. Again, whilst this may be difficult because of requirements of individual organisations, there are likely to be significant benefits in terms of the cultural changes required if this can be achieved.

Reference to the new performance management arrangements for teachers may be useful in developing a common approach [see www.teachernet.gov.uk for more information].

Attention should also be paid to engaging local authority elected members to ensure that they understand the 'Every Child Matters' agenda and members' and councils' leadership responsibilities.

> Recruitment, Retention and Rewards

The Children's Workforce Strategy identified recruitment and retention as an issue for Children's Services. The situation is more acute for some job roles than others and the picture varies considerably around the country. As set out in the government's national workforce strategy consultation document there is an overall aim of recruiting more people into the Children's Workforce and another that everyone should feel that they are members of that workforce (as well as having their particular specialist role) with flexible and rewarding career pathways.

Integrated working provides opportunities to collaborate in ways that support effective recruitment and retention, with consequent improvements in the quality of services and job satisfaction for individuals. Careers, recruitment fairs, pooled advertising, common sharing of vacancies to the existing workforce and shared young people's panels all provide opportunities for a more integrated approach to the recruitment process.

Effective induction has been identified by the Chartered Institute of Personnel and Development as the single most important factor in retaining good quality staff and integrated approaches to induction are being developed in many areas as a key way of ensuring a common baseline for all new members of the workforce and an opportunity to develop people's commitment to effective working together across job roles and organisational boundaries.

Beyond induction the options for shared training in support of the common core of skills and knowledge, child protection, the common assessment framework, the Information Sharing Index and the development of Lead Professionals are all obvious areas to include in a local plan. Integrated approaches to continuing professional development (CPD) within a performance management framework can be cost effective, promote ongoing improvement of services and encourage staff to remain within the service.

The recent 'Options for Excellence review of Social Care' adds further ideas, including:

- publicity campaigns to raise awareness of the work that the (social care) sector does and to improve its image;
- creation of a more diverse sector by supporting workforce development in private and third sector providers;
- promoting the role of people who use services in shaping and delivering services;
- support for informal and formal carers (including foster carers)
- an initiative to ensure safe and ethical international recruitment;
- research into the links between rewards offered in the sector, recruitment and retention difficulties and outcomes for service users; and

- measures to reduce reliance on temporary staff.

These ideas clearly require further work and development both nationally and locally but the list provides a useful starting point for discussions about possible approaches.

A shared approach to the provision of certain benefits and support services can also contribute to retention of staff. Examples drawn from a variety of sources include:

- free health checks
- stress management and counselling
- long service recognition awards
- quality service awards
- flexible working conditions and hours – e.g. nine-day fortnight, term-time contracts
- child care provision or nursery vouchers
- high quality supervision
- sabbaticals
- opportunity to buy or sell leave
- proper reward for additional hours worked
- celebrating success and personal achievement (e.g. qualifications)
- loyalty bonuses

CWDC's recent work and report on pay and rewards is also relevant to this topic. The October 2006 report looks at how current recruitment and retention issues within the early years and childcare and social care workforce can be addressed. This includes exploring the potential modernisation of the children's workforce.

The report identifies pay as a key issue for many workers. However, the report cautions that pay and rewards are often not the determining factors in the retention of workers, as job satisfaction can help overshadow lower levels of pay.

In addition, the report identifies training and qualifications as the principal barrier to workforce mobility, as many qualifications are role specific and are not transferable to other occupations. The report also identifies a lack of diversity within the children's workforce as a problem, as this restricts the size of the potential workforce and does not provide a representative sample of role models for children.

The full report can be found on the CWDC website [go to www.cwdcouncil.org.uk/projects/rrr.htm].

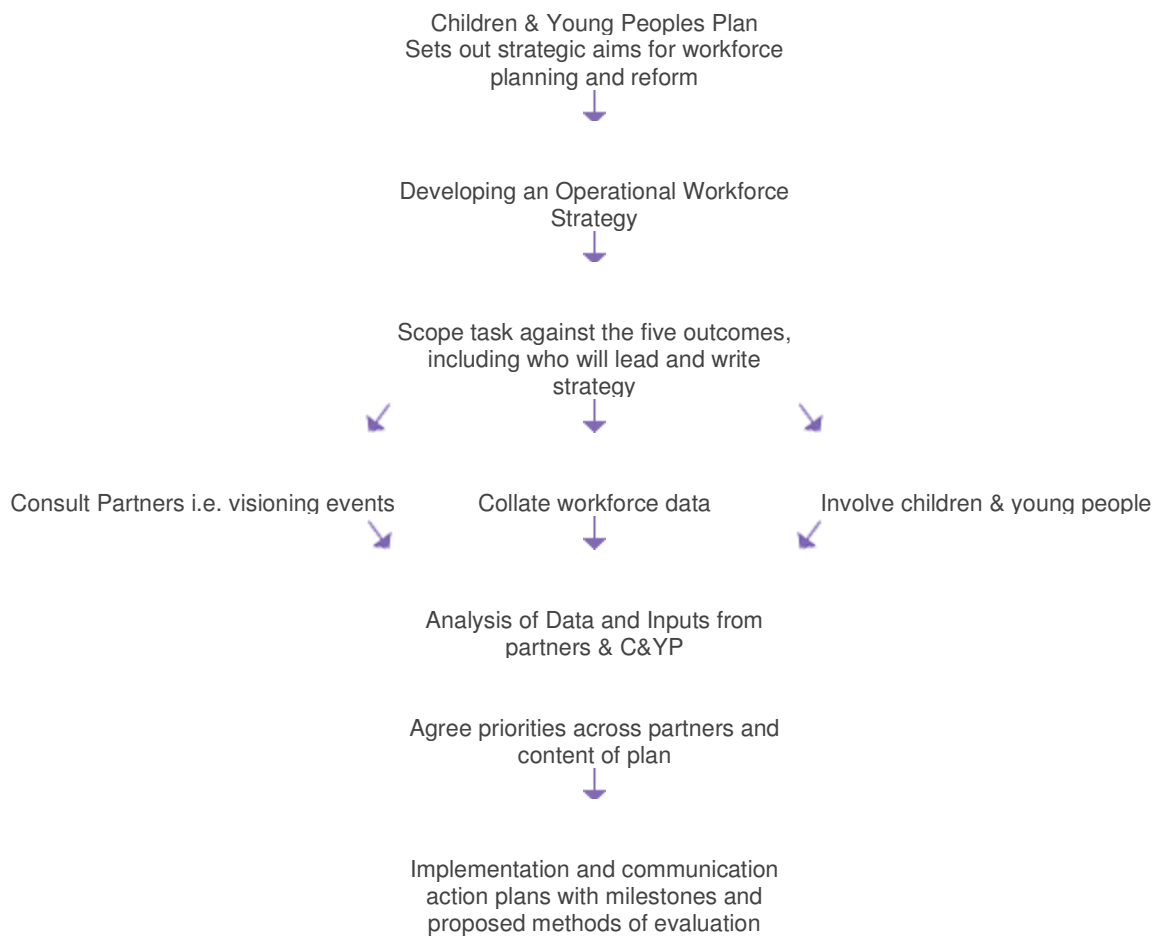
Overseas recruitment presents a range of practical and ethical issues. Detailed advice is available on the IdeA website [go to www.idea.gov.uk]. There is also a new social care code of practice for international recruitment, with details available on a dedicated website [go to www.sccir.org.uk]. Effective leadership and management are key to obtaining positive outcomes in the recruitment and retention of the workforce. Further advice is contained in the leadership and management section of this advice.

It is important that the various elements of a recruitment and retention strategy are properly coordinated and resourced and this requires a specific project plan or section within the plan.

> Components of an effective workforce strategy

It is recommended that, before starting to develop an overall workforce strategy within the Children and Young People's Plan (CYPP), readers look at the section, 'Key considerations in developing a local workforce strategy'.

The strategic aims for workforce planning and reform need to be included in the overarching CYPP. While there are no requirements for a detailed operational plan, the following model and framework are offered for any local children's workforce operational planning process.



> Suggested Framework

- Title
- Vision
- Scope
- Current position and analysis
- Workforce data and data issues
- Views and needs of children, young people, families and carers

- Statement of objectives
- Priority areas for 2007/2008
- Pilot initiatives planned
- Managing the change
- Key and detailed actions
- Risks
- Resource requirements and opportunities to pool resources
- Evaluation and review arrangements

Suggestions on each of the above are outlined below. There are a variety of existing tools that can assist in the development of both integrated local and organisational strategies. In particular Local Government Employers (formerly the Employers Organisation for Local Government (EOlg)), has developed detailed guidance and a framework for local authorities which can easily be adapted to the work of children's trusts, having regard to the key points outlined below. Other useful sources are listed on our resources page, each with links to where the information is available.

There is also a checklist for those preparing strategy and operational documents to help ensure that all relevant considerations have been included.

> **Details by section**

- **Title**

The aim is to produce a workforce strategy that is part of the local children and young people's plan (CYPP). The strategic aims for workforce planning and reform need to be included in the overarching CYPP, with a more detailed operational plan developed in support of this. The title should therefore reflect this.

- **Vision**

The vision statement of the CYPP needs to reflect both national and local aspirations. The government's vision of a world-class children's workforce is of one which:

- is competent and confident;
- people aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers; and
- parents, carers, children and young people trust and respect.

- **Scope**

The scope of the workforce included in the strategy needs to be defined clearly. It may be that, in the first place, the strategy does not embrace some groups. However, there should be a clear statement about how the scope will be extended in the future.

List the partners that are involved – the checklist includes an indicative list of potential partners. For each organisation it may also be useful to list the range of job

roles that exist – this will help people understand the wide range of roles working with children and young people in your area.

- **Current position and analysis**

There should be acknowledgement of the evolving nature of service provision, the changing role of the local authority and a full statement and analysis of the workforce and current local issues. This should indicate strengths, weaknesses, opportunities and threats (SWOT analysis) with pointers to areas for action. The Employers Organisation guidance 'Where are you now?' is particularly useful in undertaking the analysis.

Consider accessing support to ensure strong data analysis, for instance using methodologies such as 'STEEP' (Social, Technological, Economic, Environmental and Political).

Reference should be made to existing workforce initiatives and links to other local plans. It may be useful to describe the position having regard to the 'onion layers' approach to children's trust developments.

It is recommended within the CYPP guidance that each local area undertakes a comprehensive needs analysis against the 5 outcomes. This provides the basis on which priorities for outcomes are set. It is important that the emerging needs analysis and the priorities being identified feed in to the development of the local workforce strategy and consideration is given to developing a workforce that can deliver the vision for future services. National and international comparators will be useful.

There should be an assessment of the implications of current and planned health service developments and the opportunities and issues that these present, identifying links to Agenda for Change and The National Service Framework (NSF) for Children, Young People and Maternity Services.

Local Area Agreements (LAAs) also offer another opportunity to link children and young people's workforce strategies with strategies being developed across wider public services within an area, through Local Strategic Partnerships (LSPs) and Community Plans. This may be underpinned by the integrated local data analysis needed.

Where appropriate the regional workforce strategies should be considered as they are developed within the regional skills partnerships and may identify work on children's issues at a regional level.

- **Workforce data gathering and analysis**

Local strategies need to provide an overview of the local workforce by type, number and setting, and indicate areas of difficulty in recruiting or retaining staff, self employed carers and volunteers. Where there are particular difficulties, an analysis of the reasons can be useful. For instance if the difficulty is around recruiting or retaining staff, is it more about a general shortage of people with appropriate skills or

is it about pay and conditions? What action is required to ensure that the workforce is more representative of the local population – e.g. gender, ethnicity?

CWDC's earlier advice was that, in 2006, it was unrealistic for most areas to provide an in depth analysis of the composition of their local workforce, given the lack of reliable and valid information and standard data collection tools. The CWDC, in partnership with the Children's Workforce Network (CWN) has commissioned work on developing options for a national strategy for data collection in the children's workforce. The board papers published in January 2007 provide an insight into the issues and the considerable complexities involved [go to www.childrensworkforce.org.uk]

In the meanwhile we recommend that local children's trust areas start to collect and analyse their own workforce data whilst recognising that eventually a national system could be introduced. Consequently we recommend that local areas do not invest in complicated or sophisticated systems as these may be difficult to align with a national system in due course.

There are some parts of the workforce where there are specific data requirements. For example, for social care staff, the National Minimum Dataset should be used. This meets the inspection and other requirements of Ofsted.

The NHS Workforce Review Team and NHS Workforce Projects who work closely with DH Workforce Directorates will also be useful sources of workforce data and data sets for health.

The CWDC and other sector skills organisations are producing Sector Skills Agreements (SSAs) based on the available national workforce data, which includes information on demographics, drivers for change, employment trends and skills needs of the workforce. A final version of the SSA is due to be agreed by the end of 2007. [For further information go to www.cwdcouncil.org.uk/projects/sectorskillsagreement.htm]

- **Addressing diversity issues in local workforce strategies**

There are a number of strands relating to diversity issues that local workforce strategies need to consider. These are interlinked and many are also linked to workforce data issues that are themselves quite complicated, often characterised by a lack of or incomplete information being available.

Analysis and planning using the following headings may be useful (although it is recognised that requirements will vary according to the local situation and current state of knowledge):

- Profile of workforce compared to that of the community that it is serving identification of priority areas for action (this should still be possible even where there are significant gaps in data currently available)
- Opportunities to address diversity issues across the local workforce rather than just within individual organisations
- Plans to develop training and career opportunities within the children's workforce for those groups historically underrepresented in the local workforce
- Plans to increase diversity of managers across the children's workforce

A variety of tools are available to support this work and the materials from Local Government Employers (LGE) are particularly recommended although, as in other areas, they will need to be adapted for use across the wider range of settings involved in integrated children's services. LGE's most recent work on "*Creating a Diverse Workforce in Schools*" is a very useful starting point

[go to http://www.lg-employers.gov.uk/publications/fullpublications/diversity_schools.html]

Other useful sources are:

- Guidance on equality legislation: go to http://www.lg-employers.gov.uk/publications/fullpublications/equality_regulations_2003_guide_.html
- Family rights at work: go to http://www.lg-employers.gov.uk/publications/fullpublications/family_rights_work.html
- Sexuality: go to http://www.lg-employers.gov.uk/publications/fullpublications/sexuality_new_adenda.html
- Race: go to <http://www.lg-employers.gov.uk/publications/fullpublications/race.html>

- **Views and needs of children, young people and carers**

How have they been consulted, what have they said and how has this been reflected in the plan?

- **Statement of objectives**

There should be a comprehensive statement of measurable objectives, with clear timescales, responsibilities and milestones included.

- **Priority areas for 2008 and beyond**

Again these should be clearly stated, relating to both the national and local agendas, underpinned by partnership and multi-agency working.

Priorities could include:

- Implementing the Common Assessment Framework
- Developing shared training in support of the common core of skills and knowledge
- Developing the role of the lead professional
- Plans to improve leadership, management and supervision, including the shared development of managers and supervisors
- Training and up-skilling for early years workers, including childminders and nannies
- Implementing Youth Matters - specifically developing the Integrated Youth
- Support Service and Targeted Youth Support Teams
- Social Work and Social Care
- Support for foster carers to improve recruitment and retention

- Addressing local recruitment difficulties
- Addressing funding difficulties for qualification and training gaps

- **Pilot initiatives planned**

Examples could include:

- New role projects
- Developments to promote more integrated working (focussing on improved outcomes)
- Development of new integrated teams
- Training collaborations and pooling of resources
- Joined up recruitment initiatives
- Linking approaches to extended schools and children's centres developments
- Cross cutting management pilots

- **Managing the change**

There should be a clear statement as to how the change process relating to the implementation of the strategy will be managed, to include project management arrangements, a communications plan and clarity about how staff and managers will be engaged. Cultural change will be at least as important as any structural developments and the plan needs to acknowledge and reflect this. The integration with wider change processes identified in the CYPP is crucial. The National Remodelling Team of the Training and Development Agency for Schools has developed a change management process for schools workforce reform, which can be adapted to support this element of the work.

The Social Care Institute for Excellence has a people management audit tool that can be adapted to evaluate the strength of current management arrangements.

The DfES Championing Children initiative has identified a set of skills and knowledge that managers of integrated services will require.

- **Key Actions**

These should be detailed in the CYPP

- **Detailed Actions**

All actions relating to the above sections should be pulled together into an action or work plan, that sets out clearly what will be done, with clear timescales and lead responsibilities.

- **Risks**

Identify major risks, possible consequences and steps to minimise likelihood or overcome difficulties.

- **Resource requirements and opportunities to pool resources**

The analysis of the current position should include an overview of the resources that currently exist across the organisations to support workforce development, with an indication as to which elements need to be protected to meet specific specialist requirements as well as those that might potentially be pooled to achieve better value and support more integrated working.

It is not expected that the implementation of an integrated workforce strategy in itself will inevitably require significant additional resources overall although there will be costs in the development of the strategy. These may be met from the funding provided to local authorities to support the development of children's trusts or through contributions from partner agencies.

It may be helpful to set out a staged financial plan, with indications of steps to develop the pooled budget approach over, say, a three-year period.

Further information on funding streams and approaches to pooling resources is included in the *Resourcing Local Strategies* section of the Toolkit.

- **Evaluation and Review Arrangements**

The strategy should set out clearly how progress on implementing the strategy will be reviewed and evaluated, leading to regular updating. It should be evaluated against improved outcomes for children and young people. Consideration should also be given as to how children and young people will be involved in evaluating success.

- **Using a project management approach to drive integrated workforce reform**

The scope and timescales of the work involved in integrated local workforce reform are such that a very systematic approach will be required if all the elements are to be progressed in tandem to maximise positive outcomes for children and young people and the workforce.

It will be a matter for local determination as to whether the work is contained within one large project or a number of linked smaller ones but a structured project management approach is strongly recommended. It is recognised that many colleagues will already have experience of such work, using a variety of tools and frameworks.

> Resourcing Local Strategies

Funding local workforce reform and development is not a straightforward matter, but neither is it an impossible challenge. The main difficulty is the wide range and complexity of the funding sources, coupled with local and regional variations. Those responsible for

identifying funding therefore need to be creative and resourceful themselves, aiming to create a 'cocktail' of funding that will support their local priorities.

A note of caution is that it can be tempting to 'chase' funding because it is available, even if it does not allow you to pursue identified priorities. Also, some funding comes with significant requirements or conditions and you need to be clear that these are reasonable, that you will be able to meet them and that the administration and reporting requirements are not so arduous as to outweigh the value of the funding. Having said this some areas have been successful in attracting resources that have made a significant difference to what they have been able to achieve.

The situation is particularly complicated because the development of integrated children's services, to include the public, private and voluntary sectors brings together organisations that have traditionally had different arrangements and access to funding. This situation should improve steadily over time but for the moment it remains complex. Local authorities have a variety of ring fenced or discretionary grants, each targeted on a particular group or with a particular objective. Some funding comes through the Department of Health even though the Department for Education and Skills has the lead responsibility for most children's services. With seven sector skills councils (SSCs) (or equivalents) having responsibility for different parts of children's services, each with different arrangements, the situation is complex. Most sector skills bodies (including CWDC) offer opportunities to bid for funding to support particular priorities and local children's trust areas need to respond quickly to these invitations. Learning and Skills Councils operate regional and local priorities and there have been variations in the amounts of funding made available to support the development of the children's workforce in different parts of the England. However, there should now be an LSC lead in each region for children's services and they are able to provide information, offer advice and be receptive to ideas for future priorities.

Funding streams that require a proposal or bid can present particular challenges. As indicated above, local areas need to be ready to respond to opportunities and recurring invitations to bid e.g. the European Social Fund. When detailed proposals are required it is important to provide a well-constructed bid that includes all the required information and supports the tenderer's priorities. Using a specialist bid writer or developing capacity for this in-house can be cost effective.

The table below gives an overview of **some** of the funding sources that may be worth exploring locally. It includes links to further information where these are available.

Title	Provided by	Purpose	Target Groups	Information Link	Comments
European Social Fund	European Union	Support UK Employment Action plan	Various streams	www.esf.gov.uk	
Train to Gain	Learning & Skills Council	Ensure staff have right skills to do best job	All Level 2 and 3 qualifications	www.traintogain.gov.uk	
Learning and Skills Council		Make England	Various	www.lsc.gov.uk	Includes Further

		better skilled			Education funding
Training Strategy Implementation Fund	DH via Skills for Care	To improve qualifications of workforce	Social care Workers	http://www.skillsforcare.org.uk/view.asp?id=649	Induction and NVQs
Human Resources Development Strategy Grant	DH to local authorities (via LAAs from 2008)	Enhance Human Resource Management in Social Care	Social care workforce	http://www.dh.gov.uk/assetsRoot/04/13/16/77/04131677.pdf	
National Training Strategy Grant	DH to local authorities (via LAAs from 2008)	To train and qualify the social care workforce (all sectors)	Social care workers	http://www.dh.gov.uk/assetsRoot/04/13/16/77/04131677.pdf	Also includes trainees, Post Qualifying and LRN elements.
Transformation Fund	DfES	Raise quality of child care	Under 5s PVI workforce	www.everychildmatters.gov.uk/resources-and-practice/IG00056/	

The CWDC is committed to providing more comprehensive information on funding in the future and would also like to include examples of local areas that have secured funding. It would be helpful if you could send details of any examples that would be of wider interest to Anne Houlihan at anne.houlihan@cwdcouncil.org.uk

In addition to work to attract new funding local areas will want to explore how existing resources can be used more effectively to support the development of a more integrated workforce. This could include pooling of resources for training and other activities. There could be sensitivities as people seek to protect funding for historical priorities or for specialist training opportunities that their particular part of the workforce requires and there has to be an appropriate balance between challenge and recognition of the specialist requirements.

Some local children's trust areas have asked those holding workforce development budgets to identify the total funds they have available and the proportion of this that might be pooled to be used in an integrated and more efficient way. This can produce some unexpected results, partly because of the perceived historical inequity of training and development budgets, partly because the specialist requirements for different groups of workers will justifiably be different and, perhaps because of the attitude of those involved. For example if someone offers 5% or less of their budget to a pool it may suggest a poor commitment to the integrated agenda compared to someone else who offers 50% or more, but any presumptions need to be checked out and justifications questioned from a reasonable knowledge base. Inevitably, culture and trust are

important so it is worth investing time to bring together budget holders together to ensure they are familiar with the 'Every Child Matters' agenda and the potential benefits of a pooled approach before asking them what contribution they can offer.

When pooling resources it may be useful to start slowly and identify quick wins – for example could existing induction and foundation level training programmes on subjects such as child protection, child development and the law be offered to a wider audience? This could avoid duplication, ensure fuller courses and allow courses to be offered more regularly or at different times and locations within an area. By beginning in such a way, as some areas have done, trust can be established, the benefits can be appreciated and people can be more open to larger scale collaboration in the future.

The integration of training functions within local authorities, the establishment of new 'independent' provision or joint commissioning of training that supports all those providing services within a particular area are examples of more fundamental reform. It will be a matter for local judgement as to whether or when such developments should be introduced. If they are introduced sensitivity is required so that specialisms are valued and protected where appropriate, whilst at the same time maximising opportunities for integrated developments.

Although training resources are an obvious focus to consider for pooling there are other functions within wider workforce development that may also benefit from an integrated or co-ordinated approach. Collaboration on promoting careers in children's services, job descriptions, flexible traineeships, recruitment campaigns, workforce data and performance management frameworks can all contribute to a more efficient use of resources and improved working together to deliver better outcomes for users of services as well as more rewarding careers for individuals. Some of these topics are expanded upon in other parts of this document.

> Checklist

As you develop, implement and review a local strategy within the CYPP, it may assist to use the following list:

Children and Young People's Plan (CYPP):

- Are workforce issues addressed at a strategic level, as an integral part of the development of the CYPP?
- Operational Plan:
- Does this support and reflect the strategy outlined in the wider local Children and Young People's Plan?
- Have you consulted children, young people, parents and carers? Are their needs driving the strategy?
- Does your strategy reflect both national and local priorities?

The Children's Workforce Strategy identified four key challenges:

- Recruitment

- Retention and development
- Closer integration of services
- Strengthening leadership, management and supervision
- And two priority sectors:
 - Early years and childcare workforce
 - Social work, social care and foster care

Other questions you need to be asking:

- Does your strategy reflect the need to establish new arrangements to support the development of young people in line with what is coming out of the Youth Matters Green Paper?
- Does your strategy reflect the changes in the local children and young people's workforce that will be required in order to implement the 10 year childcare strategy and the 14-19 White Paper plans to deliver the new curriculum and qualifications for 14-19 year olds?
- Does your strategy reflect full engagement with the voluntary and independent sectors or set out clearly how this will be achieved?
- Does your strategy include the volunteer workforce? Do you know which services are using volunteers locally? Also consider volunteer management committees. As well as being a key part of the wider workforce volunteers can be an excellent source for recruitment of the paid workforce. A strategy for building their skills and qualifications will help build the recruitment pool.
- Does your strategy reflect full engagement with recognised trade unions, staff and professional associations?
- Have you got all the following partners on board?
 - Children, young people, parents and carers
 - All relevant areas of the local authority
 - Schools representatives
 - Early Years Networks and Partnerships
 - Networks of self employed childminders and nannies
 - Jobcentre Plus through the District Manager and the Childcare Partnership Manager
 - SkillsActive - work on play and sport,
 - Voluntary sector representatives:
 - Early Years and Childcare
 - Social Care
 - Youth Organisations
 - Community Organisations
 - Independent (private) sector representatives
 - CAF/CASS
 - Connexions
 - Learning and Skills Council
 - Strategic Health Authority

- Primary Care Trusts
- Youth Justice Services
- Police
- District Councils (where appropriate)
- HEIs, FE and other training providers

This list is not exhaustive and is an example of potential partners only

- Are your objectives SMART (specific, measurable, achievable, realistic and with clear timescales)?
- Do you know what the funding gaps are and have you addressed them?
- Have you identified pilot projects that will test new ways of working, with appropriate management arrangements?
- Have you included some short-term wins that will secure commitment and demonstrate real progress?
- Have you addressed diversity issues including steps to provide pathways to employment and development for groups that are currently underrepresented in the local children's workforce? How will you be monitoring progress in these areas?
- Are your workforce plans for services to children and young people with disabilities fully integrated?
- Have you addressed the need to strengthen leadership, management and supervision, particularly in respect of situations where people will be managing across traditional boundaries?
- Have you identified areas where regional or sub-regional collaboration is likely to be effective? Regional Strategic Advisors and CWDC's Regional Development Managers can advise on considerations that impact on particular regions.
- Does your strategy take advantage of opportunities for flexibility offered by Local Area Agreements?
 - Have you considered the work in your area of:
 - Children's Trust Pathfinder (if applicable)
 - Sure Start
 - Early Years Development and Childcare Partnership
 - School Nurses
 - Children's fund
 - Connexions
 - Learning Mentors
 - Family Support workers
 - National Remodelling Team of the Training and Development Agency for Schools

- Extended Schools
 - Children's Centres
 - BIPs
 - BEST
 - PAYP
 - Drug Action Teams
 - CAMH (joint commissioning models)
 - Young People Substance Misuse teams (joint commissioning models)
 - Teenage Pregnancy Advisers
 - SEN (joint commissioning models)
 - 14-19 Pathfinder or partnership (if applicable)
 - Local Safeguarding Children Board/ACPC
- Have you built in a robust evaluation and review mechanism?

> Job design

Shared work on job design is one way that areas can make early progress in implementing integrated approaches locally. Use of the common core will contribute to job descriptions and person specifications that focus on outcomes for children and young people, with common language and key elements. Of course there needs to be appropriate differentiation across the full range of job roles and service groups. Consideration of what elements are COMMON, COMPLEMENTARY and DISTINCTIVE may assist in this regard.

Bringing together specialist personnel and human resources staff from across the range of services will have the added benefit of getting their early involvement in the integration agenda. This may be quite an alien concept for some of them and should therefore prove useful in preparation for other pieces of work in the future.

For example a workshop to explore how job descriptions and person specifications might be refined to reflect the 5 outcomes and the common core is likely to engage people and prove useful

Schools workforce

A remodelling toolkit has been launched by IDeA that builds on experience in schools and other good practice [go to www.idea.gov.uk].

The work of the TDA and there are a variety of resources available on their website. In 2006 TDA wrote to directors of children's services and chief executives explaining how the TDA intended to support local authorities in building integrated provision to support modernisation and development of the school workforce.

There are also some useful IDEA resources relating to job profiles for support staff in schools that can be used to inform this work

Health

Care Services Improvement Partnership (CSIP) have appointed Regional Change Agents to work on the Change for Children agenda. They are working with other regional advisers supporting workforce reform.

The Department for Education and Skills (DfES) and the Department for Health (DH) have produced guidance to help support school nursing. These guidance documents support the aim of having at least one, full-time, year round, qualified school nurse working with every cluster of primary schools and their linked secondary school by 2010.

The guidance will help head teachers, staff and governors work with their local health partners to expand or develop their school nursing service.

The two documents - 'Looking for a School Nurse?' and an updated 'School Nurse Practice Development Resource Pack' by the Department for Education and Skills (DfES) and the Department for Health (DH) - show how school nurses can play a crucial role in supporting schools to promote good health.

Job Evaluation & performance management

Other relevant materials are available from Local Government Employers on job evaluation and performance management.

Managers & Supervisors

When designing jobs for managers of multi agency teams it will be useful to refer to *"Championing Children: A shared set of skills, knowledge and behaviours for managers of integrated children's services"*. This is a tool with a variety of uses, but a single purpose: to establish a common understanding about the distinctive and different abilities required by managers of children's services who are responsible for teams that include professionals from different sectors and backgrounds, and for services that break the mould. A final version has now been published following extensive field testing and CWDC is currently developing additional materials to support implementation.

CWDC, jointly with Skills for Care, published a unit of competence and supporting guidance on supervision in July 2007. Again, this may be useful to refer to in job design for managers and supervisors across a range of Children's Services. Further information on leadership and management is included earlier in this Toolkit document.

Designing Multi Agency Teams

The ECM website provides 2 examples (first example, second example) of designing multi agency teams which could serve as helpful for those designing jobs and reviewing workforce performance in its broader sense.

The Integrated Care Network web site will also provide useful material including advice on the youth agenda <http://www.integratedcarenetwork.gov.uk>

Flexible working

In designing jobs commissioners and employers should be considering building in flexible working arrangements. Tower Hamlets provides a case study of how one London Borough has tackled this. To find out how secure, flexible working can benefit your organisation, either e-mail info@signify.net, call 01223 472572 or [click here](#) to read the full Tower Hamlets case study.

The IDeA's New Ways of Working tools have been produced in consultation with a representative stakeholder group of Local Authority Officers and other public sector organisations. The tools looks at the cultural change issues associated with New Ways of Working (including mobile, flexible and home working). These include a route map to help implement cultural change, an online knowledge base for capturing and signposting to guidance and good practice, and a case study of Bracknell Forest Borough Council's experiences from staff and managers involved in New Ways of Working and cultural change.

> How to develop an organisational strategy that complements an integrated local workforce strategy

It is important that any organisational or service plan is compatible with the local area workforce strategy within the local children and young people's plan. It should also reflect local and national priorities as well as the specific needs of the organisation.

Excellent guidance on the development of organisational workforce strategies is available from a number of organisations. The following are particularly recommended:

- > Employers Organisation for Local Government (now Local Government Employers) guidance on workforce planning. Although focussing on local government the materials can easily be adapted for use in other organisations. The site also contains examples of organisational strategies that may be very useful as reference points for those drafting strategy documents.

- > NHS Resources
The '*Looking for a school nurse work*' focussed on school bursars that followed on from CNO's review of Nursing, Midwifery and Health visiting contribution to vulnerable children and young people, DH August 2004.

Choosing health - Making healthy choices easier - November 2004. Also the Rapid Roll out of the School Health Workforce programme being delivered by 8 northern Strategic Health Authorities and commissioned via CSIP following on from the NHS Modernisation Agency.

- > Training and Development Agency for Schools (TDA) including National Remodelling Team (now TDAD) resources
- > Skills4schools website which sets out career paths for school staff funded by Unison & TDA

> Youth Justice HR Strategy

Each organisation should already have had some involvement in the development of the CYPP and the local workforce strategy document, with clarity about their contribution to the developments proposed. The organisational strategy should therefore reflect the national, regional and local priorities as appropriate, but also include an analysis and plan that addresses any particular issues for the organisation. Opportunities to work across organisational boundaries in any aspect of workforce development should be considered and included wherever possible.

Further examples and models for developing organisational strategies will be added in due course.

> Links to other keys sites, information and resource materials

> Government sites and guidance documents

- Every Child Matters
- The Children's Workforce Strategy
- Guidance to children's trusts (including advice on workforce strategies)
- NHS Workforce Framework Documents
- Directors for Children and Learners
- Youth Volunteering
- Available on the DH website
 - A workforce Response to local delivery plans :A challenge for NHS boards(August 2005)
 - National Standards, Local Action – Health and social Care Standards and Planning Framework 2005/6-2006/7(July 2004)

> Related Sector Skills Councils and their resources

- Skills for Care and Development - Partners in Wales, Scotland and Northern Ireland
- Skills for Care Home Page
 - Leadership and Management Strategy
 - 'Integrated & Qualified' 2005 policy drivers update
- SkillsActive's websites.
 - Skills Active
 - Playwork
 - SkillsActive has a playwork strategy
- Skills for Health
- Skills for Justice
- Lifelong Learning UK
 - Standards (including family learning, working with parents and youth work)
- Skills for Business
- Children's Workforce Network Organisations
 - Children's Workforce Development Council
 - Creative and Cultural Skills

- Employers Organisation for Local Government
 - General Social Care Council
 - General Teaching Council for England
 - Lifelong Learning UK
 - Skills for Health
 - Skills for Justice
 - SkillsActive
 - Training and Development Agency for Schools
- Links to other organisations and key resources
 - Local Government Employers (formerly the Employers' Organisation for Local Government)
 - Pay and Workforce Strategy
 - Workforce Development Planning
 - Examples of workforce plans
 - Training and Development Agency for Schools
 - TDAD (formerly the National Remodelling Team)
 - Learn to Care (NATOPSS)
 - Regional Organisation
 - Commission for Social Care Inspection (CSCI)
 - Making Every Child Matter – link to priorities
 - Social Care Institute for Excellence (SCIE)
 - Practice Guide to Fostering
 - People Management Audit Tool
 - I&DEA
 - Show me how I matter particularly part 3, pages 34 - 35
 - Programme of support for children's services
 - Regional Activities for Children's services
 - For a number of workforce redesign tools, the NHS Modernisation Agency workforce tools and those of the Changing Workforce Programme
 - UK Wide Workforce Planning Competence Framework, by NHS National Workforce Projects and Skills for Health 2005 and the Workforce Alignment Process (WAP) looking at aligning national and local planning in terms of priorities, timetables and options for implementation NHS Workforce Review Team both at www.healthcareworkforce.org.uk
 - Change for Children – Care Services Improvement Partnership (CSIP)

➤ Emerging practice examples

A range of practice examples has been researched and was published here in May 2007. This section is best viewed online as the content of the examples are not included within this document. Go to www.cwdcouncil.org.uk/advice/emergingpractice.htm

In response to numerous requests for actual examples of the various elements of workforce strategy implementation we have asked local areas to contribute information on work they believe would be of wider interest. These have been summarised to a common format and grouped under the following headings:

Partnership Working

Barnet 1

Private and Third Sector Involvement	Blackburn Brighton 1 Suffolk Brighton 1 South Gloucestershire Suffolk
Integrated Working	Windsor and Maidenhead 1 & 2 Bracknell Forest 2 Reading
Involving Children and Young People	Barnet 2 Bracknell Forest 1 Portsmouth Telford
Recruitment and Retention	Oxfordshire Telford Westminster
Induction	Portsmouth Somerset 1 Wokingham
Training and Development	Barnet 1 Bracknell Forest 2 Brighton 2 Kent Reading Rochdale Somerset 1 Somerset 2 Windsor and Maidenhead 2 Wokingham
Workforce Data Collection and Analysis	Barnet 1 Blackburn South Gloucestershire
Leadership and Management	Brighton 2 Somerset 2

By clicking on an area you will access the relevant example. Each one provides an overview of the work undertaken, issues raised, lessons learned and the impact to date. Some of the examples are quite extensive, while others are quite small scale and specific. Inevitably many of the examples are of work still in progress and summarise the position as at April 2007. Each example provides contact details for somebody who has agreed to be available to provide further information if required.

Some of the examples relate to more than one of the above categories so have been included in each of the relevant sections for ease of access.

We are planning to expand the range of practice examples provided here as more become available. If you are involved in work that you think would be of wider interest please contact Tracy Sheader at tracy.sheader@cwdcouncil.org.uk or telephone 0113 390 7770.

In addition to this new group of examples, the following previously included examples and references may also be useful:

Sample workforce plans are available on the Local Government Employers (formerly Employers' Organisation for local government) website

An example of a local visioning event is included in these pages

An example of a regional event is included in these pages

Examples of local integrated workforce developments involving health colleagues may be available, particularly from experiences in mental health and learning disability services.

Local children's trust areas

East Sussex has developed a tool for cross agency workforce intelligence gathering.

An example of the template is attached

Somerset has developed a performance management tool. Prospero is a Somerset local authority website which supports performance management for all those involved in the Children and Young People's Workforce.

For further information please see <http://sna.sites.webbased.co.uk/courses/bookings/> or contact Chris Pyke at The Holway Centre, Keats Road, Taunton, TA1 2JB on 01823 349306 or by e-mail to cpyke@somerset.gov.uk

Leeds Social Services in partnership with Leeds Metropolitan University have developed an innovative Transformational Management development programme for middle managers in Children's social work and residential teams and Youth Justice teams. For more information please contact Tracy Cartmell, Employee Development Manager on 0113 2478562

Warwickshire are piloting the CWDC Induction Standards in a range of multi agency settings including their YOT.

For further information contact Rachel Faulkner, Organisational Development Officer, YOT01926 73 6210 or rachelfaulkner@warwickshire.gov.uk

Newcastle has published their integrated local workforce strategy and explains how this links to their CYPP. The plan has received the Crystal Mark for the plain English campaign.

For further information contact Becky Dunn, Newcastle Children's Services Workforce Development Learning Mentor Co-ordinator, Newcastle EiC Partnership e-mail becky.dunn@newcastle.gov.uk

Regional

West Sussex in conjunction with the Learning Resource Network in the South East is developing a Professional Learning Academy. The County Council are taking a lead in setting up a "Professional Learning Academy" as one of the key mechanisms for driving forward the Children's Workforce Strategy. As part of the effort to implement change at a local level a range of training has been developed, some of which is going to be

accredited and all of which is mapped on to the common core and will be mapped on to National Occupational Standards in Children's Care, Learning and Development.
For further information contact: Ros Parker Professional Learning Academy West
Sussex 07740 768242

Children's Workforce Champions is a group of employers and professional children's bodies involved with the Children's Workforce in the North West.

The North West Employers have developed a comprehensive model process and template for workforce planning for an integrated children's service. This is a very helpful document with a model that people can use or adapt to meet their own requirements.

National

A national accredited training programme to support the implementation of Early Support has been developed. Early Support is the Sure Start funded government programme to improve services for disabled children 0-5 and their families.

For further information about Early Support training contact Eileen Strevens on eileen.strevens@rnid.org.uk or website www.earlysupport.org.uk for a summary of their training.

> Next phase of CWDC consultancy support

We have reviewed our consultancy service that was launched alongside the toolkit at the end of 2005 and, for 2007/8 have offered revised packages to support the next stage of strategy development and implementation.

We have defined the purpose of the consultancy service as follows:

"To add value to other support, advice and guidance arrangements so that areas can develop and implement local children's workforce strategies that will contribute to improved outcomes for children and young people, using resources effectively and efficiently."

For the next stage we will continue to tailor consultancy to meet local needs, with a high degree of flexibility. However, in response to requests, we have identified 4 broad areas that will be available until April 2008 as follows:

- 1 Consultants linked to CWDC Regional Development Managers to support agreed regional priorities and networks.
- 2 Our Regional Development Managers and consultants will also focus on specific aspects of local strategies and offer expertise in:
 - Partnership and Planning
 - Engaging the private and third sectors
 - Leadership and Management

- Involving Children, Young People, Parents and Carers
- Integrated Working Developments
- Workforce Data Collection and Analysis
- Integrated Training (including links to common core and induction standards)
- Recruitment and Retention

These topics can be offered on a local, sub-regional or regional basis.

- 3 Support to areas that are innovative with their strategy implementation. This would be on a request basis and would enhance cutting edge developments, with the opportunity to identify and share best practice examples. This will normally be a condition of this type of consultancy support.
- 4 Targeted support for areas that have identified a weakness or issue they would like to work on.

To request consultancy support please contact the appropriate CWDC Regional Development Manager. A level of free support will be available. For more in-depth consultation children's trust areas will need to meet some of the costs. The detail will need to be agreed in advance with the appropriate CWDC Regional Development Manager (RDM). In some situations the RDM may suggest alternative support or consultancy that may be available through partner organisations.

> Regional contacts

CWDC has now appointed Regional Development Managers to the nine English Regions.

CWDC Regional Development Managers (RDMs) Contact List

Name	Region	Contact Details	Support Staff
Anne Houlihan	National Development Manager for Regional / Local Delivery	07814 451316 anne.houlihan@cwdcouncil.org.uk	Tracy Sheader 0113 390 7770
Nicola Horn	North West	07816 325258 nicola.horn@cwdcouncil.org.uk	Kim Dowie 0113 390 7741
Eva Alexandratou	North East	07854 562099 eva.alexandratou@cwdcouncil.org.uk	Kim Dowie 0113 390 7741
David Jones	Yorkshire and the Humber	07875 071336 dave.jones@cwdcouncil.org.uk	Kelly Halliwell 0113 3907742
Ian Threlfall	West Midlands	07969 014731 ian.threlfall@cwdcouncil.org.uk	Kim Dowie 0113 390 7741
Monica Hingorani	East Midlands	07816 324763 monica.hingorani@cwdcouncil.org.uk	Sarah Parkinson 0113 390 7640
Pat Branigan	East	07989 174226 patrick.branigan@cwdcouncil.org.uk	Tracy Sheader 0113 390 7770
Lin Marsh	South West	07816 325449 lin.marsh@cwdcouncil.org.uk	Kelly Halliwell 0113 3907742
Marcia Diago Daley	London	07816 324277 marcia.daigo-daley@cwdcouncil.org.uk	Caroline Hirst 0113 390 7750
Rebecca Leete	South East	07816 324244 rebecca.leete@cwdcouncil.org.uk	Tracy Sceader 0113 390 7770

CWDC's consultancy service is available to support both regional and local activity. Skills for Care (SfC), our sister organisation for Adult Social Care in England is currently retaining some regional functions There are nine SfC regional offices.

Directors of Children's Services are being asked by CWDC to identify a lead person for workforce strategy development and, once available, these will be listed by region on this site to encourage local and regional exchanges.

The Government Office Directors for Children and Learners and their strategic advisers offer support and guidance to Directors of Children's Services, including the arrangements for services to children and young people.

Skills for Health have regional offices.

Learn to Care (NATOPSS) is the professional association for Training and Workforce Development Managers in social care and offer a support network based on the nine government regions.

The Training and Development Agency for Schools (TDA), formerly the Teacher Training Agency, has a regional network of School Workforce Advisers and is developing a web-based service to support school managers in their workforce planning. TDAD, formerly the National Remodelling Team (NRT), has regional advisers to support remodelling and the development of extended schools.

The Learning and Skills Council has a regional and sub regional framework within each of the nine English regions.

The Improvement and Development Agency (IDeA) offers a regional service, focussed on children and young people's services and also now includes the former Employers Organisation's team of regional skills and capacity advisers, who can support workforce development activity.

SkillsActive (the sector skills council for play, sport and leisure) has a regional network with offices being based in the nine Government Offices. There are nine regional centres for Playwork Education and Training that can be contacted through the SkillsActive Playwork Unit.

> Other support available via CWDC

Apart from these web-based resources the main support available is through the Regional Managers and the consultancy service. The work to develop, implement and review workforce strategies in 150 areas in England is clearly not a short term task and the sharing of best practice and lessons learned remains a key function for CWDC. This is something that requires a sustained approach, with clarity about priorities and responsibilities, both nationally and locally.

CWDC's regional and consultancy services will be integrated over a period of time with other support services through partnership working with Regional Directors of Children and Learners, the Improvement and Development Agency (IDeA, Local Government Employers (LGE) and the Training and Development Agency for Schools (TDA). Comments and suggestions as to the services that trusts and employers would value from CWDC are encouraged and welcome at any time. Use the box below or contact us by e mail to info@cwdcouncil.org.uk or telephone 0113 244 6311.

> Future developments

The Cross Government Children and Young People's Plan 'Building Brighter Futures' was published on the 12 December 2007. This plan sets the vision for children services until 2020 and the actions for the next three years. As a result of this CWDC is working with the DCSF and other partners to develop a Children's Workforce Action plan which will be published in 2008. The action plan will announce further details about the way in which we will support local areas in reforming and modernising the children's workforce. This will build on the workforce strategy advice but focus on the specific actions that will contribute to integrated workforce reform and improved outcomes for children and young people.

Please note it is not therefore planned to continue to update the toolkit in the same way in the future. Now that strong groups of workforce leads have been established across the regions we believe that it will be more useful to concentrate on learning and sharing developments within regions, with the opportunity to access specialist inputs as required.