

# Draft Children's Workforce Development Strategy 2010-13

## Central Bedfordshire Council

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Space for logos of signatories

# 1. Introduction

This strategy sets out Central Bedfordshire Council's vision and priorities for the children's workforce for 2010-13. It builds on the strategy produced by Bedfordshire County Council in 2007 and celebrates the successes of this strategy. Central Bedfordshire Council is now well placed, as a new Local Authority, to develop new practices in partnership with its Children and Young People's Trust. This will take us on our journey towards a workforce that is modernised and integrated and making the best contribution possible to the Every Child Matters outcomes highlighted in our local Children and Young People's Plan.

## 2. Context: Living in Central Bedfordshire

Central Bedfordshire is generally an affluent area and many children and young people in the area enjoy a very good quality of life and have excellent prospects in relation to both their own future happiness and their contribution to their communities. The health of our children and young people compares well with the East of England, and to England as a whole. Achievement across the age range from Early Years Foundation Stage to the end of Key Stage 4 is above national averages. None of our schools is in an Ofsted category of concern and we are on track to have 100% of extended services in schools by 2010. The percentage of school leavers going onto higher education is above the regional and national average and we have low numbers of young people that are not in education, employment or training (5.9%).

We know however, that there is a significant minority of children and young people for whom outcomes are much worse than those of the rest.

In terms of overall deprivation, in 2007 none of the areas in Central Bedfordshire were in the top 20% most deprived in England. However, for some of the individual aspects of deprivation (such as education, crime and income) communities in Dunstable, Houghton Regis, Flitwick and Sandy do fall into the worst 10% nationally.

The Children's Workforce reflects this demographic in general terms. Only schools in the most socially deprived areas, for example, are able to find additional funding for extra staff, and even these tend on the whole to be less generously funded than other, nearby areas such as Luton and Bedford.

A significant number of small schools are maintained to service small rural communities, which can lead to favourable adult to child ratios, although these are expensive to maintain.

The profile of the Children's Workforce is changing in similar ways to national trends so that, for example, support staff now outnumber teaching staff in both primary and secondary settings. Extended Services and Children's Centres have broadened the range of differently trained adults working with children in common settings.

While there is a relatively low proportion of Children Looked After, this figure has risen significantly in 2009. Equally numbers of unaccompanied young asylum seekers have increased. Our determination to meet these needs means that we have to make the best use of our existing resources.

## 3. Our vision, principles and values

### **The Vision for the children and young people's workforce in 2020**

(as stated in the '2020 Children and Young People's Workforce Strategy')

'The people who work directly with, and in support of, children, young people and their families can make great differences to their lives. Most are passionate about doing so. They should be respected and supported and have the confidence, pride and capacity to make a positive difference for all children, especially the most disadvantaged.

To meet our ambition that this should be the best country in the world for children and young people to grow up in, everyone in the workforce in 2020 will need to be:

*Ambitious for every child and young person  
Excellent in their practice  
Committed to partnership and integrated working  
Respected and valued as professionals'*

### **Our Vision for Children and Young People in Central Bedfordshire**

We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well at school, make friends and build strong relationships with their family. By the age of 19, as young adults we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as a contributing, confident citizen.

We will achieve this vision through the development of an integrated workforce which is ambitious for all children and their families and expert in its practice. We are committed to creating integrated delivery teams in local settings, that are built around the individual needs of children and young people.

This workforce will be expected to meet the core standards as identified by the Children's Workforce Development Council (CWDC). These standards are underpinned by a set of principles and values that apply to all work with children, young people and their families.

#### **Principles**

- The welfare of the child and young person is paramount
- Workers contribute to children's care, learning and development and safeguarding and this is reflected in every aspect of practice and service provision
- Workers work with parents and families who are partners in the care, learning and development and safeguarding of their children, recognising they are the child's first and most enduring carers and educators
- Workers work in an integrated way to provide early identification of need and joined up, holistic support

#### **Values**

- The needs, rights and views of the child, young person and family are at the centre of all practice and provision

- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem and resilience are recognised as essential to every child's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires a continuous search for improvement and self-awareness of how workers are perceived by others

We will know we have got all this right if all our children and young people can honestly say the following statements:

Everybody I deal with works together to do what's best for me (shared identity, purpose and vision)

I understand what people are talking about and how people are working for me (common values and language)

Everybody that I work with wants the best for me (behaviours focused on positive outcomes for children and young people)

Everybody is working together to give me the support I need (integrated working practices)

I have access to Good workers with the right skills to help me (high quality, appropriately trained workforce)

Everybody I work with knows the help and support I need (complementary roles focused around children and young people)

I know the staff members that I work with well and know that my safety is important to them (capacity to deliver and keep children safe)

I know the most important thing for the service is that things work out well for me (outcome focus)

(outcomes taken from the CWDC 'One Children's Workforce framework')

## 4. Background and achievements

The Children's Workforce Development Team is placed in the Learning and Schools Assistant Directorate, and has the remit to coordinate the needs of the entire Children, Families and Learning Directorate for Central Bedfordshire. It covers three main areas:

- recruitment and retention,
- professional and staff development,
- workforce modernisation and reform.

The Head of Children's Workforce Development is the designated Strategic Lead for the Local Authority on developing a single Children's Workforce. At present the Children's Workforce Development team is developing a 'spider in the middle of a web' model, with strong links out to various providers of development and support for the Children's Workforce.

Colleagues across the Council have contributed to a self evaluation process, and this has highlighted both the importance of aiming for an integrated Children's Workforce and the challenges of the task ahead of us before we achieve this.

Central Bedfordshire Council is fully committed to establishing targets for workforce reform and to making measurable progress in the coming years. As a new unitary authority, we have the opportunity to examine innovative ways of working across the authority on workforce planning and development, at all levels within the organisation. We have aligned all our Children's Workforce Development plans into a section that cuts across all areas of the new Children and Young People's Plan. We work to secure effective and robust workforce reforms that help people who work in the children's sector to provide the best support for children and young people that leads to improved outcomes.

We have made good progress in addressing the organisational and cultural changes for practitioners to work across professional boundaries, within our local children's sector. We are integrating the learning and development plans across schools, Integrated Youth Services, children's social care and vulnerable children's services, to enable multi-agency and cross-boundary training for our children's workforce.

## 5. Scope of this strategy

The aims of this strategy appear in Central Bedfordshire Council's Children and Young People's Plan as one of a number of cross-cutting priorities that underpin the work of all partners connected to the Children's Workforce. The strategy draws together people from all eight sections of the workforce as identified in the Government's 2020 Strategy:

- education;
- early years;
- social, family and community support;
- youth support;
- health;
- crime and justice;
- sport and culture;
- managers and leaders.

This incorporates voluntary and private sectors and parts of the Health, Crime and Justice, Sport and Culture and Further Education sectors concerned with children and young people, as well as schools and the Local Authority.

While this is a three year strategy that builds on developments from previous years, it is designed to link in with the longer aims of the National 2020 Children's Workforce Strategy. Mobilising such a disparate set of organisations around the needs of children and young people is crucial, but will take time. This three year strategy will keep its sights set on the 2020 vision by setting clear mile-stones towards this vision. (See Section 8)

## 6. Consultation research

### What children and young people, parents and other stakeholders have told us.

More than 4,000 children and young people helped shape the priorities in this Children and Young People's Plan. More information on how we did this set out in Appendix b. Here are some of the things that children and young people said:

#### **Be Healthy**

Children and young people wanted more opportunities to lead healthy lifestyles and felt that better play facilities in schools' grounds and more sports activities would help achieve this. They also asked for healthier and better school meals.

*"More stuff on healthy lifestyles"*

*"More accessible contraception coz some places want all your details if you ask for it"*

#### **Stay Safe**

Children and young people wanted safe areas to live and play and they wanted action to stop bullying out of school. They also felt it was important to stop bad behaviour and crime in their areas and for children and the Police to have more opportunities to talk.

*"Stop big groups of young people walking around at night"*

*"Stop gang culture"*

#### **Enjoy and Achieve**

Help to do better at school was something that children and young people wanted and they also wanted more rewards for behaving and doing well at school.

*"After school club to help us with Maths and English"*

*"Young people's celebration - like Young People of The Year Awards"*

#### **Make a positive contribution**

As mentioned above children and young people want more rewards for behaving and doing well. In particular they wanted to see good things about young people in newspapers and the media. They also felt that they needed more things to do, such as more groups and clubs to join and play schemes. Cheaper transport to get to places was highlighted as an issue and they were concerned that families who might need help to pay for activities for their children were supported.

*"More music concerts - stuff for us to do, could have stalls on drug and alcohol too."*

*"Good website that says all the stuff you can do and is up to date."*

#### **Economic wellbeing**

As mentioned above children and young people thought there should be help for families who need it to pay for activities. They also thought that there should be more job opportunities for young people.

*“We need more help on what we should do after leaving school”*

## **7. The Strategy**

### **a) Create a single children and young people’s workforce**

We want to establish and promote a shared identity, vision, language, practice and service across the Children’s Workforce through strong leadership and management while still valuing and utilising the different expertise professions contribute to the workforce. We will ensure that every part of the Children’s Workforce has the same core values and approaches so that children, young people and their families can understand what professionals are talking about and how they are working together.

*What we have already done to put this into action*

A Children’s Workforce Development Strategic Group has been established. Key people from across the whole of Central Bedfordshire Council and including partners who are not part of the Council, for example from health, police and the Private and Voluntary Sector, will create a Leaders’ Partnership across the whole Children’s Workforce. This will focus on recruitment, retention, development and modernisation issues. Children’s Workforce Development Operational Groups are regularly commissioned to report to the Strategic Group and ensure actions are taken.

*Our plans for the next three years*

We will improve communication processes within the Children, Families and Learning Directorate and across the rest of the Council and the local Children’s trust. We will establish a Common Induction procedure across the whole Children’s Workforce.

### **b) Develop integrated working**

We believe that the more people train and develop together the more they will understand each other’s roles and become better integrated. We want to encourage as many opportunities as possible for multi-agency training and development opportunities to take place, in order to develop a more holistic approach to supporting children and young people. We will create an integrated staff development framework based on a single needs analysis and consultation with professional leads.

*What we have already done to put this into action*

The 2009 Children’s Workforce Development Directory has been distributed to schools, settings and other organisations and has been well received. This publication aims to draw together, rather like a Yellow Pages or Thompson’s Directory, information about all training and development opportunities for everyone in the Children’s Workforce. As well as identifying specialist support across the various Children’s Workforce groups, it also identifies an increasing number of ‘generic’ opportunities to train and develop together. The equivalent web presence has already been updated frequently with new connections from groups that did not appear in the original paper version. The Directory is in a strong position to become the first port of call for all training and development needs across the Children’s Workforce.

### *Our plans for the next three years*

We will ensure that all eight sectors of the Children's Workforce are equally represented in the Directory, and that generic, multi-disciplinary training and development is increasingly common-place. We will do this by funding multi-disciplinary opportunities where possible and celebrating the successes of these opportunities as they arise.

## **c) Establish complementary roles reflecting local needs**

We believe that a locally based, multi agency service will be more responsive to and reflective of local need and will make it easier and simpler for children, young people and their families to access a variety of services in their own locality. The provision of local training hubs in these areas will strengthen the developing multi-agency services at the same time as respecting and valuing specialist practitioner skills.

### *What we have already done to put this into action*

The development of a Children's Trust is the first step in this process as the Children's Trust Board is the key local partnership in the development of integrated, multi agency services.

A Service Level Agreement with one key school from each geographical area has been made. We are working closely with the Training and Development Agency for Schools to make use of existing and potential Training Schools for this purpose. The schools so far identified are:

- Stratton Upper School (Eastern area)
- Redborne Community College (Rural Mid-Beds)
- Vandyke Upper School (Leighton Linlade area)
- Queensbury Upper School (Dunstable/ Houghton Regis)

### *Our plans for the next three years*

The Service Level Agreement encourages stronger and more formalised links between these schools and the Local Authority and contributes to Central Bedfordshire Council's commitment to local delivery and commissioned services. We will make a significant contribution to the creation of multi-agency local delivery hubs in the four designated areas.

## **d) Put safeguarding at the forefront of Workforce Development**

We need to be absolutely certain that children and young people's safety is regarded as paramount by all sectors of the Children's Workforce. We want to ensure that our workforce is competent, confident and safe.

### *What we have already done to put this into action*

Increasingly close links with Human Resources and the Local Safeguarding Children Board are being forged to ensure that all areas of the Children's Workforce comply with Safeguarding measures and Safer Recruitment. Children's Trust partners have plans in place to address the recommendations of the Laming Review of Child Protection, and this is overseen by the Local Safeguarding Children Board.

### *Our plans for the next three years*



A member of our team is dedicated to ensuring health and safety standards are adhered to in a school context, and the strategy will take this work further into other parts of the Children's Workforce to ensure parity of practice. We will ensure that the Common Assessment Framework (CAF) process is fully understood and effectively used by all members of the Children's Workforce.

A priority in the Children and Young People's Plan is to ensure early identification of issues and intervention strategies to address these issues. We will create a matrix system to map the learning and development required to deliver this priority. At strategic, managerial and practical levels we will align our activity against universal, targeted and specialist criteria, thus ensuring our whole children's workforce is equipped to respond quickly and effectively to our children and young people's needs.

## 8. Priorities and Outcomes: key milestones to 2013

Out of this strategy has emerged the Children's Workforce Development Action Plan, which is a cross-cutting section of the Children and young People's Plan, and which breaks down in detail the work-streams that will be undertaken in the first year of the Strategy to take us forward on our longer term journey.

September	2010	2011	2012
Create a single Children and Young People's Workforce	All members of the children's workforce are clear about the vision for integrated children's workforce in Central Bedfordshire. We have moved from 35% to 55% confidence in this area as measured by the One Children's workforce Tool.	Children, young people and their families are able to voice the vision for integrated children's workforce in Central Bedfordshire. We have moved from 55% to 75% confidence in this area as measured by the One Children's workforce Tool.	Children, young people and their families believe the workforce that supports them is fully integrated. We have moved beyond 75% confidence in this area as measured by the One Children's workforce Tool.
Develop integrated working	There is a common career development and qualifications framework that encourages movement across the Children's Workforce. We have moved from 35% to 55% confidence in this area as measured by the One Children's workforce Tool.	Measurable numbers of staff are successfully moving across different parts of the Children's Workforce and there is increased sharing of expertise and knowledge. We have moved from 55% to 75% confidence in this area as measured by the One Children's workforce Tool.	The expectation for leaders and managers in the Children's Workforce is for them to have experienced more than one part of the Children's workforce. We have moved beyond 75% confidence in this area as measured by the One Children's workforce Tool.
Establish complementary roles	Strong links with specific schools and	Multi-agency groups of local, expert	Local, expert delivery multi-agency groups

reflecting local needs	clusters of schools have been formed to prepare the ground for localised delivery.	deliverers have been piloted in specific parts of the Local Authority.	are established across the Local Authority.
Put safeguarding at the forefront of Workforce Development	Safeguarding practices are common across a widening range of areas of the Children's Workforce. No Ofsted inspections of schools or settings are limited by the Safeguarding grade.	All parts of the Children's Workforce are adhering to common standards of safeguarding practices.	Children, young people and their families have the same expectations of safeguarding, regardless of the sector of the Children's Workforce with whom they are working.

## 9. Governance: evaluation, monitoring and funding

A Strategic Group has been put in place with the following aims:

- To identify Strategic Aims related to developing a single children's workforce, which appear across the Children and Young People's Plan.
- To monitor and evaluate the strategic aims for Children's Workforce Development as identified by the Children and Young People's Plan.
- To direct and inform the Children's Workforce Development Strategy for Central Bedfordshire.
- To direct the effective use of the One Children's Workforce Tool.
- To identify funding streams for training and development.
- To report progress to the Children and Young People's Trust via the Enjoy and Achieve sub-group.
- To commission as appropriate working groups to carry out specific tasks.
- To co-ordinate the reform and development of training of the Children's Workforce.

This group meets five times a year and is made up of a wide range of people from across the whole Children's Workforce, including areas beyond Central Bedfordshire Council (e.g. Police, Health and Private and Voluntary Sectors), all of whom operate at a strategic level. This group will be responsible for monitoring and evaluating our progress against the Strategy, and will work closely with the Children's Trust in this respect.

All support sign-posted, provided or brokered by the Local Authority is quality assured through rigorous Performance Management systems. Organisations are expected to develop their own monitoring and evaluation systems for gauging the quality of support and the extent of its impact on children and young people's development and well being, for example, adopting the Kirkpatrick 4 point model of evaluation (reaction, learning, behaviour and results). Central Bedfordshire Council conducts an annual analysis of data to identify the impact of the year's support on 'Every Child Matters' outcomes. The analysis is also used to determine needs for the following year. Audits of user satisfaction also provide an additional and useful measure of success.

Central Bedfordshire Council is working increasingly with Higher Education and professional partners to link accreditation to research and other children's workforce staff development.

## 10. Conclusion

Extensive research has led to the creation of a National Government strategy document (the '2020 Children and Young People's Workforce Strategy'), which recommends that a fully integrated local children's workforce is the most efficient way of meeting the five Every Child Matters outcomes for our children and young people. While much work has already begun to draw different factions together, it is clear that the current local workforce does not yet meet the definitions of a fully integrated workforce. The Children's Workforce Strategy laid out in this document has been endorsed by all local stakeholders as the means of achieving a fully integrated local workforce.

# Appendices

## Definitions

### a) Children and Young People's Workforce

The '2020 Children and Young People's Workforce Strategy' divides the Workforce into eight broad sections:

- education;
- early years;
- social, family and community support;
- youth support;
- health;
- crime and justice;
- sport and culture;
- managers and leaders.

It goes on to state further:

'The children and young people's workforce makes up approximately ten percent of the labour market in England and includes people working in all sectors of the economy. A large number are public sector employees, including in schools, colleges, local authorities and the NHS. Many work in the private sector – particularly in early years, but there are private providers in all areas of services to children and young people. And a growing part of the children and young people's workforce is employed, or volunteers, in the third sector which is playing an increasing role in the delivery of all services to children and young people, particularly those for the most vulnerable children, young people and families.'

### b) Workforce Modernisation

The term was coined in relation to the significant changes that have recently taken place in the schools sector. In January 2003 the Government made a national agreement with employers and school staff unions with the intention of achieving progressive reductions in teachers' working hours by September 2005 by lessening administrative and clerical burdens and providing increased in-class support. As a result, the profile of the schools' workforce has transformed dramatically with greatly increased numbers of support and administrative staff and a change in emphasis of expectations in teaching as exemplified by the revised teachers' professional standards, September 2008.

The integration of the whole Children's Workforce provides an opportunity to review the current picture and consider ways of similarly transforming the profile of the Workforce to make it better fit for purpose.

### c) Staff Development

Staff Development can be defined as *any activity that increases the skills, knowledge or understanding of practitioners, and their effectiveness in the organisations for which they work.* This is particularly useful as a definition because it is open ended and, with its reference to knowledge, skills and understanding, it implies that effective practitioners are reflective

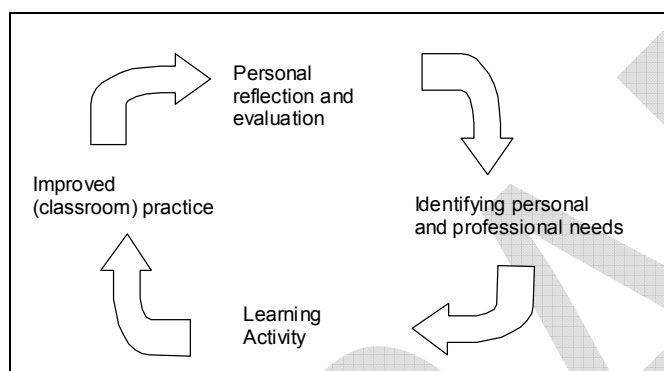
learners. It can take many forms that go beyond the traditional 'course', and is often most effective when integrated into working practices, such as work shadowing and coaching. Effective learning across the Children's Workforce is essential for the effective development of Children and Young People. All learning has to focus on the work of the individual and take account of their capacity to grow and develop in their role. It should be concerned with the whole person as well as the individual as an employee and it should always be focused on improving outcomes for children and young people.

The most effective staff development engages the individual as a learner and takes account of the needs of the individual member of staff, the needs of the organisation and local and national priorities through effective performance management procedures.

## Ten Characteristics of effective training and development

Training and Development is most effective when:

1. The experience is viewed as a process and not an event.



A process model for training and development

2. Initiatives are owned by the individual and involve collaborative working.
3. It is planned with the involvement of all participants or, at the very least, there is communication about the rationale for the activity, the learning objectives and the expected outcomes.
4. Initiatives reflect national initiatives, whole-organisation development plans, department development plans and Performance Management objectives.
5. The process begins with a needs analysis; an evaluation of where the individual or the organisation is set against specific criteria or standards such as the Common Induction Standards Framework or the Ofsted *Framework for Inspection*.
6. Skills and knowledge acquisition is integral to the activity and there is time built in for learning, practice, reflection and implementation.
7. The activity results in action. Outcomes are communicated and effective outcomes become standard practice for all through effective dissemination.
8. Tools for measuring the impact of the initiative are planned into the process from the outset.
9. The initiative is based on current research and involves checking out practices and policies against external exemplars.
10. The activity leads to 'next steps' and a review of the initiative.

## Further information

### a) Useful websites

The DCSF 2020 Children and Young People's Strategy:

<http://www.dcsf.gov.uk/everychildmatters/strategy/childrenandyoungpeoplesworkforce/workforcestrategy/>

The Children's Workforce Development Council

<http://www.cwdcouncil.org.uk/>

The Children's Workforce Development Council's 'One Children's Workforce Tool':

<http://onechildrensworkforce.cwdcouncil.org.uk/>

The TDA CPD Zone, aimed particularly at supporting school staff development needs:

<http://www.tda.gov.uk/leaders/cpdzone.aspx>

National College for Leadership of Schools and Children's Services

<http://www.nationalcollege.org.uk/>

Link to the full 'Laming Review of Child Protection' (March 2009), including a digest of the main recommendations:

<http://www.communitycare.co.uk/articles/2009/03/13/111003/laming-report-index-of-recommendations.html>