

Richmond upon Thames

CHILDREN'S WORKFORCE STRATEGY

February 2007

London Borough of Richmond upon Thames
Education and Children's Services



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Foreword to the Children's Workforce Strategy

"Working in partnership to realise a vision for excellence through putting children and families first".

The publication of the Children and Young People's Plan for 2006 – 2009 sets out clear priorities to achieve the Partnership's vision for excellence. The Plan is being delivered through developing a commissioning strategy and a workforce that is "pivotal" to the delivery of high quality services to children, young people and their families.

The children's workforce is not static, it is dynamic and diverse. A great deal has been achieved in schools, with Richmond recognised as a leader in the field. The Youth Offending Team, Adolescent Resource Team, Early Years' Partnership and the Early Years' Centre for Excellence serve as examples of outstanding multi-agency partnerships that have a real impact on the lives of children and young people.

Workforce development can offer huge opportunities for integration and effective and efficient use of skills, but also poses massive challenges for management and in areas of training and development. Additionally, there will be issues of status, hierarchy and territorial and technical protectionism, and all must be addressed and overcome.

Between now and 2020 the children's workforce will experience demographic change as 50% of those currently employed will reach retirement age. As a result of the Children's Act 2004 and the Every Child Matters agenda within it, the workforce is adapting and developing greater integration of services and functions around the core competencies and qualifications framework.

This strategy document identifies our children and the workers who provide services for these children. It points to gaps in the current and future service provision in meeting both our statutory responsibilities and our progress towards excellence. It seeks to ensure that across our different agencies we have the right people with the right skills and resources to deliver more effective services.

The government's Children's Workforce Strategy demands increased integration of workforce planning across agencies so that we can meet the challenge of future service models and address the urgent issues around affordability, quality, and sustainability. This debate is at the heart of Richmond upon Thames's Children's Workforce Strategy; effective and sustained integration will require a paradigm shift across all agencies that goes well beyond reorganisation of structures and co-locations, towards a redefinition of job functions and skill and competency requirements and the development of a more responsive, flexible and multi-skilled workforce.

We are proud and confident that our workforce is responding to the needs of Young People, and that this Strategy will be a roadmap presenting further opportunities to improve services for them.

1. Introduction

1.1 What this document does

This document sets out a blueprint for the development of the children’s workforce in Richmond upon Thames over the next twelve years: the Children’s Workforce Strategy (CWS).

1.2 This document is written for you:

- The current workforce;
- Parents and carers;
- Children and Young People;
- Partners with a responsibility for children’s services in the Borough.

A separate summary document is available for wider dissemination.

1.3 The document and its preparation

In compiling this document we have included as far as possible the headings in the “suggested framework” produced by the Children’s Workforce Development Council (CWDC) in 2005.

In preparing a local Children’s Workforce Strategy we have aggregated best practice from a number of other Local Authorities, and tailored the document to current operations in Richmond upon Thames, and as follows:

- We have included our data template as an appendix (Appendix 6.5) to the main strategy document so that the section can be updated as more information is gathered.
- We have not attempted to detail how the Strategy should be implemented, for reasons given in Section 4.2
- We have not attempted to quantify any resource requirements in this Strategy Document nor identified specific opportunities to pool resources.

1.4 Will this document make a difference to me?

We appreciate that this is quite a lengthy document and that you will probably be pressed for time. However, if you are involved in any way with the children’s workforce in Richmond upon Thames it will be important to you to read about:

- Our plans for recruiting and retaining experienced staff in the workforce in a co-ordinated and joined up way;
- Our work on a common induction programme and the implementation of the common core of competencies for the children’s workforce;
- The development of the Common Assessment Framework and how we will ensure that the children’s workforce has the skills and knowledge to undertake assessments;
- Our plans for developing shared learning programmes for the children’s workforce;
- How career progression in the children’s workforce will be better managed and much more flexible across departments;

- How we will be developing our future workforce leaders in the future;
- How we are going to ensure that our workforce respects children and young people;
- How we aim to promote trust in our children's workforce from children and young people, families and carers;
- How the plans for children's services across Richmond upon Thames are supported by developing the workforce, the introduction of new roles and new ways of working.

2 Background and Context

2.1 The National Context: Government Guidance

In 2005, as part of their "Every Child Matters" agenda, the Government published their Children's Workforce Strategy document, following in 2006 with their response to the results of the consultation over it.

The Government's vision is for a world-class children's workforce that:

- Is competent and confident;
- People aspire to be part of and want to remain working for;
- Can develop their skills and build satisfying and rewarding careers;
- Children, young people, parents and carers trust and respect.

We are looking to overcome the restrictive impact that professional and organisational boundaries can have so that increasingly professionals and practitioners from different sectors will:

- Work better together in multi-disciplinary teams around the needs of children and young people and share an increasingly common language and understanding;
- Have coherent career pathways that allow them to progress within and across different sectors;
- Focus on early identification and prevention and strengthen protection for vulnerable children and young people.

The National Children's Workforce Strategy charges Local Authorities and their partners with responsibility for developing a Children's Workforce Strategy in support of the area Children and Young People's Plan (CYPP).

The local strategy will set out what needs to be done in Richmond upon Thames in order to ensure that local services have appropriate staffing and workforce organisation to meet the requirements of children and young people, making best use of existing resources.

In the National Children's Workforce Strategy four **strategic challenges** are outlined. These are to:

- Recruit appropriate staff into the workforce, ensuring the work is attractive and promoting flexible entry routes;
- Develop and retain more people within the workforce, improving their skills and knowledge;
- Strengthen inter-agency and multi-disciplinary working, and workforce re-modelling;
- Promote stronger leadership, management and supervision.

This is a very ambitious project. These strategic challenges are derived from, and require an understanding of, separate and often unrelated legislation, regulations, advice and guidance

encompassing health, education, social care, youth, and early years. Richmond upon Thames's Children's Workforce Strategy is set within this National context, and the legislation and other documents drawn upon are listed in Appendix 6.6.

There are a number of key workforce development themes that resonate throughout all the legislation, regulations, guidance and plans. These themes are:

- 1) to develop capacity
- 2) to improve capability
- 3) to increase productivity
- 4) to provide flexibility and
- 5) to achieve integration

and they sit at the heart of our strategy.

2.2 The Local Context: Richmond upon Thames

The Richmond upon Thames Children and Young People's Plan was published in 2006 and sets out twelve priorities for 2006/07. A further four priorities address improvements in the infrastructure, including the completion of a commissioning framework by October 2006, and the development of a workforce strategy that represents a coherent approach to both the practical and cultural issues of building an integrated service for children and families. This document sets out the plan for the Children's Workforce Strategy.

The CYPP addresses a number of themes relevant to children's workforce development, within which guidance this document has been prepared. A number are shown below for illustration, but the CWS sits within the context of the whole Children and Young People's Plan.

2.2.1 The CYPP states that effective Governance and the new arrangements for the Children and Young People's Strategic Partnership (CYPSP) will be the cornerstone for good outcomes for children, young people and their families. It will become the joint commissioning board for children's services.

2.2.2 The Workforce Strategy will be implemented and evaluated through the Training and Development subgroup of the Children and Young People's Strategic Partnership. Progress will be reported to the Executive Group and Overview and Scrutiny as appropriate.

2.2.4 The Education and Children's directorate incorporates a range of different hierarchies, different cultures within operational departments and environments, and, inevitably, a certain amount of duplication between different services. Progress is being made, realising the gains and benefits of integration, by imposing consistency on diversity, and striving for commonality in structures, approaches, assessments, and solutions to service needs. This presents the greatest challenges and opportunities in the development of the Children's Workforce.

2.2.5 The achievement of the vision set out in the CYPP is dependent on the vibrant voluntary sector and the real involvement of children, young people and their families. This is addressed and fully integrated into the Children's Workforce Strategy.

3 The Current Status

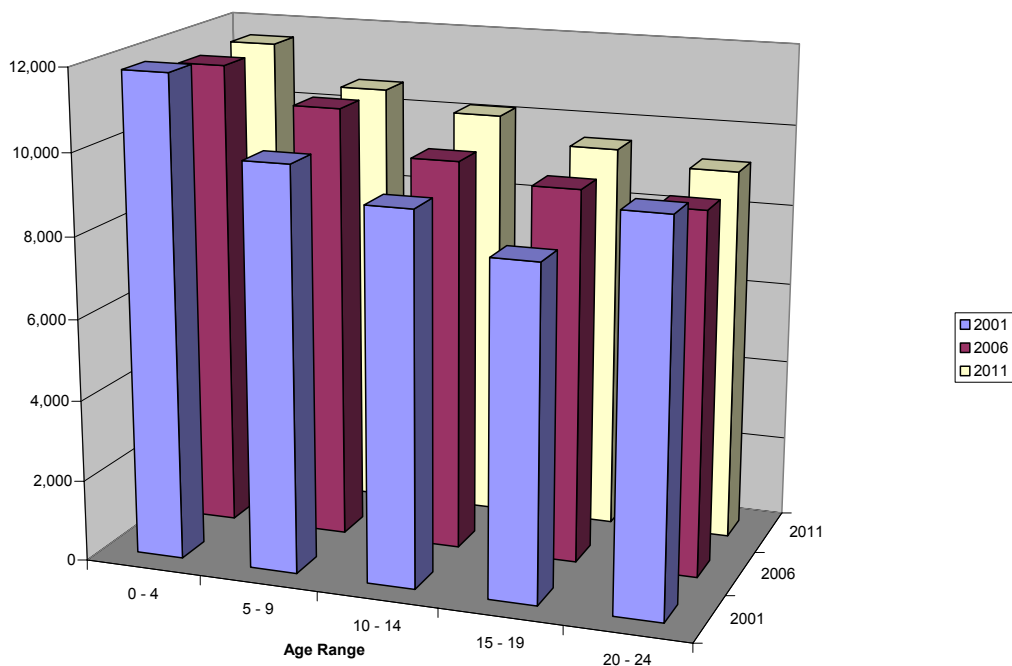
To successfully develop the Children’s Workforce in Richmond upon Thames, we need to know about the Children and the Workforce which serves them.

3.1 The Children

Who are the Children?

Richmond upon Thames Children and Young People Demographics 2001 to 2011

Source 2005 population projections to 3031 by ward



Note: the population in Richmond upon Thames schools is different from the resident population with 38% of pupils on roll in secondary schools and 12% of pupils in primary schools attending from out-Borough as at January 2006.

Headlines from Richmond upon Thames’s CYPP:

Whole Population:

- Population: numbers increasing slowly relative to SW London generally.
- Social: high house prices, with implications for lower-paid.
- 50% of over-16s in managerial or professional occupations, twice the national average.
- Crime: one of the safest boroughs

Children and Young People:

- Social: five areas of relative deprivation in one of the most prosperous boroughs.

- Demography: 2001 census showed significantly higher proportion of 0-4 (30%) compared with other five-year bands. 0-9s now consistently the largest sector.
- Ethnicity: The proportion of the population from black and minority ethnic (BME) backgrounds (21%) is above the national average but low compared with other London boroughs, possibly leading to greater isolation. Indices of Multiple Deprivation (IMD) show a link between higher levels of deprivation and higher BME populations, indicating areas likely to benefit from service provision. In contrast to the borough population, maintained schools comprise 31% of pupils from BME backgrounds - 31% in primary schools and 30% in secondary schools.
- Crime: several projects in the borough have reduced crime and anti social behaviour.

Note that statistics below, although all taken from Richmond upon Thames's CYPP, are derived from different surveys, and there may therefore be slight inconsistencies

All 0–19 year olds **38,886**

All Children in Schools:

Primary and Secondary	20,223
Special schools	142
Nursery	837
Total	21,202

Pupils in School with a Statement of SEN:

Primary	228	
Secondary	241	
Special	142	
Total	611	(3%: as national average)

Children Looked After	99
On the Child protection register	50
Children in Need	398

Children with a disability:

On the Disability register	199
According to the population census	1107

(Children's disability register is voluntary and prone to under-reporting)

All the statistics above (except the demographics table) are taken from Richmond upon Thames's published Children's and Young People's Plan.

3.2 The Children's Workforce

When we talk about the children's workforce in Richmond upon Thames we mean all people who work with children and young people regardless of whether their work is paid or unpaid, part time or full time.

3.2.1 There is no overall picture of the current paid and volunteer workforce across the London Borough of Richmond upon Thames, (including the NHS and voluntary and private providers). There are specific recruitment and retention issues around some professional groups, including social workers, care workers, foster carers, health visitors, and family support workers but less is known about our volunteer and independent workforce.

This document represents work in progress on (amongst other objectives) developing an analysis of workforce issues and agreeing a shared way forward to tackle the most pressing challenges. An important and ongoing task is the need to map the scale and scope of the workforce and to develop a collective understanding of its characteristics, functions and boundaries. This process will be a key action (see action plan 5.1) and must collect and consider the views of parents, carers, children and young people

Typically, the workforce would include the following:



The principal services used by children, young people and families are early years and childcare, play, health, schools and colleges, youth work, sport and leisure, family support and children's social care, as well as a range of specialist services. **This is not an exhaustive list of people in the paid children's workforce.**

We would propose a Workforce survey such as that carried out by Oxfordshire in 2005, to establish the size of the Workforce, to establish by discussion within the Directorate who should be included, and thereby to establish the boundaries and scale of resources required for any development of the Children's Workforce. This will be a major piece of work, but an essential precursor to determining

a practical Workforce Strategy. It should be commissioned and managed by the Workforce Strategy Group, and completed as soon as possible.

The Workforce Strategy Group can then consider tactics to address the strategic issues identified in the remainder of the Action Plan: it is arguably presumptuous to do that as part of the strategy itself.

3.2.2 We have been exercised by the need to include the volunteer workforce in the analysis, and yet aware that workforce data for this group is hard to collect. We have also been aware that workforce planning for teachers and school support staff is the responsibility of the Training and Development Agency for schools (TDA), whilst the Children's Workforce Development Council (CWDC) is leading this initiative for children's workforce planning. The CWDC remit does not include teachers but does include the new types of post that have arisen from the new extended role for schools. As a result the strategy refers to data about teachers but that group is not directly involved in the actions proposed.

3.3 Development of Richmond upon Thames's Children's Workforce Strategy to date

The CYPP notes some successes in workforce development which include:

- successful multi agency teams established in the Early Excellence Centre for Children with Disabilities and Learning Difficulties, the Adolescent Resource Team and the Youth Offending Team
- successful recruitment and retention initiatives, such as streamlined recruitment and performance related pay in social care, that have led to a reduction in agency staff required
- remodelling of the school workforce, which has led to creative approaches in many schools to the redistribution of responsibilities from teaching staff to support staff
- initial work on integration including
 - a pilot scheme for the use of the common assessment framework;
 - the creation of an integrated service for children with disabilities and learning difficulties;
 - safeguarding training
 - some co-location of services
 - an integrated structure for integrated services for young people

The CYPP identifies the major challenge ahead as embedding integration of services delivered by staff across the range of professions and agencies. It is in this area that the majority of work will focus.

4 The Strategy

4.1 Overall Vision for Richmond upon Thames

“We want a workforce that will support and enable all children and young people in Richmond upon Thames to enjoy good health, live a healthy lifestyle, and stay safe from harm and neglect. We want children to enjoy their life as children, but also to make a positive contribution to society and develop the right skills to lead a fulfilling and rewarding adult life”

This workforce strategy sets out what needs to be done to ensure that the children’s workforce is able to contribute to the realisation of the vision.

Our goal is to help children, young people and their families to:

- Be Healthy;
- Stay Safe;
- Enjoy and achieve;
- Make a positive contribution; and
- Achieve economic well-being,

as laid down in the Government’s “Every Child Matters” White Paper.

Success depends in large part on the energy and quality of those people who plan, manage and deliver services at the front line. We need a skilled and stable workforce, in sufficient numbers, led, deployed and supported effectively around the needs of our children and young people.

4.2 Scope

4.2.1 Depth

This document describes the *Strategy* for the Children’s Workforce for Richmond upon Thames, and as such provides a roadmap for the development of that Workforce. It will be for the Workforce Strategy Group (see Action Plan section 5.1 below) to implement the strategy as they think fit, in agreement with the Directorate and its Local Partners, the children and parents, and the Workforce itself. The implementation scope and methodology will evolve to meet current requirements, new initiatives and reorganisations that occur from time to time, and it cannot therefore be the business of the Strategy as defined in this document to go beyond the detail given here.

4.2.2 Services covered

This strategy covers the following services:

‘Early years and childcare, play, health, schools and colleges, youth work, sport and leisure, family support and children’s social care, as well as a range of specialist services’ (Children’s Workforce Strategy DfES 2006).

In line with the Children and Young People’s Plan it also covers services to parents and carers, and to children and young people as defined below:

Children and young people includes all children in Richmond upon Thames aged from birth up to their 19th birthday and those over 19 receiving services, including leaving care and those over 19 and under 25 with learning difficulties.

4.3 Objectives

4.3.1 The objectives of the Children's Workforce Strategy are:

- To support the delivery of the Children and Young People's Plan;
- To promote understanding of the concept of a children's workforce;
- To define and identify the children's workforce in Richmond upon Thames;
- To identify strengths and weaknesses of the current workforce structure, skills and capabilities against the demands of the CYPP priorities and the on-going ECM agenda;
- To deliver the vision for the future children's workforce;
- To produce an action plan to move the workforce, its skills and competencies, its structures and organisation and its leadership and management from where we are to where we want to be;
- To reflect the wider national agenda (see section 2.1 above) that seeks to improve outcomes for all children and young people by giving every child and young person the opportunity to achieve their potential;
- To respond to the four national strategic imperatives for development of the children's workforce.

4.3.2 Specific aims and objectives

Set out below are the National Children's Workforce Strategy four **strategic challenges** identified earlier in this document (see section 2.1 above). Within each, a range of current issues are identified. It is our intention that these should form the basis for an action plan to implement the strategy:

i. Recruit appropriate staff into the workforce, ensuring the work is attractive and promoting flexible entry routes

Expand career opportunities

Over the last five years British schools have been transformed. Workforce remodelling and the workforce agreement have led to reviewing and restructuring staff in all schools and to extension of support staff functions. This growth has been accelerated by the implementation of the extended services initiative.

The range of support staff roles in schools is set out in the career path table below:

Support Staff Career Paths

CDF Level	Pedagogical Support	Behaviour Support	Administrative Support	Environment Support	Out of Hours Support
Level 5/6-8	Instructors Music, Sports and IT Support	Counsellor Careers Adviser Pastoral Care Manager	Business Manager Strategic Development Manager	Risk Manager	Children's Centre Manager Admin. Director Specialist Teaching
Level 3-4/5	Technical Support HLTA TA Level 3 Nursery Nurse	Learning Mentor Family Mentor School Nurse	Exams Officer Finance Officer Personnel Manager	Site Manager Cook Supervisor H&S Officer	Study Support Manager Sporting Activities Manager
Level 0-2	TA Level 1&2 Bi-lingual TA	Special Needs TA	Office Support Clerical Assistant	Cleaner Cook	Childcare Assistant Sports Coach
Induction training for all school-based support staff					

This table maps categories of jobs against qualification requirements, and is likely to be the forerunner of the career progression pathways for the wider children's workforce. The intention is that entry to the workforce can be through any route and that progression will depend on qualification, skill and ambition. Staff recruited will know that extensive opportunities for career development and transferable skills and experience are at the centre of the workforce strategy.

Workforce Mapping

Defining the scale and scope of the workforce operating in the five ECM sub-group areas must be the starting point for future development of skills and qualifications. A map of the workforce and of its functions will identify gaps in current provision and will provide the basis for assessment of future needs in terms of capacity, skills and multi-disciplinary knowledge.

ii. Develop and retain more people within the workforce, improving their skills and knowledge.

Demographic Imperatives

Retention is directly linked to recruitment. By recruiting people with the potential to develop and by offering a wide range of career and professional development opportunities we should improve retention of key staff. Set within the context of the demographic structure of the workforce (50% of the current workforce will have reached retirement age by 2020) there is a particular imperative to retain more staff, especially those with the potential to undertake senior positions in the children's workforce and to encourage those with specialist skills to work past retirement age, if they wish to. In this regard a continuing professional development strategy that gives consideration to flexible working, career breaks and improved qualifications will be an essential part of the workforce strategy.

Common Core of Skills and Knowledge

Applying the Common Core of Skills and Knowledge (Sect 6.3) to the current children's workforce is the first step to achieving a dedicated workforce who want to develop and remain within the system. Where there is a shortfall there will need to be training and development and for all new staff there will need to be an induction programme that assesses an individual's capabilities against the core competencies.

Integrated Qualifications Framework

Central to the success of any retention strategy will be the implementation of an integrated qualifications framework. Existing qualification arrangements are complicated and inhibit movement between work in different kinds of setting and service. Talent and experience is often wasted. An integrated framework will recognize generic skills, and knowledge gained in a variety of work settings. This will provide for more extensive and rewarding career choices, higher levels of job satisfaction and a more competent and productive workforce.

Early Years Workforce

The skills and qualifications of the Early Years workforce in Richmond upon Thames compares well with the national picture. There has been significant input into raising staff training in early identification and safeguarding, and inspection outcomes show children are receiving improved care.

However, career progression opportunities remain limited and pay for qualified staff is low, and as a result retention of skilled staff is a problem in the Borough.

The EYFS (see Sect. 6.4) recognises that learning is a continuum and an investment in learning for Birth to 3's and Foundation Stage has a significant impact on learning outcomes in later primary school years. The Early Years professional qualification and the introduction of the National Professional Qualification for Centre Leadership will offer national qualifications aimed specifically at Early Years workers, and this development will need to be integrated into a local qualifications and career framework.

iii. Strengthen inter-agency and multi-disciplinary working, and workforce re-modelling

Children's Trusts

Children's Trusts bring together all services for children and young people in an area to focus on improving outcomes for them. They support those who work every day with children, young people and their families to deliver better outcomes - with children and young people experiencing more integrated and responsive services, and specialist support embedded in and accessed through universal services.

A Children's Trust approach would require people to work in effective multi-disciplinary teams, be trained jointly to tackle cultural and professional divides, use a lead professional model where many disciplines are involved, and to be co-located, often in extended schools or children's centres.

A Children's Trust approach will be supported by integrated processes such as the Common Assessment Framework, Information Sharing and Assessment (see Sect. 6.4), and joint commissioning arrangements. In many respects the CYPSP already operates a Children's Trust approach and it may need to consider how multi-disciplinary teams and lead professionals would function within and across the seven sub-groups of the CYPSP.

Commissioning

While integrated delivery can be fostered in many ways and at many levels, making sure the system overall is meeting the right needs for the right children and young people requires effective integrated strategies.

Joint commissioning, underpinned by pooled resources, will ensure that those best able to provide the right packages of services can do so.

The CYPP charges the CYPSP with the responsibility for commissioning. The sub-groups established by CYPSP around the ECM outcomes will be the vehicle for inter-agency working and a more integrated service delivery, and this in turn will be dependent on appropriate workforce development and management.

CAF and ISA

The need for effective inter-agency working is clear if the potential of the Common Assessment Framework (Sect 6.4) and the Information Sharing and Assessment (sect 6.4) schemes are to be fully realized. At a more practical, grassroots level multi-disciplinary working will be essential to overcome the potential fracture points in a child's development. Currently there are significant changes of service and personnel at transition points (age 3, 5, 11 and 16). These workforce discontinuities pose potential risks for children in need.

Children in Need

The roles and functions of school nurses, health visitors and practice nurses are changing and there is an increasing focus on supporting children in need. Whilst the core functions of education, health, social care and youth services are secure within individual areas of technical expertise, when a child presents symptoms and behaviours requiring multi-agency work protocols, leadership and the time and resource to deploy generic skills in support of the child may not be accessible or available. Children identified as having particular need from a more integrated and multi-disciplinary workforce include children over 16 outside the education system, child carers and children with chronic disabilities e.g. Autism, ADHD, chronic fatigue syndrome but not in receipt of statutory support.

For these children the activities of youth workers, sports/arts workers, health workers (school and practice nurses) could be delivered more flexibly and integrated more extensively to provide the appropriate mix of listening, advising, supporting and specialist skills.

Lead Professional

Appointing a lead professional is central to the effective frontline delivery of services for children with a range of additional needs. When the role is delivered in the context of multi-agency assessment and planning, underpinned by the Common Assessment Framework or relevant specialist assessments, it ensures that professional involvement is rationalised, coordinated and achieves the intended outcomes.

The use of lead professionals will provide a formal expression of an integrated workforce that will coordinate provision and act as a single point of contact for a child and their family when a range of services are involved and a coherent response is required.

Hierarchies

There is a perception of hierarchies existing within the current individual children's services and whilst they remain they will provide a block to an integrated service and the effective and efficient use of skills, knowledge and understanding.

Culture change

Integration may be more of a challenge to realise in the culture of the workforce. Each of the services will have its own ways of working, its own understanding of purpose and its own core values. Continuous work will need to be undertaken to address these more informal and hidden challenges to the achievement of the integrated children's workforce.

iv. Promote stronger Leadership, Management and Supervision

ECM leadership framework

The ECM (Sect. 6.4) paper "Championing Children" provides a framework for the purpose of establishing a common understanding of the distinctive and different abilities required by managers of children's services. The framework highlights seven aspects of management and leadership and should be used for recruitment, development, and workforce planning and remodelling. This framework will need to be considered alongside the Richmond upon Thames five core competencies (aspire, innovate, take responsibility, be clear, honest and open and be inclusive).

Workforce and succession planning

Overall workforce planning should be an essential element of management, and succession planning in particular will be vital in the next decade as the post-war baby bulge approaches retirement age, and early retirement is an affordable option for many of the well-off working in the Borough.

4.4 Priorities for 2007-2008

The Workforce Strategy group should agree the immediate priorities for Workforce Strategy as soon as possible after they are convened.

5 Action Plan

The Action Plan that follows is for the guidance of the CYPP sub-group referred to in 5.1 below. Action Plan details will be drawn up and implemented by that group, drawing on the analysis and discussion of current issues in section 4.3 above, setting timetables, details of targets, expected outcomes, and performance measurements for judging success for each task. Clearly it will be imperative to address 5.1 Scoping first, as the remainder of the sections will draw on material gathered, and depend on the outcomes of this.

Before starting to commission substantive work, The Workforce Strategy Group should identify:

- i. Priorities: which tasks should be addressed first;
- ii. Possible Pilots: to demonstrate viability of proposals;
- iii. Risks and Issues: possible consequences of change;
- iv. Costs and resource requirements: it is intended that workforce development should not incur extra funding overall;
- v. Review and monitor methodology: clear quantitative means of measuring success of tasks (“improvement in....” is unlikely to be sufficient).

5.1 Initiation and Scoping

- Embed the Workforce Strategy in the CYPP sub-group to direct this project.
- Consultations with professionals in Health, Social Care, Education and Youth services.
- Consultation with children, parents and carers
- Children’s needs analysis.
- Workforce needs analysis.
- Resource Analysis.
- Equality and Diversity.

5.2 Recruitment

- Workforce Gap Analysis.
- Recruitment Strategy.
- Review Pay and Conditions.
- Identify pathways into Employment.
- Use remodelling opportunities.

5.3 Development and Retention

- Identify retention issues from audit/needs analysis (5.1).
- Incorporate remodelling and Common Core.
- Develop and publish retention plan.
- Develop and publish CPD plan.

5.4 Inter-Agency and Multi-disciplinary working

- Steering and coordination group necessary: most difficult and unwieldy area
- Inter-Agency working: identify commonalities, agree communication plan, agree strategy for joint working (note this is confined to workforce operations), particular reference to lead professional (5.6).
- Analyse audits (5.1) for Workforce remodelling opportunities and implement.
- Promote Common Core of Skills and Knowledge throughout Partner Workforces.
- Report progress.

5.5 Leadership, Management and Supervision

- Audit workforce needs to identify shortfalls.
- Strategy for training, improvement, mentoring, placement, etc.

5.6 The lead professional, Common Assessment Framework, Common Core

- Promote Common Core of Skills and Knowledge.
- Implement Common Assessment Framework.
- Implement the concept of the lead Professional.

5.7 Further Proposals Contributed 25/01/07

- Common Induction for the Children's Workforce.
- Consideration of Resource Implications on CWS implementation.
- Remuneration competitive within London context.
- Mobility of workforce to aid retention.
- Flexibility of staff employment: two years health, two years education, etc.
- Improved communication.
- Allow for increasing numbers of eastern Europeans within demographics.
- Shared learning programmes.
- Raise awareness of Common Core Competencies, and their importance within professional development.

6 Appendices

6.1 Glossary of terms

- Commissioning: Instigating and following through a requirement for (services).
- Common Core of Skills and Knowledge: part of ECM: a core skills and knowledge base common to different providers of services to children.
Download free at www.everychildmatters.gov.uk
- Integration: Bringing together two or more operations to maximise efficiency and realise benefits for service providers and users.
- Local Strategic Partnership: the Forum within which the LB Richmond upon Thames upon Thames Council works with its partners in the private, statutory and voluntary sectors to deliver services to local people. (Ref LSP Community Plan, Richmond upon Thames website).
- Lead professional: principal point of contact for child or young person, who will take lead in directing or sourcing services appropriate to requirement.
- Partners: service providers working with LB Richmond upon Thames.

6.2 Acronyms used

- CAF: Common Assessment Framework: part of ECM: a means of assessing children's needs which is common to all agencies.
- CWS: the Children's Workforce Strategy: this document, and its developments.
- CYPP Children and Young People's Plan: Local Plan required by ECM.
- CYPSP Children and Young People's Strategic Partnership: partnership between LB Richmond upon Thames and local agencies delivering services to Children and Young People.
- ECM Every Child Matters: Government Green Paper and Children Act 2004: <http://www.everychildmatters.gov.uk/>.
- EYFS Early Years Foundation Stage: Part of Childcare Bill: standards framework, to be launched in 2008
- ISA: Information Sharing and Assessment <http://www.shropshire.gov.uk/isa.nsf> : part of ECM/Change for Children.
- LSCB Local Safeguarding Children Board: requirement of Children Act 2004: see Richmond upon Thames CYPP.
- PVI private, voluntary and independent sector.

6.3 Context documents drawn on for this Children's Workforce Strategy

This is a very ambitious project. These strategic challenges are derived from, and require an understanding of, separate and often unrelated legislation, regulations, advice and guidance encompassing health, education, social care, youth, and early years. Richmond upon Thames's

Children's Workforce Strategy is set within this National context and has taken account of the following:

- The Richmond upon Thames Children and Young People's Plan
- Every Child Matters (DfES, 2003), Every Child Matters: next steps (DfES, 2004) and Every Child Matters: Change for Children (DfES, 2004)
- The Children Act (2004)
- The Childcare Bill (due to be enacted by April 2008)
- Youth Matters (2005)
- Championing Children (DfES 2006)
- Common core of skills and knowledge for the children's workforce (2005)
- Children's Workforce Strategy: Building a world-class workforce for children, young people and families (DfES 2006)
- Children's Workforce Strategy: building an integrated Qualifications framework (DfES 2006)
- Choice for parents, the best start for children: a ten year strategy for child care (DfES, 2004)
- The National Service Framework for Children, Young People and Maternity Services (DfES/DH, 2004)
- The NHS Plan (DH, 2000), Delivering the HR in the NHS Plan (DH, 2002), Delivering the NHS Improvement Plan: The Workforce Contribution (DH, 2004) and related policy documentation including the Chief Nursing Officer's Review of the nursing, midwifery and health visiting contribution to vulnerable children and young people (DH, 2004) and Choosing health: making health choices easier (DH, 2004)
- The 14-19 Education and Skills White Paper (DfES, 2005) and the Skills: Getting on in business, getting on at work White Paper (DfES, 2005).