

Wigan Children, Young People and their Families (CYPF) Partnership

Strategic Key Objectives for an Integrated Children's Workforce for 2011/13

KEY OBJECTIVE 1: STRUCTURES, SYSTEMS & PROCESSES					
To ensure that there are structures, systems and processes in place to enable the effective development, communication and delivery of the Wigan Children and Young People's workforce strategy.					
Activity	Lead	Success Factor	Actions to Date	Actions planned	Common Core
1.1 Continually review the partnership membership	Anne Goldsmith	The partnership membership reflects the strategic workforce priorities	Membership of the partnership is to be reviewed and partners have been asked to ensure attendance of appropriate representatives	Follow up of all partners to ensure contributions to the Action plan are recorded. Next meeting is scheduled for 29/9/11	All Common Core
1.2 Raise the profile of the integrated children's workforce	Anne Goldsmith	Workers within Wigan see themselves as part of an integrated children's workforce	A variety of workshops and consultations have been undertaken, to raise the profile of the children's workforce.	Further work, for example inductions based on localities, is planned.	5,6
1.3 Review and revise the integrated children's workforce strategy	Anne Goldsmith	The strategy reflects local, national workforce priorities	The partnership group meets regularly to review and agree the workforce strategy.	The strategy is being refreshed, and will be approved by the partnership group	All Common Core
1.4 Raise awareness of the Common Core, Championing Children, QCA and IQF across the partnership.	Anne Goldsmith	The strategic partnership workforce development plan is aligned with relevant regulatory / statutory & mandatory requirements	The plan has been aligned to ensure the requirements are reflected.		All Common Core
1.5 Monitor delivery of this strategy with partners over a quarterly basis.	Anne Goldsmith	Strategic workforce priorities are achieved	The Partnership group has monitored delivery on a quarterly basis.	Partners have been asked to nominate representatives to ensure monitoring of the delivery of the	All Common Core

				strategy.	
1.6 Develop and implement an effective change management process, with communication at its core.	Anne Goldsmith	All staff who are directly or indirectly involved in delivering services to children & young people are engaged in an effective change management programme.	All partners have been invited to participate in a change management programme under the Challenging Times framework.	The Challenging Times framework continues to provide support to staff.	3,5

KEY OBJECTIVE 2: – WORKFORCE REMODELLING & FORECASTING

To ensure that there is sufficient capacity and capability within the Children's workforce that compliments roles focused around children and young people.

Activity	Lead	Success Factor	Actions to Date	Actions planned	Common Core
2.1 Work with partners to understand the demographics of their workforce.	All Partners	All partners understand the demographics of their workforce linked to supporting service provision now and in the future.	Work is ongoing with partners to identify sources of workforce data and look into the potential for developing a common platform to record and analyse workforce data.	At present, the common platform is not a priority, but work will continue with partners to ensure However, the I-Trent system being adopted by Wigan Council will support data analysis.	5, 6
2.2 Utilise funding to support 3 rd sector capacity building and support the volunteer workforce.	All Partners	3 rd sector engaged with implementing capacity building initiatives.	CVS have been identified as the lead partner in identifying priorities and supporting capacity building within the 3 rd sector.	Projects, such as the work shadowing initiative will continue to support capacity building within the 3 rd sector.	3,5,6

KEY OBJECTIVE 3: RESOURCES & CAREER PATHWAYS

Working in partnership to ensure that there is capacity and capabilities within the Children and Young People's workforce to meet changing demands and deliver the priorities outlined.

Activity	Lead	Success Factor	Actions to Date	Actions planned	Common Core
3.1 Develop and implement new ways of dealing with identified skill shortages which are aligned with regional, local and operational needs.	All Partners	All partners understand their workforce skills shortages and implement systems/processes to deal with them.	A variety of workforce development initiatives have been identified and implemented, including – the Prospect apprenticeship programme - signposting via the Wigan Life website - Grow your own Social Worker support programme - coaching/mentoring opportunities	A variety of L&D interventions will support New Ways of Working, including an emphasis on developing the skills of the existing workforce to adapt to new working practices.	3,4,5,6
3.2 Ensure effective career pathways are implemented and reflect workforce minimum standard requirements, which support the ethos of staff transferability within the whole children's workforce	All Partners	All partners have career pathways in place that link to national, local, regulatory and minimum standard requirements i.e. GSCC, TDA, QCA, QIPP, Ofsted	Career Pathways linking to IQF requirements have been identified, and are supported by initiatives such as Step Into the Childrens workforce, the framework for Early Years Professionals and Newly Qualified Teachers.	Step into the children's workforce is being assessed to ensure it is supporting progress. An eligibility framework for access to support for EYPs is being implemented. Professional qualification and progression frameworks are being monitored and developed.	
3.3 Develop and implement locality level inductions.	All Partners	All partners have an integrated approach to locality level inductions that achieve the strategic priorities.	Work is ongoing to implement locality level inductions. The framework under development links into the CWDC induction standards and an online tool supported by AGMA.	The web based induction tool continues to be promoted to support induction within partners and localities.	All Common Core

Deleted: 3.3 Develop

3.4 Develop ways of recruiting and retaining a workforce that has equality at its core	All Partners	All partners understand the make up of their workforce and how it represents their local communities.	Links to 2.1		5
--	--------------	---	--------------	--	---

KEY OBJECTIVE 4 : – LEADERSHIP AND MANAGEMENT

To identify and develop management and leadership potential and capacity that ensure behaviours are focused upon positive outcomes for children and young people.

Activity	Lead	Success Factor	Actions to Date	Actions planned	Common Core
4.1 Ensure each partner has a robust performance management framework in place.	All Partners	All partners have implemented a performance management framework	Within the Council, work is ongoing to implement a performance management framework.	The Council's performance management framework is due to be launched shortly	All Common Core
4.2 Ensure each partner has a leadership and management programme.	All Partners	All partners embrace an integrated leadership & management development programme	Managers have been able to access the multi agency Capacity Building programme. Wigan Council is developing a leadership and management programme.	The Council will continue to support access for partners to appropriate leadership and development programmes.	All Common Core
4.3 Ensure leaders and managers within the children's workforce have the opportunity to access appropriate career pathways.	All Partners	All Managers and leaders from within the partnership gain access to relevant CPD activity to promote integrated, outcome focused service provision.	Links to 4.2	As above	All Common Core

KEY OBJECTIVE 5: – WORKFORCE DEVELOPMENT

To ensure that all staff have access to appropriate workforce development opportunities, to enhance their skills, knowledge and behaviours to support a shared identity with shared values and beliefs.

Activity	Lead	Success Factor	Actions to Date	Actions planned	Common Core
5.1 Develop and implement a robust training needs analysis process	All Partners	Training needs analysis completed that reflects the children's workforce and which identifies skills gaps that are supported via a range of learning and development interventions.	Within the Council, the Employee Development Review process, which incorporates TNA, is being amended and relaunched.	The EDR is due to be relaunched shortly, in line with the performance management framework.	All Common Core
5.2 In partnership agree a process that supports multi-agency, cross sector, integrated training and development working.	All Partners	All partners work together to deliver a programme that addresses need, and is underpinned by safeguarding, professional development and personal aspirations.	Through the partnership, learning and development opportunities have been identified and offered to partners. Examples of shared or multi agency provision include the Safeguarding programmes, and the Engaging with Change programme.		All Common Core
5.3 Develop and implement a framework that supports NQSW / SW development	All Partners who employ Social Workers	All partners embrace / implement the framework to support NQSW / SW provision.	Working with partners such as CWDC and RIP, a post qualifying framework has been developed and shared. Access to specialist online learning materials such as SCIE is being actively promoted.	Launch of NQSW materials is planned for 2011	All common Core
5.4 Work with partners to ensure that all learning and development activity underpins outcomes and the Common Core of Skills and	All Partners	All workforce development activity linked to the children's	The refreshed Common Core of skills and knowledge has been		All Common Core

Knowledge.		workforce is mapped to the Common Core skills and knowledge framework	shared across the partnership.		
5.5 Continue to develop and deliver the strategy to raise and maintain the level 2 and level 3 qualified workforce in the sector.	All Partners	All partners provide evidence which demonstrates an increase in the percentage of staff accessing / achieving level 2 and level 3 qualifications within the children's workforce			All Common Core
5.6 Ensure that learning and development activity is prioritised to ensure that statutory and mandatory elements are prioritised first.	All Partners	All partners ensure that statutory / mandatory training is prioritised to all staff	A framework identifying mandatory requirements is being populated. This will help us to identify current provision and meet any gaps.		3, 5

KEY OBJECTIVE 5: – WORKFORCE DEVELOPMENT

To ensure that all staff have access to appropriate workforce development opportunities, to enhance their skills, knowledge and behaviours to support a shared identity with shared values and beliefs.

Activity	Lead	Success Factor	Actions to Date	Actions planned	Common Core
5.7 Continue to implement the strategy for early years and childcare settings to have graduate leaders with Early Years Professional status (100% all Children Centres by March 2010, 100% full day care providers by 2015).	Sharon Adams	Targets achieved 2011, 2012, 2013, 2014, 2015	The Strategy for Early Years settings continues to be implemented.		1,2,3,5

5.8 Develop a new training programme to build confidence and competence of the workforce in addressing sexual health and relationship matters including areas around teenage pregnancy	All Partners	All partners develop and implement a co-ordinated approach to training for sexual health and teenage pregnancy issues.	A reference group for Teenage Pregnancy, Sexual Health, Alcohol, Drugs, Tobacco & Gambling Reference Group has been established, and will be able to advise on a new training programme.		1,2, 3, 5
5.9 Develop and implement programmes to ensure the National Minimum Standard for leadership qualifications in residential children's homes are maintained (target 100% at NVQ level 4 for general management and health and social care).	Sharon Adams / Marlyn Banham	Target achieved; evidence to support activity / outcome	The programme is being implemented and monitored to ensure compliance.		1,2,3,4
5.10 Continue to commission relevant NVQ Level 3 childcare training to ensure National Minimum Standards for workforce within children's homes (80% NVQ Level 3 /Diploma is maintained).	Sharon Adams / Marlyn Banham	Target achieved. Evidence available to support activity / outcome.	As above.		1,2,3,4
5.11 Develop and implement programmes to raise and maintain the knowledge skills and awareness of the workforce in relation to vulnerable groups via the Child Poverty, Domestic Violence, sexual exploitation, children missing and substance misuse strategies.	Sharon Adams/ Sue Astbury	All partners develop and implement a co-ordinated approach to learning and development for vulnerable groups	Common approaches have been recommended via the LSCB training sub group	Implementation of e-learning solutions for workers dealing with vulnerable groups.	1,2,3,4,5,6

KEY OBJECTIVE 6: – JOINT AND INTEGRATED WORKING

To ensure that everyone supporting children and young people work together effectively to put child care at the centre, meet their needs and improve their lives

Activity	Lead	Success Factor	Actions to Date	Actions planned	Common Core
----------	------	----------------	-----------------	-----------------	-------------

6.1 Implement communication plan that highlights the importance of integrated working across sectors.	All Partners	All partners are engaged in the concept of integrated working.	A variety of media are being used to communicate the importance of integrated working, eg the New Ways of Working newsletter.	A communication strategy for integrated working, particularly Early Intervention, has been developed.	3,4,5
6.2 Develop a partnership approach to maximizing the use of technology effectively i.e. on-line access to all services, e-learning etc.	All partners	All partners embrace the concept and Increase percentage usage of staff accessing e-learning, on-line activities.	Across the partnership, access to services such as shared e-learning packages is being actively promoted and monitored.	A new flexible learning platform is being adopted and promoted across the partnership to ensure access to e-learning	1, 5, 6
6.3 Ensure the WCSB learning and development programme is integrated into the wider learning and development plan.	Sue Elliott	WCSB learning and development plan is integrated within the wider integrated workforce plan.	The WCSB TNA has been actively promoted across the partnership.	The TNA is due to be reviewed to ensure it reflects current and developing needs, such as child poverty awareness.	3,5
6.4 Ensure that all partners/service providers working directly with Children, young people and families agencies have systems and processes for regularly checking the compliance with workforce standards or similar and contribute to the appropriate inspections.	Anne Goldsmith	All partners understand the importance of and contribute to appropriate inspections	All partners have appropriate frameworks in place to ensure compliance with relevant inspection regimes. All partners contribute appropriately to inspection, and are able to develop practice in line with lessons learnt.	Peer audits have taken place, and a Project group has been established to prepare and test for future Inspection.	All

The Common Core

- 1- Effective communication and engagement with children, young people and families
- 2- Child and young person development
- 3- Safeguarding and promoting the welfare of children and young people
- 4- Supporting transitions
- 5- Multi-agency and integrated working
- 6- Information sharing