

The children's services workforce strategy for Newcastle

2006-2007



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Section 1

Our vision

We (Newcastle City Council and our partners in children's services) have developed this workforce strategy. This strategy aims to create a workforce that:

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

It will help every child in Newcastle to achieve the five outcomes of 'Every Child Matters' (the Government's plan for improving children's services), which are:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

The main challenges set out in this strategy are to:

- recruit more people into our workforce, making sure the work is attractive and promoting more flexible routes into the job;
- develop and hold on to more people within our workforce, improving their skills by building on the common core of skills and knowledge (which sets out what the workforce need to be able to know and do) and creating a single framework for qualifications;
- strengthen working with other agencies; and
- promote stronger leadership, management and supervision.

As a result of putting this strategy into practice:

- children and young people will recognise that the people providing services to them have the qualities that children and young people have said are important;
- people working with children and young people will feel that they are part of a well-trained workforce that places the five outcomes at the heart of what they do; and
- partner agencies will benefit from a well-trained workforce, working to consistent standards and shared values, which supports achieving the five outcomes.

Section 2

Executive summary

The Children Act 2004 sets out the framework for reforming services for children. Legislation on its own is not enough, and the Government in 'Every Child Matters (ECM): Change for Children' sets out the national framework for local change. Developing our workforce is an important part of this, to make sure staff have the right skills.

The aim is to overcome the restrictions that professional and organisational boundaries can have so that staff from different sectors:

- work better together to meet the needs of children and young people, and share information;
- have career paths that allow them to progress within and across different sectors; and
- focus on identifying and preventing problems as early as possible while strengthening protection for vulnerable children.

What qualities do children and young people in Newcastle want in the people who work with them?

Consultation with children and young people in Newcastle has shown that they want people working with them who have the following qualities.

- They respect children and young people.
- They consult people.
- They don't make assumptions about children's needs and actions, but talk to them first.
- They give children 'space' to be themselves.
- Their roles have clear boundaries.
- They provide good advice.
- They appreciate the need for confidentiality at appropriate levels.
- They do not tolerate racism.
- They are accessible, particularly when discussing bullying.

Putting the actions in this strategy into practice will help to develop a workforce that will have these qualities.

What will it feel like to be part of the children's services workforce in Newcastle?

Everyone who is part of our workforce will feel that they are part of a workforce that places the five outcomes for children and young people at its heart.

- They will be well-trained and developed so that they are fully competent and confident in their roles.
- If they are considering a career in children's services, they will see it as an attractive opportunity which they want to be part of.
- They will want to build a rewarding career in children's services.
- Children, young people and their families will trust them and respect them for the work they do.

Members of the workforce can expect to:

- know what is expected of them and how this helps to achieve the five outcomes;
- discuss their work with the person they report to and discuss any issues they need support with;
- be consulted about issues that affect them;
- be encouraged to develop and achieve their full potential (including experiencing working in different organisations and roles);
- receive the training and development they need to do their work;
- be valued and recognised for their contribution; and
- be treated fairly.

Also, we expect leaders and managers to work in line with the 'Championing Children' framework (which sets out what leaders and managers need to know and do) and:

- promote working with other agencies;
- support their staff;
- take responsibility for decisions;
- manage people effectively, fairly and consistently;
- be open to feedback;
- lead by example and set high standards; and
- be available to staff to discuss their problems or concerns.

What do partners want out of this workforce strategy?

Partners will benefit from a workforce strategy that:

- recognises their contributions and provides opportunities for bringing people together across the service;
- brings partners' work together so that there is a unified approach;
- provides a basis for planning services; and
- helps to achieve a successful joint area review, covering a wide range of partners.

Conclusion

The strategy sets out the national situation and then the local situation in Newcastle. We explain how we have developed the strategy and what the main priorities are. We also describe the process for putting the strategy into practice, including the role and membership of different groups. In doing so, we cover the things that contribute to the success of this strategy such as managing performance, monitoring, assessment and risks. Finally, the appendices set out the action plans which form the basis for putting the strategy into practice.

This strategy is the beginning of a process which is ambitious and challenging and will take several years to complete. This is acknowledged in 'Every Child Matters' and also by the Children's Workforce Development Council. As a result, we will regularly review this strategy and amend it to take account of learning that arises both nationally and locally. In Newcastle there is great enthusiasm from partners, who have worked hard to develop this strategy.

Section 3

Our workforce strategy

This is a workforce strategy for people working in children's services in Newcastle. It takes account of the national situation and the excellent work that is already happening locally.

This strategy has four themes which aim to achieve the vision of a workforce that:

- is competent and confident;
- people want to be part of; and
- parents, carers, children and young people trust and respect.

The four themes are:

- a common assessment framework (CAF), putting the lead professional role into practice and sharing information (the official government term for this is 'information sharing' but we have used 'sharing information' throughout this strategy);
- training and development, and supporting work with other agencies;
- leadership and management; and
- recruiting staff and holding on to them.

How we have developed this strategy

We have set up a workforce reform group, with representatives from across our workforce. The group also has members from agencies such as social services, education, health and the voluntary sector. The purpose of the group is to communicate with partners and provide expert advice and guidance to help develop the strategy.

This group's first task was to identify what practice was currently in place and what still needed to be done. They then checked their results against the 'Every Child Matters' (ECM) children's workforce strategy to make sure all the local actions were covered.

We then set up four subgroups (with links to partners and the workforce reform group) to deal with the four themes.

The groups have developed theme action plans which form the basis of the strategy. They will also draw up 'implementation plans' to give more detail on how we will put this strategy into practice.

We held a workshop with partners to find out what they thought about the theme action plans, to make sure the plans covered everything necessary and met the needs of the partners. We also consulted the trade unions at Newcastle City Council about the strategy.

In the future there needs to be much joint working across the region. This first needs to take place at executive level between the region's local authorities.

We also need an agreed approach with the voluntary sector and to involve volunteers and foster carers in a way that meets their needs. The workforce reform group (called the 'workforce development group for implementation') will make sure that the people working on this strategy truly represent the children's services workforce in Newcastle.

Section 4

The strategy's overall priorities

The main priorities will be to:

- work with other sectors and agencies to develop people's professional skills and use a joint approach to recruitment;
- tackle the support and development of leaders at all levels throughout children's services, and develop planning processes that support new leaders;
- develop approaches across Newcastle to put into practice the common assessment framework, sharing information and developing the lead professional role (a person who can be one point of contact for a child with many needs); and
- commit to a shared approach to managing performance (from the individual through to the team and organisation), based on the ECM outcomes.

Resources

All partners will need to contribute resources (time, money and staff) to put this strategy into practice. The Children and Young People's Strategic Partnership Board will agree who will contribute what.

Theme 1: A common assessment framework (CAF), putting the lead professional role into practice and sharing information

Main aims

- To develop processes for the framework, the lead professional role and sharing information.
- To finalise how the common assessment framework will be used.
- To communicate with partners and deliver training to support the framework.
- To develop the lead professional role.

Theme 2: Training and development, and supporting work with other agencies

Main aims

- To develop a training group which provides high-quality training and development and includes the common core of skills and knowledge, providing value for money and leading to improved ECM outcomes for children and young people.
- To encourage people to promote and value individual learning, organisational learning and effective partnership working.
- To provide high-quality guidance, training and development in individual services and sectors, and encourage people to be responsible for their professional development to improve outcomes for children and young people.
- To improve training and development across agencies and within agencies

- To promote a better understanding of the range of professional and voluntary roles involved in delivering services to children and young people that leads to effective partnership working, early support, appropriate referrals to specialist services, and sharing skills, knowledge and expertise.

Theme 3: Leadership and management

Main aims

- To develop a strategy to support the development of leaders and managers at all levels which deals with:
 - ◆ ‘succession planning’ (developing future leaders and managers);
 - ◆ continuous professional development;
 - ◆ encouraging people to work together; and
 - ◆ sharing best practice between partners in developing leaders and managers.
- To identify the range of learning and support programmes available locally and nationally.

Theme 4: Recruiting staff and holding on to them

Main aims

- To analyse the local and regional job market to plan recruitment, including details of what skills are available and competing demands.
- To assess what skills the workforce have.
- To agree a joint recruitment campaign, including how to attract under-represented groups such as men and black and ethnic-minority groups into the workforce.
- To make sure human resources departments are able to support managers on designing jobs and agreements on reward packages.
- To consider and support the development of the lead professional.

The actions supporting these aims are set out in action plans in the appendices.

Arrangements for protecting children are a priority that are particularly relevant to themes 2 and 4. So that it is clear how important it is, we have included it under our priorities.

Arrangements for safeguarding and promoting the welfare of children (under section 11 of the Children Act 2004)

Safeguarding and promoting the welfare of children is defined as:

- protecting children from harm and abuse;
- preventing damage to children's health or development; and
- making sure children are growing up with safe and effective care, so that they have the best chances in life.

Under section 11 of the Children Act 2004, we must take account of the need to protect and promote the welfare of children.

There are some features of effective arrangements to protect and promote the welfare of children, which includes having safe recruitment procedures in place.

We and our partners must have policies and procedures in place to help prevent unsuitable people from working with children. Safe recruitment means:

- closely examining information applicants and referees have provided;
- satisfactorily dealing with any problems;
- checking people's identity and any academic or vocational qualifications;
- applying for independent professional and character references;
- checking previous employment history and experience;
- checking that applicants have the health and physical ability for the job; and
- carrying out a face-to-face interview to assess a candidate's suitability to work with children and their suitability for the job.

Where appropriate, we will apply to the Criminal Records Bureau to check whether an applicant has a criminal record. Also, for some posts we may need to check the Department for Education and Skills' List 99 (for those not allowed to work with children) or the Protection of Children Act list.

The actions supporting these requirements are set out in the action plans in the appendices.

Section 5

Putting the strategy into practice

The main principles

- Structures at all levels must encourage effective working and communication between agencies and sectors, and encourage them to share information.
- Effective links between strategies and the people involved will make sure that:
 - national and local priorities and requirements are included in the strategy and processes for planning services; and
 - decisions are informed by practice, service users' needs and the priorities of services and sectors.
- Structures should be able to take account of new policies and priorities, and support new and emerging job roles.
- There should be clear processes for monitoring performance and reporting problems.

Our approach to putting this strategy into practice builds on the processes we followed when developing this strategy.

This approach uses a workforce development core group (this was the workforce reform group and has links to other organisational structures and partnerships), and a subgroup for each of the four themes (with links to the core group and practice).

Links with other strategies

There are many other strategies which this strategy needs to take into account. The members of the workforce development core group will make sure that it does so when necessary.

Workforce development core group

Members

The group will be led by the Transformational Change Lead for Children's Services, with representatives from across services, sectors and subgroups (covering a range of sectors and areas).

Role

The group will do the following things.

- The group will make decisions and have links to our other structures and partnerships.
- They will review progress relating to identified priorities and this strategy.
- They will review members of the core group and subgroups to make sure there is appropriate representation across sectors and agencies, taking account of developing policies, priorities and roles.
- They will monitor performance in line with agreed standards.
- They will decide how any money available will be spent.

Subgroups

Members

The subgroups' members will come from a range of agencies and sectors, and will include representatives who are responsible for workforce development.

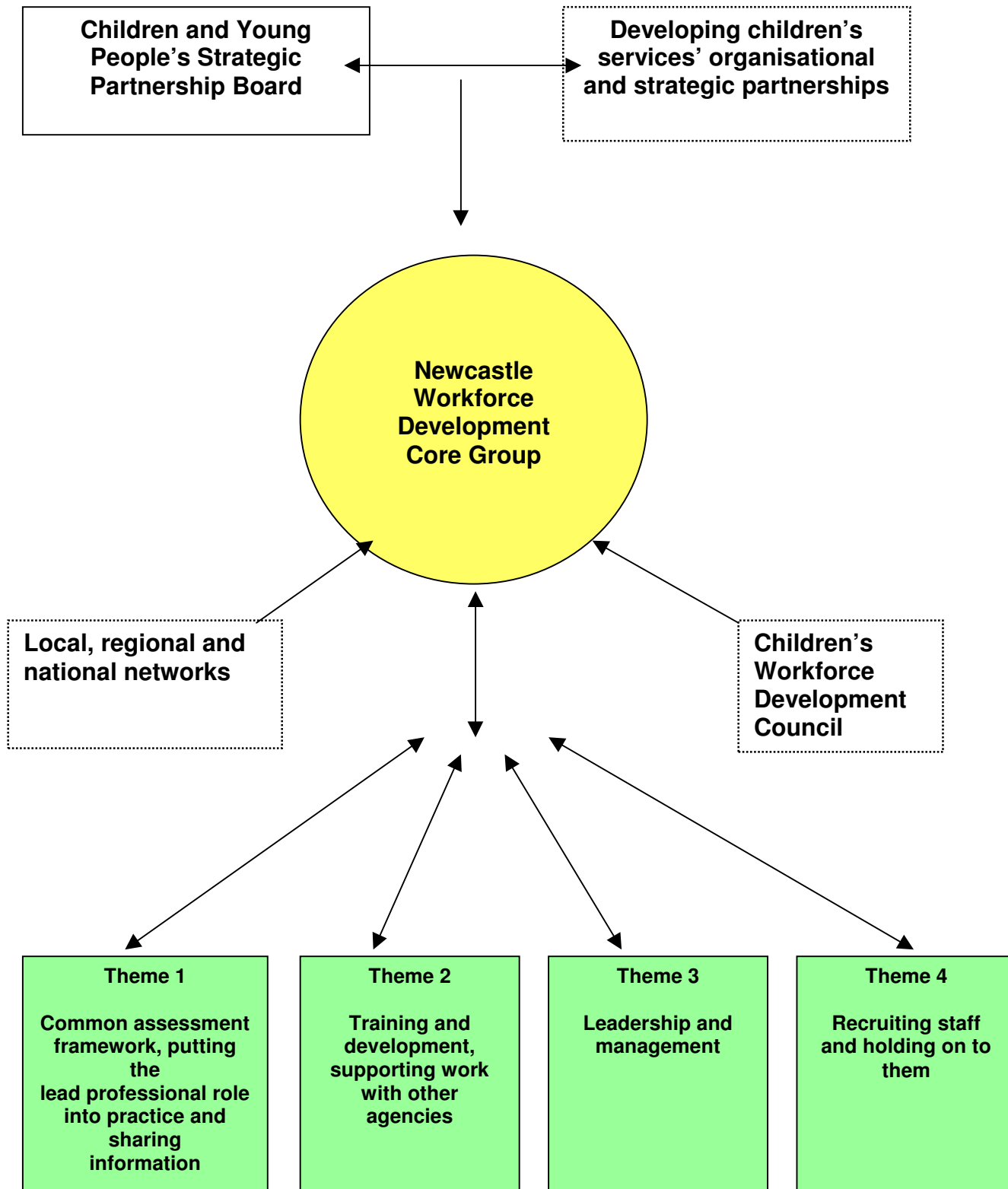
Role

The subgroup will do the following things.

- The subgroups will put the action plans into practice.
- They will help to develop systems for monitoring performance and reporting problems.
- They will help us to put this strategy's aims into practice.
- They will improve understanding between services, sectors and agencies by developing joint approaches, sharing information and keeping in contact with all our partners.
- They will identify opportunities for working together and identify areas of expertise and specialism in children's services.
- They will share expertise and use resources more effectively.
- They will develop practice that leads to improved outcomes for children and young people through joint working.

Plain English Campaign's Crystal Mark does not apply to this diagram.

How we will put this strategy into practice



Section 6

Managing and monitoring performance, and assessment

This strategy needs to be put into practice using a framework for managing performance. The person who is responsible for leading the strategy is the Executive Director of Children's Services (or their representative).

Monitoring is about tracking the progress of putting the theme action plans into practice. Action plans should have SMARTER (specific, measurable, achievable, realistic, timebound, evaluated and reviewed) targets. The project manager and the workforce development core group will review these targets to make sure the strategy is being put into practice. The project manager will regularly report progress against action plans to the project executive and board.

Assessment is about tracking the effect of the strategy and will need regular reviews of results against agreed standards. There are a number of ways in which assessment will take place.

- Each year, our partners will review the strategy and amend it as part of the children and young people's plan. This is in line with the Children's Act 2004. The review will include a workshop which involves a range of people from the theme subgroups. This will provide an opportunity for learning and networking.
- Assessment will include gathering positive feedback from the joint area review, which will look at how we are achieving the five outcomes of 'Every Child Matters'.
- Each directorate at the city council will have to include links into the children and young people's plan to show how they are contributing to it. A review of service plans will help to assess their contribution. Similarly, partners should refer to the children and young people's plan and assess their progress.

This workforce strategy will influence all the five outcomes set out on page 3. Also, the following performance standards will show us what effect the strategy is having.

- Results of staff surveys
- Consulting parents, carers, children and young people as part of the children and young people's plan
- The number of staff who leave or join us
- The number of training days staff receive

We will also use the following 'best value performance indicators' (standards to measure performance against). The wording for these has been provided by the Office of the Deputy Prime Minister.

BV11a	Percentage of top 5% of earners who are women
BV11b	Percentage of top 5% of earners who are from the black and minority-ethnic communities
BV12	Number of working days lost due to sickness absence
BV16a	Percentage of employees declaring that they are disabled under the Disability Discrimination Act
BV17a	Percentage of employees from minority-ethnic communities compared with the percentage of the economically active minority-ethnic community population in the authority area

While measuring our performance in this way, we will work with the Children's Workforce Development Council (CWDC) to make sure we are up to date on new events and aware of best practice and what others are doing in the region and nationally.

Also, executives across local authorities need to agree to work together. It is common sense to try to solve issues (such as recruitment) at a regional level rather than at a local level so this will be more efficient.

Approving the strategy

The Children and Young People's Strategic Partnership Board will approve the children and young people's plan and this strategy. This is an important part of the process as it will make sure that we and our partners are committed to the plan and this strategy. The board will also monitor how we put this strategy into practice.

Also, workforce development for Newcastle City Council employees is monitored by the Workforce Learning and Development Board.

We expect our partners to monitor themselves through their own workforce development processes.

Managing risks

When we first started developing this strategy, the project board identified certain risks (see the next page). The board manages risks to identify new risks and the action needed to reduce the risks. This is an ongoing process which takes place at every board meeting. Progress reports will be provided at each board meeting by the Project Manager, and these will help to manage risks.

The main risks the board identified

- A failure to achieve improved understanding, communication and co-operation between roles and sectors, resulting in a strategy which not everyone is committed to.
- A failure to achieve improved outcomes as a result of ineffective links between the children and young people's plan and practice.
- A failure to make the necessary links to other activities that are going on.
- Information about the children's services workforce is not readily available so future needs will be difficult to predict, resulting in a poor-quality strategy.

Section 7

The national situation

Under 'Every Child Matters' (ECM), the Government is committed to carrying out a number of actions nationally to support workforce development. It is an important part of the Children's Act and so is included in the children and young people's plan. The actions are set out below.

The **Children's Workforce Development Council** has been set up to promote workforce excellence through training, career development and encouraging agencies to work together. The council is providing support and guidance on workforce development.

The Department for Education and Skills (DfES) has developed a '**common core**' of **skills and knowledge** for the children's services, which covers the following six areas.

- Effective communication and involvement with children, young people and their families
- Developing children and young people
- Protecting children
- Supporting transitions and transfers in children's lives (such as going to a new school)
- Working between agencies
- Sharing information

Training and development for all those working in children's services should be in line with these six areas.

A **qualifications framework** (known as the Integrated Qualifications Framework) is being developed by members of the children's services network nationally to cover all sectors of the children's services workforce. This aims to help people progress more easily across and within organisations.

A **common assessment framework** will bring together all partners in assessing the needs of children and young people and encourage them to share information. All those in the children's services workforce will need to understand the framework.

A new role is being developed called the '**lead professional role**'. This aims to make sure that an overall picture is built up of a child.

The Bichard Inquiry, which took place after the Soham murders, made a range of recommendations.

- A new scheme for carrying out checks on people who work with children and vulnerable adults
- Training for people carrying out interviews in schools to reflect the importance of protecting children
- A more in-depth scheme for carrying out checks on people employed in schools

- A child index recording information about children (such as their name and address, and the school they go to)

The Local Safeguarding Board is responsible for putting these recommendations into practice in Newcastle.

Youth Matters

The Government's document 'Youth Matters' puts young people at the heart of reforming a wide range of services that support young people. It outlines a radical new plan for young people's services from 2008. It also explains how the Government sees its youth policy fitting in with ECM and the help and support young people can expect to help them achieve the five ECM outcomes. The Newcastle Play and Youth Service has co-ordinated a response to 'Youth Matters'. The voluntary sector (including volunteers) will be the main partners.

In Newcastle, a scrutiny committee study has been carried out to develop recommendations to help us respond to 'Youth Matters'. These recommendations were presented to the Council Executive in December 2005. There are two sets of recommendations – one relates to the structure and management of the play and youth service, and the other to the needs of the 'Youth Matters' document. Putting the recommendations into practice will further help us to achieve of the 'Every Child Matters' outcomes.

Section 8

Links to other activities in Newcastle

There are a number of other documents and activities that link to this workforce strategy. This section provides a brief outline of some of the main ones. The list is not full and will be more relevant to some partners than others.

The Newcastle Plan (for the city as a whole)

The Newcastle Plan sets out the strategy for Newcastle. It is governed by a local strategic partnership, made up of a wide range of partners. The plan contains the aims of the children and young people's plan to improve the lives of all children and young people in Newcastle. The children and young people's plan is the first document to bring together activities aimed at improving ECM outcomes for children.

Newcastle City Council's vision

Newcastle City Council's vision and values support our approach to this strategy. The council's vision is "to create a vibrant, inclusive, safe and modern European city".

Equality and diversity (Newcastle City Council)

Equality and diversity are at the heart of this strategy. Equality is about creating a fairer society in which everyone has the opportunity to achieve their potential. Diversity is about recognising and valuing people's differences.

As part of Newcastle City Council's commitment to equality and diversity, we aim to make our services responsive and design them to meet the needs and preferences of children, young people, their families and local communities. We also plan to employ a workforce that reflects the people living in the city. This is because we understand that we serve a wide range of people and communities.

We follow the 'Equality Standard for Local Government'. This is a programme that will help us take full account of equal opportunities and diversity in our day-to-day activities. The Equality Standard covers a range of themes, including:

- delivering services;
- employment, training and development;
- buying in work, goods and services;
- managing performance;
- consultation; and
- communication.

We aim to work towards the levels in the Equality Standard (which go from level 1 to the highest level 5) until we reach level 5 by June 2007.

Local preventative strategy

The local preventative strategy is set out in the children and young people's plan. This is concerned with providing services to all children and focuses on improving outcomes. The workforce strategy helps to put the preventative strategy into practice by identifying staff development (such as through the common assessment framework and the lead professional role).

Local Safeguarding Children Board

Newcastle Local Safeguarding Children Board (LSCB) is the main organisation for agreeing how organisations will co-operate to protect and promote the welfare of children and for making sure their work is effective.

The work of the LSCB supports children's trust arrangements that aim to improve the overall well-being of all children. Although the work of the LSCB contributes to the wider goals of improving the wellbeing of all children, it has a particular focus on the 'staying safe' outcome.

The policies and procedures of the LSCB are set out in regulations and have a number of duties set out in government guidance. An important area to consider is recruiting people who work with children. The LSCB Policy and Procedure Committee does this on behalf of the LSCB. As part of its work plan for 2006, the LSCB will set up a task group to develop procedures and guidance on recruitment and selection processes which all agencies will use.

Inspection arrangements

The workforce strategy will provide evidence for the joint area review of children's services under the section that looks at how services are managed. This looks at identifying what we need and planning what action is taken to recruit, hold on to, train and develop staff. This is to make sure we use resources efficiently and effectively and develop our staff to achieve our ambitions, priorities and value for money. The review will cover all partners involved in children's services and will not be limited by organisational boundaries.

The annual measurement of performance 2005 of Newcastle City Council's education and children's social care services was very positive. It clearly showed how the children and young people's plan and the workforce strategy can help to improve it further. It said there was good evidence of partnership working, joint training, joint communications, joint budgets and joint service delivery.

Children's Services Programme Board (Newcastle City Council only)

The Children's Services Programme Board looks at the development of the Children's Services Directorate at Newcastle City Council.

Workforce learning and development plan (Newcastle City Council employees only)

We have developed a workforce learning and development agreement to help develop, put into practice and assess Newcastle City Council's workforce learning and development plan. This will recognise and build on current good practice and will meet the conditions of the 2004/2005 national pay agreement. It will also build on current good partnership working.

One of the aims of the workforce learning and development plan is to make sure the workforce strategy is delivered, as set out in the children and young people's plan.

The workforce learning and development plan covers a range of themes, including:

- young people;
- community learning;
- trade union learning representatives;
- methods to identify skills and plan to develop people in their jobs;
- different methods for delivering training, such as using computer-based learning;
- equal opportunities;
- developing leaders and managers;
- corporate programmes such as management development and customer service training;
- vocational and professional training; and
- basic skills.

Single Status (Newcastle City Council employees only)

Single Status aims to remove inequalities in pay. Newcastle City Council was one of the first large authorities to put Single Status into practice. However, because doing so was quite complicated, it was carried out only for staff up to pay scale 17.

Phase 2 of Single Status is currently underway and will cover all other staff up to the maximum pay grade (currently £44,058 a year). As part of the 2003 national pay agreement, phase 2 needs to be completed by March 2007.

Phase 2 aims to develop cost-effective, competitive reward systems that will allow the city council to follow laws on equal pay and compete in the job market. Having this type of system in place will help recruit, hold on to and develop people with the right skills and abilities to deliver the workforce strategy.

We will assess the main jobs within our workforce. We will then deal with any inequalities in pay and make sure that all jobs are paid fairly. We also expect there to be more flexibility within pay ranges to help hold on to and motivate staff.

Agenda for Change (National Health Service only)

The 'Agenda for Change' links well with the principles of 'Every Child Matters'. It supports personal development and career progression with a new knowledge and skills framework linked to yearly development reviews and personal development plans. This will allow jobs to be designed around staff's needs, improving overall productivity and job satisfaction. The new system makes arrangements for working hours, annual leave and overtime. A new pay system also makes sure that people are paid fairly based on the job they are doing and the skills and knowledge needed.

How are links made to these projects?

These links are made under the relevant action plans (see the appendices). Subgroup leaders are responsible for making sure that their actions link with the relevant project.

Section 9

Consultation

We have carried out wide-ranging consultation with children and young people (including 'community days' for parents and carers). We have also:

- asked our staff to comment on the draft of the children and young people's plan;
- gathered feedback through the SCOPE conference (for education staff); and
- held a workshop.

A wide range of partners came to the workshop, where we asked them to challenge the content of action plans to make sure the plans covered their needs and contained actions they could agree to.

Consultation with children and young people has allowed us to find out that they want people working with them who have the following qualities.

- They respect children and young people.
- They consult people.
- They don't make assumptions about children's needs and actions, but talk to them first.
- They give children 'space' to be themselves.
- Their roles have clear boundaries.
- They provide good advice.
- They appreciate the need for confidentiality at appropriate levels.
- They do not tolerate racism.
- They are accessible, particularly when discussing bullying.

Consultation helped to identify what is meant by a skilled and effective children's services workforce in Newcastle. Qualities that were described were:

- a workforce that improves ECM outcomes for children and young people;
- a skilled and stable workforce that meets the needs of children and young people;
- staff who work effectively with other sectors and agencies;
- staff who receive high-quality support and training;
- effective policies to recruit and hold on to staff who are aware of local needs and reflect local communities; and
- strong and effective leadership and management.

Consultation with parents and carers highlighted the following as important for people working with children.

- Good communication skills
- Welcoming
- Being able to provide a range of support and services
- Responsive to individual needs – parents and carers, as well as children
- Respectful

Section 10

Who are the main partners?

The Children and Young People's Strategic Partnership Board will approve the children and young people's plan. The board is made up of the following organisations.

- Education
- Social services
- Primary care trust
- Connexions
- Learning and Skills Council
- Youth offending team
- Children's Fund
- Voluntary sector

Catherine Fitt, the Executive Director of Children's Services, is the chairperson of the board.

A range of organisations have been involved in developing the children and young people's plan and this workforce strategy. See the children and young people's plan on the internet for a full list of these organisations (www.newcastle.gov.uk).

Resources

The Executive Director of Children's Services has said that each project identified in the theme action plans will need to have financial approval. This will be through agreement at the Children and Young People's Strategic Partnership Board. Partners as well as the local authority will provide the resources (time, money and people) for projects.

Section 11

Basic information we use for planning the workforce in children's services, and the current position

To plan effectively, we need information on our current workforce. Our workforce covers a wide range of organisations who do not have an agreed system for collecting information. The recruitment and retention subgroup agreed that the city council would provide initial information about their staff who work with children. Partners will provide similar information in the future to complete the picture for the service as a whole. This will make it easier to plan for the future of the service.

The basic information included in the strategy provides a picture of staff who work with children at the city council (charts to display some of the information are in the appendix and include notes to explain them). This covers the following.

1 General analysis

- Number of staff in posts by different types of staff groups
- Percentage of the workforce from a black or ethnic-minority background
- The age of staff
- The sex of staff
- How long staff have been with us

2 Current 'hot spots'

- Areas where it is difficult to recruit staff
- Areas where it is difficult to hold on to staff

There are significant challenges in gathering and analysing information from across the service because systems vary, as do occupations. For example, information gathered using salary levels is not a suitable approach for volunteers. This area of work will need further development and is set out in the recruitment and retention action plan.

'Hot spots'

In October 2005, the Employers Organisation produced a report on local-authority workforce profiles and the top 10 areas where skills are needed. The worst area for skills shortages has been identified as children's social care, where 12% of jobs are unfilled across the country. In Newcastle, 11.3% of jobs were unfilled in January 2004 and the level is currently similar.

We are currently having difficulties recruiting educational psychologists, due to the changes in the training and qualifications of these staff.

We are having difficulties recruiting teachers for some secondary-level subjects, such as science, English, modern foreign languages and girls' PE. There are also some hot spots in areas such as West Gate College and All Saints.

Head teachers are becoming increasingly difficult to recruit, particularly in some areas of the city.

We are always short of staff with relevant qualifications in childcare, and we are having problems recruiting to community nurseries for the following reasons.

- The quality of courses and teaching for nursery nurses varies enormously.
- Nursery nurses often work long hours but do not receive good salaries.
- There is a lack of career opportunities.

Sure Start programmes have difficulties recruiting staff for administration jobs. This may be because the role is quite complicated, in that staff need to use a number of accounting and admin systems. Also, as programmes like Sure Start are funded by grants, they often set pay limits which cause recruitment difficulties.

There are also skills shortages in the areas of speech therapy and social services.

Absence rates

The cost of sickness absence to industry as a whole in 2004 was £12.2 billion, with over 168 million working days lost (source: ACAS absence management).

Employee absences nationally cost employers nine working days for every member of staff each year (source: CIPD Absence Management November 2005).

Sickness absence is seen to be a particular problem in the public sector, with average levels of sickness absence standing at 10.3 days compared with 6.8 days in the private sector (source: CIPD 11 July 2005). The same report says that health services have the highest sickness levels at 11.6 days for each employee each year with local government having 10.9 days a year.

Stress is one of the main causes of absence in the public sector, with around half of public-sector organisations in the CIPD annual survey (2005) saying that stress was the leading cause of long-term absence for staff who do not do manual work. This is an area which is referred to in the 'Every Child Matters' workforce strategy.

Our absence rate overall for 2004/2005 showed average absences of 11.4 days. However, action plans are in place to manage absence in each directorate, and there has been a significant reduction in absence by two days over the last two years. Once the organisational structure of children's services is established, we will agree targets for absence. Currently staff groups are working across three directorates so it is difficult to establish an overall figure of absence for those working in what will be the new directorate.

Skills audit

We will need to carry out a skills audit across all partners. The audit will identify current skills and help us to plan for future needs. As with collecting information on the workforce, there is no shared system of carrying out skills audits within the service. Also, there are many employees who are highly skilled but who do not have formal qualifications.

Again, we have taken the lead to provide information on current skills. We currently have no agreed, general approach to skills audits. However, audits do take place as shown in the following examples.

Social services

Individual staff training records are put onto the payroll system. The information is on training courses staff have gone on and the qualifications they have gained. There is no easily accessible record of skills other than in appraisals.

The number of qualified social workers in the Children and Families Division of Social Services is as follows.

- Social workers – 118
- Team managers – 19
- Commissioning managers – 10
- Head of Service – 1

These are people, not posts.

Education

There is a detailed qualifications framework for school staff which sets out career routes.

For teachers, information is kept on the NPQH (National Professional Qualification in Headship), which is now a qualification that head teachers must gain by law.

There is a test project ongoing in five schools for support staff at Vocational Related Qualifications (VRQ) level 2. This gathers information on qualifications and also asks for a self-assessment against a competence framework. The information is recorded by the company (NAPTA) carrying out the project and is made available to the local education authority and head teachers.

The Education Welfare Service staff have a range of qualifications, including six with social work qualifications.

Play and youth

A record is kept of training courses and qualifications. There is nothing held on skills at a general level.

Early years

The Children's Information Service collects information on anyone who is registered with us to provide childcare.

There needs to be an agreed approach within the local authority and with partners to carry out a skills audit across the children's services workforce. This would agree what information would be collected and how it would be presented and stored. This is included in the action plan for recruiting staff and holding on to them.

Section 12

Theme action plans

There are a number of actions which cover all the themes where it is essential that subgroups work together. These are shown in the following table. Ticks show where theme groups must work together. Subgroup leaders are responsible for making sure they work together when dealing with these, using our framework for managing projects.

Main themes	Action plan for recruiting and holding on to staff	Action plan for leadership and management	Action plan for training and development	Action plan for the common assessment framework
Planning for the future <ul style="list-style-type: none"> • Analysing the profile of the workforce (age, sex and so on) to show what skills they have and to identify gaps (including leadership) for planning • Targeting under-represented groups to attract them into the workforce • Helping human resources to break down barriers to career progression 	√	√	√	√
Working between agencies <ul style="list-style-type: none"> • Joint approach • Sharing resources 	√	√	√	√
Managing performance <ul style="list-style-type: none"> • Putting a framework in place for putting our workforce strategy into practice 	√	√	√	√
Learning <ul style="list-style-type: none"> • Developing leaders and managers, including succession planning to develop future leaders and managers • Developing a set of core skills as the basis for all learning • Producing a single framework for qualifications • Putting into practice the common framework to assess services 	√	√	√	√

Appendices

- 1 Theme 1: Action plan for the common assessment framework, putting the lead professional role into practice and sharing information
- 2 Theme 2: Action plan for training and development, and supporting work with other agencies
- 3 Theme 3: Action plan for leadership and management
- 4 Theme 4: Action plan for recruiting staff and holding on to them
- 5 Action plan that covers all themes
- 6 Example of the information we use to plan the workforce for Newcastle City Council's children's services

Theme 1: A common assessment framework (CAF), putting the lead professional role into practice and sharing information

Overall responsibility: Theme leader

Main aim 1.1: To train our workforce on the framework

Main aim 1.2: To develop the system for the framework and the lead professional role

Main aim 1.3: To monitor and assess the framework and the lead professional role using outcomes from 'Every Child Matters'

Note: Each project will need to carry out a detailed assessment of resources (time, money and people) and partners' contribution before being put into practice. Where we quote figures in the column called 'Costs', the figures are for development. You will need to identify the costs for putting your project into practice.

Main aim 1.1: To train our workforce on the framework

Number	Action	Timescale	Cost	Measurement of performance
1.1.1	Train our workforce on the framework. Hold over 30 briefing sessions for our workforce.	January 2006 February to April 2006	Staff time Materials £10,000	All staff to understand the national situation and local requirements. Sessions delivered and well attended (150 people at each).
1.1.2	Put the framework into practice in Westgate pilot, holding 234 training sessions.	January to March 2006	£140,000 (for putting this into practice)	Appropriate staff receiving training. Each agency has named person to lead it.
1.1.3	Confirm who the main partners will be for putting the framework into practice in each geographical area.	Ongoing	Staff time	List of named contacts covering each geographical area.
1.1.4	Make sure that putting the framework into practice meets the Government's guidance (which is due out in spring 2006).	March 2006	Staff time	Local actions follow national guidance.
1.1.5	Make sure the framework is assessed and the lead professional has the appropriate skills.	March 2006 Ongoing	Staff time	A skills development strategy for the framework is linked to the workforce strategy themes.

Main aim 1.2: To develop the system for the framework and the lead professional

Number	Action	Timescale	Cost	Measurement of performance
1.2.1	Finalise the system for the framework and the lead professional.	Spring 2006	Staff time	A secure yet accessible process allowing staff to share information effectively.
1.2.2	Develop a local lead professional role (also working with human resources and the workforce development core group).	Spring 2006	Staff time	A model based on national guidance.

Main aim 1.3: To monitor and assess the framework and the lead professional role using outcomes from ‘Every Child Matters’

Number	Action	Timescale	Cost	Measurement of performance
1.3.1	Agree and put into practice a system for monitoring and assessing how the framework and the lead professional role is put into practice, and for sharing information. The system should link to achieving the outcomes in ‘Every Child Matters’.	Spring 2006	Staff time	System agreed and being used.
1.3.2	Make sure partners meet appropriate standards for using the common assessment framework (such as conditions for access to the system and Criminal Records Bureau checks).	2006 to 2008	Staff time	As part of the system. 100% of users to be checked through the Criminal Records Bureau by 2008.

Links to other plans

School workforce development plan
 Local Safeguarding Children Board (LSCB) Plan and local preventative strategy
 Children and young people’s plan
 All other theme action plans

Theme 2: Training and development, and supporting work with other agencies

Overall responsibility: Theme leader

Main aim 2.1: To develop a training group which provides high-quality training and development and includes the 'Common Core' of skills and knowledge, providing value for money and leading to improved ECM outcomes for children and young people.

Main aim 2.2: To encourage people to promote and value individual learning, organisational learning and effective partnership working.

Main aim 2.3: To provide high-quality guidance, training and development in individual services and sectors, and encourage people to be responsible for their professional development to improve outcomes for children and young people.

Main aim 2.4: To improve training and development across agencies which supports the training and development available to staff in single agencies

Note: Each project will need to carry out a detailed assessment of resources (time, money and people) and partners' contribution before being put into practice. Where we quote figures in the column called 'Costs', the figures are for development. You will need to identify the costs for putting your project into practice.

Main aim 2.1: To develop a training group which provides high-quality training and development and includes the common core of skills and knowledge, providing value for money and leading to improved outcomes for children and young people

Number	Action	Timescale	Cost	Measurement of performance
2.1 and 2.2	<p>To develop the training and development group, including representatives responsible for services and sectors who have links to practice.</p> <p>This will:</p> <ul style="list-style-type: none"> • contribute to monitoring and assessment; • develop a joint approach; • include Children's Workforce Development Council guidance; • make it easier to include new roles; and • promote better understanding across sectors and organisations. 	Starting January 2006 and ongoing	<p>£2,000 (room hire, administration costs and photocopying costs)</p> <p>Co-ordination time</p> <p>Staff time (for group members)</p>	<p>Group members have been decided and represent the children's services workforce.</p> <p>Case studies and examples of joint approaches.</p> <p>A yearly review of positive progress. Linked to our system for managing performance.</p>

Main aim 2.2: To encourage people to promote and value individual learning, organisational learning and effective partnership working

Main aim 2.3: To provide high-quality guidance, training and development in individual services and sectors, and encourage people to be responsible for their professional development to improve outcomes for children and young people

Main aim 2.4: To improve training and development across agencies which supports the training and development available to staff in single agencies

Number	Action	Timescale	Cost	Measurement of performance
2.2, 3 and 4	Record current training and development across children's services, including coverage of the common core of skills and knowledge. Share best practice.	April to July 2006	Staff time, administration support	Staff are more aware of their roles and responsibilities.
2.2, 3 and 4	Develop and put into practice opportunities for sharing resources to develop shared and specialist programmes.	January 2006 to April 2007 and ongoing	Staff time, administration support and materials £3,000	More training that is bought in jointly, and consistent approaches. Different services agree to train alongside each other.
2.2, 3 and 4	Develop an approach to induction for people working in children's services (covering general elements, common core of skills and knowledge, and Children's Workforce Development Council guidance, and supported by training for specific roles).	June to September 2006	Staff time, administration support £10,000	Our approach to induction is in place reflecting Children's Workforce Development Council guidelines.

Number	Action	Timescale	Cost	Measurement of performance
2.2, 3 and 4	Develop guidance materials and support for staff and managers for continuing professional development (including on the internet). Reliable systems for recording, monitoring and assessing continuing professional development are linked to staff appraisals.	September 2006 to December 2006	Staff time, IT support, administration support	Range of web-based (and other) guidance materials in place. System in place.
2.2, 3 and 4	Develop and agree a model of good practice relating to training and development, to help us plan services.	January 2006 to April 2007 and ongoing	Staff time	Shared model in place, including the common core of skills and knowledge and linked to our system for managing performance.
2.2, 3 and 4	Record access to training and qualifications, based on the Integrated Qualifications Framework (when published later in 2006).	April 2006 ongoing	Staff time, administration support	Improved access to training and qualifications.
2.2, 3 and 4	Develop appropriate access to training and qualifications, linking into the national development of the Integrated Qualifications Framework.	April 2006 ongoing	Staff time, administration support	More people taking up training due to improved access.

Links to other plans

School workforce development plan
Local Safeguarding Children Board (LSCB) Plan and local preventative strategy
Children and young people's plan
All other theme action plans

Theme 2: Training and development, and supporting work with other agencies

Overall responsibility: Theme leader

To promote a better understanding of the range of professional and voluntary roles involved in delivering services to children and young people that leads to effective partnership working, early support, appropriate referrals to specialist services, and sharing skills, knowledge and expertise.

Main aim 2.5: To promote a better understanding of the range of roles involved in delivering services to children and young people

Main aim 2.6: To develop a workforce that is skilled, well-led and supported by effective shared systems and processes with high-quality training and development that promotes effective partnership working, leading to improved outcomes for children and young people

Main aim 2.7: To develop joint approaches to support strategies (including access to appropriate advice, guidance and support for managers and staff) leading to effective early support for children and young people and appropriate referrals to specialist services

Note: Each project will need to carry out a detailed assessment of resources (time, money and people) and partners' contribution before being put into practice. Where we quote figures in the column called 'Costs', the figures are for development. You will need to identify the costs for putting your project into practice.

Main aim 2.5: To promote a better understanding of the range of roles involved in delivering services to children and young people

Main aim 2.6: To develop a workforce that is skilled, well-led and supported by effective shared systems and processes with high-quality training and development that promotes effective partnership working, leading to improved outcomes for children and young people

Number	Action	Timescale	Cost	Measurement of performance
2.5 and 6	Develop a training group, with representatives from across agencies to promote joint working, sharing information and better understanding of the range of roles delivering services to children and young people.	Starting April 2006	Included in training and development theme action plan	Group members have been decided and represent the children's services workforce. Case studies and examples of joint approaches. Yearly review of positive progress linked to our systems for managing performance.
2.5 and 6	Develop procedures to make it easier for sectors and agencies to work together and share information, linked to our workforce strategy implementation model and our systems for managing performance.	Starting April 2006 and ongoing	Included in training and development theme action plan	Group members have been decided and represent the children's services workforce Case studies and examples of joint approaches. Yearly review of positive progress linked to our systems for managing performance.

Main aim 2.7: To develop joint approaches to support strategies (including access to appropriate advice, guidance and support for managers and staff) leading to effective early support for children and young people and appropriate referrals to specialist services

Number	Action	Timescale	Cost	Measurement of performance
2.7.1	Work with partners responsible for putting the local preventative strategy into practice and work with partners involved in developing systems for sharing information, to identify training, development and communication needs. Includes the actions in the training and development theme action plan.	April 2006 and ongoing	Staff time	Consistent and cost-effective programmes in place, supported by effective communication and sharing information. Training and development approaches reflect Children's Workforce Development Council guidance.
2.7.2	Identify opportunities to develop and strengthen partnership working to improve outcomes for children and young people. This will include sharing best practice.	May 2006 and ongoing	Staff time	Effective partnership working takes place.

Links to other plans

School workforce development plan
 Local Safeguarding Children Board (LSCB) Plan and local preventative strategy
 Children and young people's plan
 All other theme action plans

Theme 3: Leadership and management

Overall responsibility: Theme leader

To make sure staff are managed in such a way that outcomes for children and young people are improved.

Main aim 3.1: To develop a strategy based on partnership and co-operation, sharing best practice between partners in developing leaders and managers

Main aim 3.2: To achieve a joint approach to succession planning and effective leadership development across sectors

Main aim 3.3: To identify joint programmes to support the development of leaders and managers

Main aim 3.4: To increase support for managers through effective partnership working with human resource services across sectors

Note: Each project will need to carry out a detailed assessment of resources (time, money and people) and partners' contribution before being put into practice. Where we quote figures in the column called 'Costs', the figures are for development. You will need to identify the costs for putting your project into practice.

Main aim 3.1: To develop a strategy based on partnership and co-operation, sharing best practice between partners in developing leaders and managers

Number	Action	Timescale	Cost	Measurement of performance
3.1.1	<p>Plan with our partners to agree a joint three-year strategy for developing leadership and management based on the following.</p> <ul style="list-style-type: none"> • Agreed definitions and qualities of leadership and management, and expectations of service leaders • Principles of joint working and sharing resources at all levels • A model for succession planning • Leadership development framework (LDF) • Role of managing performance and appraisals in developing leadership and management • Opportunities for leaders at all levels from across partnerships to share responsibilities using a range of methods for continuing professional development • Assess the strategy 	February to April 2006	<p>£2,000 (room hire, administration and stationery) Staff time</p> <p>Co-ordination time</p> <p>Staff time for group members</p>	Strategy written and agreed by partners.

Main aim 3.2: To achieve a joint approach to succession planning and effective leadership development across sectors

Number	Action	Timescale	Cost	Measurement of performance
3.2.1	Further develop the succession planning model that builds on current best practice among partners, to develop leaders within and across sectors, as well as recruiting people from under-represented groups.	By May 2006	Two-day planning event £1,000 Co-ordination and staff time	Succession planning model is agreed and influencing practice.
3.2.2	Record the range of leadership development opportunities available locally and nationally against those in 'Championing Children' (which sets out what leaders and managers need to know and do) and identify areas for further development. Identify opportunities for partners to deliver services together.	By September 2006	Three-day planning event – £1,500 Co-ordination and staff time	Leadership development framework is written, setting out current opportunities for leadership, opportunities for working with partners across sectors and areas for further development.
3.2.3	Agree and make clear expectations of leaders and managers across children's services.	By November 2006	£2,000 (room hire, administration and stationery) Co-ordination and staff time	The LDF highlights agreed expectations, linked to systems of appraising leaders and identifying areas where more needs to be done.
3.2.4	Develop self-assessment tools to promote effective continuing personal development and emotionally healthy leadership which meets legal requirements. Develop reliable systems for recording, monitoring and assessing continuing professional development, linked to appraisals.	By January 2007		Self assessments highlight further development. Systems established and monitored and evaluated.

Main aim 3.3: To identify joint programmes to support the development of leaders and managers

Number	Action	Timescale	Cost	Measurement of performance
3.3.1	Agree where partners can deliver services together in specific areas (such as general leadership induction), building on best practice. Write a delivery plan.	By April 2006	Delivery and administration costs – £10,000	Leadership induction programme written, delivered, funded and assessed.

Main aim 3.4: To increase support for managers through effective partnership working with human resource services across sectors

Number	Action	Timescale	Cost	Measurement of performance
3.4.1	<p>Agree the skills managers and leaders need. Consider the most up-to-date research on effective managers and leaders in identifying what skills managers need.</p> <p>Develop clear guidance on what skills, experience and qualifications staff need to be recruited.</p>	July 2006	£2,000 (room hire, administration and stationery) Staff time	An agreement on what skills, experience and qualifications managers need, based on a shared understanding of 'effective' leadership and general skills at different levels.
3.4.2	<p>Identify barriers and plan strategies to support leadership progression and recruitment by working with human resources. Monitor and assess progress.</p>	Ongoing until 2007	Staff time for group members	Common barriers are identified and dealt with across services.

Links to other plans

School workforce development plan
 Local Safeguarding Children Board (LSCB) Plan and local preventative strategy
 Children and young people's plan
 All other theme action plans

Theme 4: Recruiting staff and holding on to them

Overall responsibility: Theme leader

Main aim 4.1: To analyse the local and regional job market to plan recruitment, including details of what skills are available and competing demands

Main aim 4.2: To agree a joint recruitment campaign, including how to attract under-represented groups into the workforce

Main aim 4.3: To make sure human resource departments are able to support managers on designing jobs and agreements on reward packages

Main aim 4.4: To consider and support the development of the lead professional

Note: Each project will need to carry out a detailed assessment of resources (time, money and people) and partners' contribution before being put into practice. Where we quote figures in the column called 'Costs', the figures are for development. You will need to identify the costs for putting your project into practice.

Main aim 4.1: To analyse the local and regional job market to plan recruitment, including details of what skills are available and competing demands

Number	Action	Timescale	Cost	Measurement of performance
4.1.1	<p>All partners will produce a general analysis of their workforce, highlighting roles where we struggle to recruit and hold on to staff and sickness absence.</p> <p>The skills of the workforce are assessed to identify what information is currently available and develop a system that all partners can use, based on the common core of skills and knowledge and Integrated Qualifications Framework (IQF).</p>	<p>By the end of July 2006</p> <p>By July 2006</p>	Staff time	<p>Information is produced which covers all the defined conditions.</p> <p>System is developed to produce a skills analysis of the workforce</p>
4.1.2	Work with all partners to predict what our workforce will need in the future and assess this against the skills staff currently have.	By the end of 2006		The skills of the workforce match what is needed.

Main aim 4.2: To agree a joint recruitment campaign, including how to attract under-represented groups into the workforce

Number	Action	Timescale	Cost	Measurement of performance
4.2.1	Identify all partners and agree to a joint approach to recruitment.	May 2006	Staff time	A formal agreement is reached.
4.2.2	Investigate using an outside partner to produce a brand or image for our workforce, including recruitment materials.	By the end of December 2006	Estimated cost of the outside partner is around £20,000	A proposal is agreed.
4.2.3	Based on the analysis of the workforce, target under-represented groups of staff and consider a range of initiatives across partners aimed at attracting a wide range of people.	2006 and ongoing	Staff time	All initiatives lead to significant change in workforce statistics, with particular reference to under-represented groups.
4.2.4	<p>Consider issues relating to holding on to staff.</p> <p>Ask all partners to carry out self-assessments (using, for example, the Investors in People 'work life balance' module) to assess whether or not they are a good employer.</p> <p>Set up a focus group of workers who will consider the issues around the barriers to them staying in their post, career progression and so on, so that good practice can be shared.</p>	By the end of December 2006	Staff time	An action plan is developed.

Number	Action	Timescale	Cost	Measurement of performance
4.2.5	Consider issues relating to recruiting staff and holding on to them across the region, with the aim of having regional standards and a regional approach to this.	By the end of 2006	Staff time	A regional approach is developed and put into practice.

Main aim 4.3: To make sure human resources departments are able to support managers on designing jobs and agreements on reward packages

Number	Action	Timescale	Cost	Measurement of performance
4.3.1	Partners will set up a working group to find ways of co-operating over conditions of service so that children's services staff find it easier to progress.	By June 2006	Staff time	Agreed procedures developed. Career progression scheme developed.

Link to other plans

Newcastle City Council – Implementation of Single Status

Main aim 4.4: To consider the development of the lead professional role

Number	Action	Timescale	Cost	Measurement of performance
4.4.1	Support the development of the lead professional role, and support the process to create and develop new and emerging roles.	2006 (and ongoing) – once we receive national guidance	Staff time	Lead professional role created and put into practice. New roles put into practice which will help to deliver children's services.
4.4.2	Make sure policies and procedures prevent unsuitable applicants from working with children as part of Local Safeguarding Children Board plans.	2006 (and on going)	Staff time	Policies and procedures are in place.

Link to other plans

Theme action plan for the common assessment framework, putting the lead professional role into practice and sharing information
Local Safeguarding Children Board (LSCB) Plan and local preventative strategy

Appendix 5: Action plan that covers all themes

Aim: To support putting this workforce strategy into practice

Number	Action	Timescale	Cost	Measurement of performance
CC1	Appoint a project manager.	March 2006	£44,000 a year (including National Insurance and so on)	Project manager in post.
CC2	Set up systems and processes for putting the workforce strategy into practice.	April 2006	Staff time Project and administration support £18,611 a year (including National Insurance and so on)	The project initiation document has been agreed and written. This identifies how the project will be delivered, who is on the project board and so on.
CC3	Agree a communications plan to help put the workforce strategy into practice.	April 2006	Staff time	The communications plan has been agreed and written.
CC4	Put the communications plan into practice.	May 2006 to April 2007	Staff time Communications budget – £5,000	Actions identified in the communications plan are put into practice.
CC5	Hold a 'risk management' workshop to identify controls and responsibilities for managing risks.	April 2006	Staff time	The project board agrees and finalises what the risks are and how they will be controlled.

Number	Action	Timescale	Cost	Measurement of performance
CC6	People involved in delivering the project are trained in managing projects.	May to July 2006	Staff time £150 for each person Four subgroup leaders A project and administration support officer Plus an extra place – six places x £150 = £900	Those who need training have received it and are more confident in using the framework for managing projects.
CC7	Consultancy advice from the Organisational Development Division to help deliver the strategy.	For one year to begin with	Five days a month for senior consultant	Agreed consultancy brief.
CC8	Subgroups will develop a plan to show how they will deliver their action plan.	April to July 2006	Staff time	Plans put forward to the workforce development group.
CC9	Subgroups identify initial projects and develop a financial assessment for partners to agree to.	July 2006	Staff time	Initial projects agreed by partners.

Number	Action	Timescale	Cost	Measurement of performance
CC10	<p>Partners will set up a working group to find ways of co-operating so that children's services staff find it easier to progress.</p> <p>Support the development of the lead professional role.</p> <p>Links must be made to other subgroups, which will be set out in the theme action plan for recruiting staff and holding on to them.</p>	<p>June 2006</p> <p>2006 – once we receive national guidance</p>	<p>Staff time</p> <p>Staff time</p>	<p>Agreed procedures. A career progression scheme is developed.</p> <p>The lead professional role is created and put into practice.</p>
CC11	<p>Work out how to involve the voluntary sector, children, young people and foster carers so that we meet their needs (for example, create a forum for the voluntary sector).</p>	<p>April to September 2006</p>	<p>Staff time</p>	<p>Methods agreed and established.</p>

Appendix 6

Example of the information we use to plan the workforce for Newcastle City Council's children's services

The following information gives an example of our current workforce in children's services.

Partners will provide similar information to give a view of the overall workforce in Newcastle.

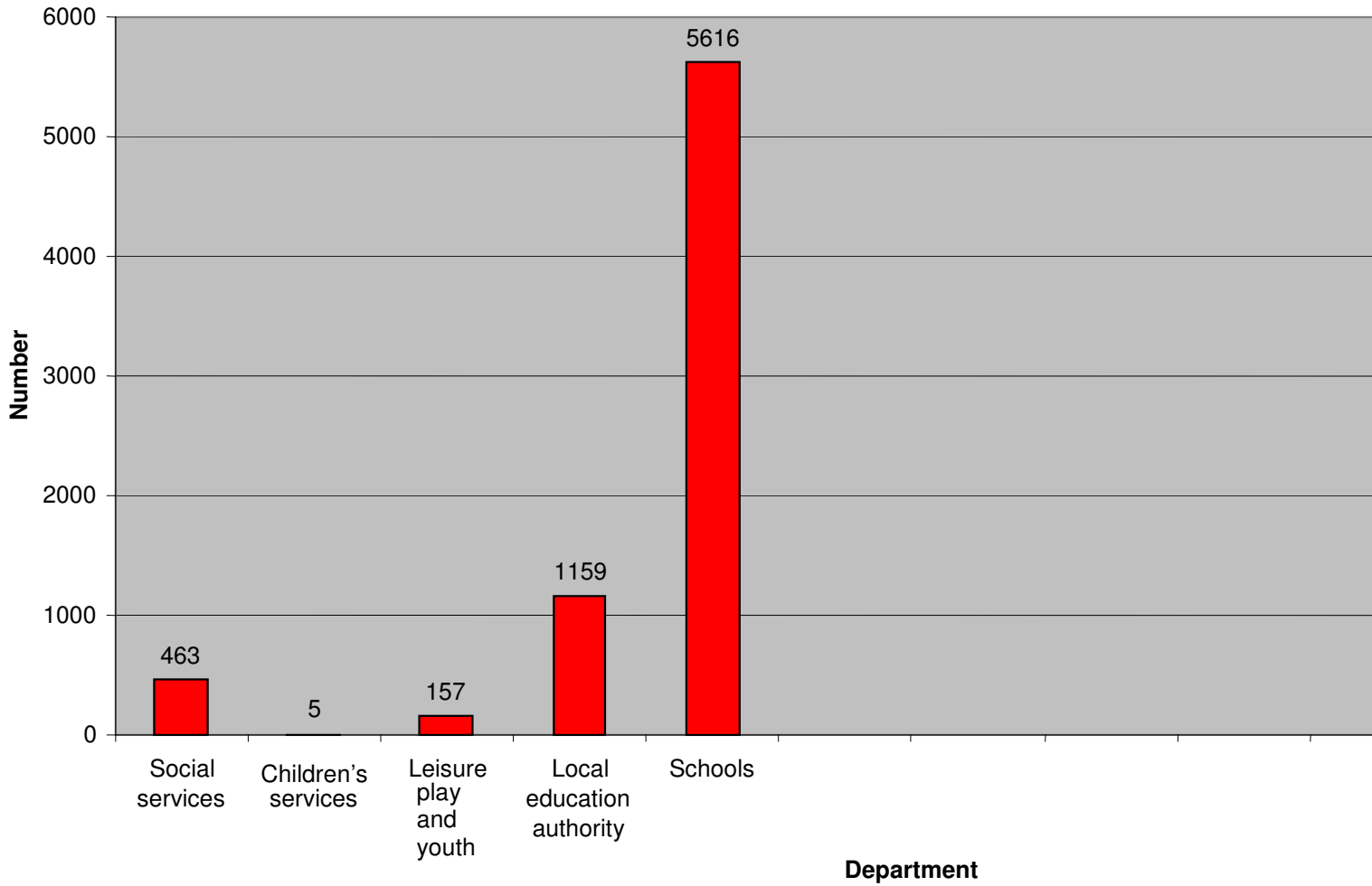
Also, 219 staff have said that they have a disability, as defined under the Disability Discrimination Act.

Chart 1 – Total staff numbers

The staff numbers show that schools have the largest number of staff.

Chart 1

Newcastle City Council children's services
Total staff numbers

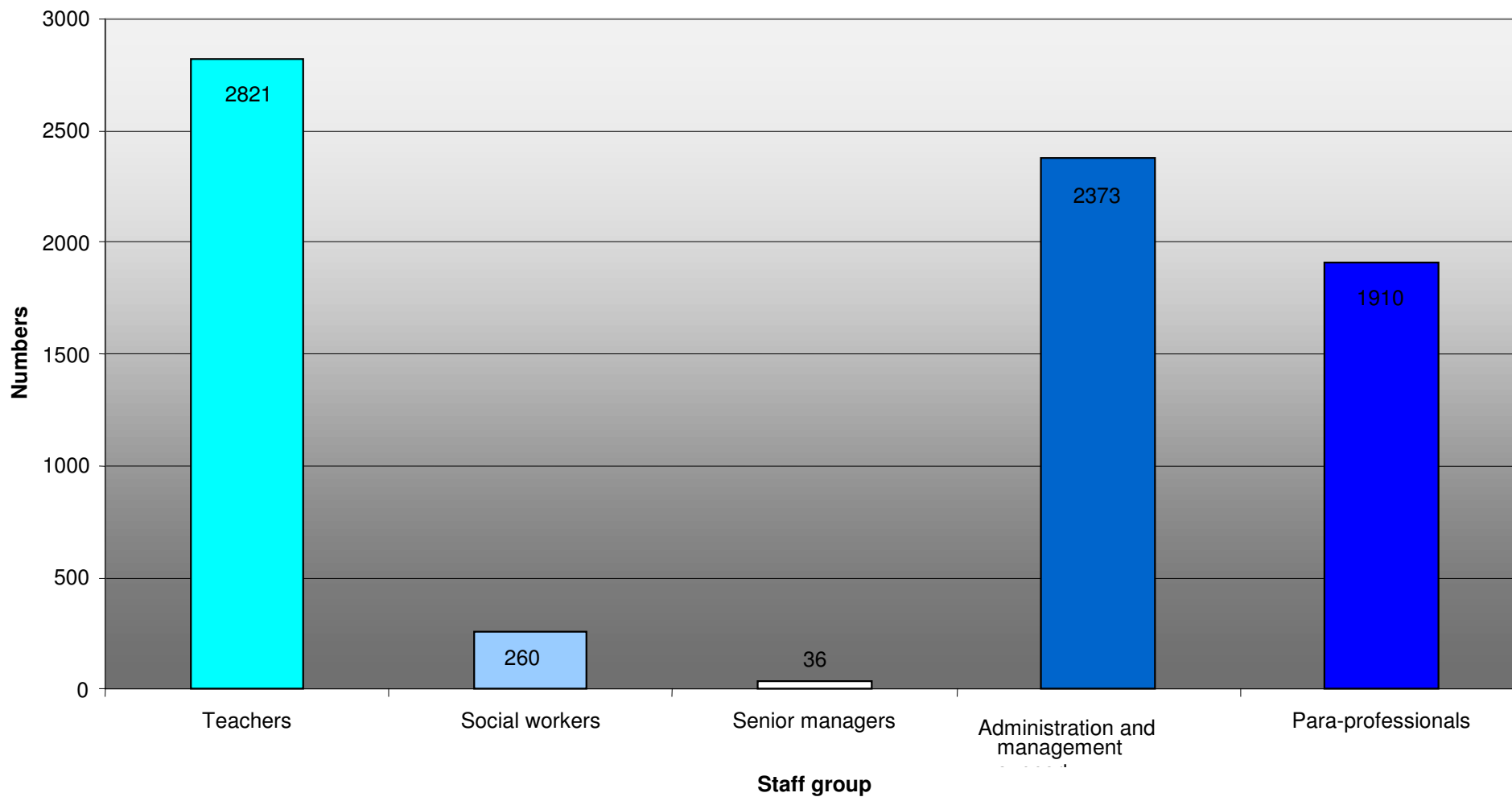


Charts 2 and 3 – Breakdown by staff groups by numbers and percentages

We define staff groups as follows.

- 1 Teachers and other professional education staff, including head teachers, deputies, assistant heads, supply teachers, educational psychologists, school improvement advisers, and consultants.
- 2 Social workers, including team managers, officers in charge and deputy officers in charge.
- 3 Senior managers, anyone not included in 1 above and at the salary grade of currently £33,984 a year and above.
- 4 Administration and other support, including:
 - administration staff up to the salary grade of currently £29,004 a year;
 - technicians;
 - midday supervisors and supervisory assistants; and
 - invigilators (people who supervise exams).
- 5 'Para-professionals', including:
 - education welfare officers and assistants;
 - social care assessment officers;
 - nursery nurses;
 - higher-level teaching assistants;
 - cover supervisors;
 - support assistants (levels 1, 2, 3 and 4, and bilingual);
 - children's and young people's officers;
 - youth workers;
 - play workers;
 - residential workers;
 - learning mentors; and
 - childcare consultants.

Newcastle City Council children's services Breakdown by staff group numbers



Newcastle City Council children's services Breakdown by staff groups (percentages)

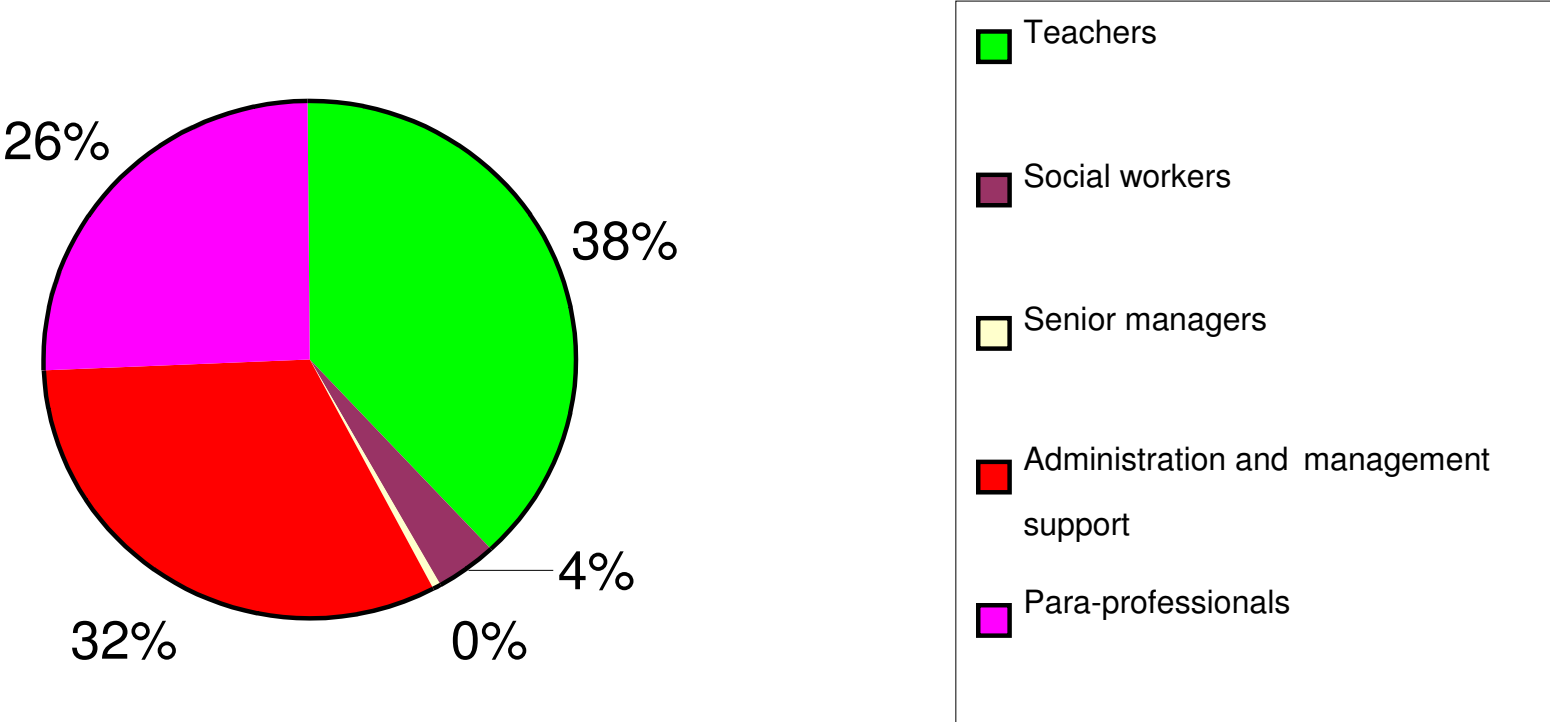


Chart 4 – Breakdown by sex

Unsurprisingly, female members of staff outnumber male employees by about 4 to 1. The total number of women in the workforce is 5866, and there are 1534 men.

Newcastle City Council children's services Breakdown by sex

Chart 4

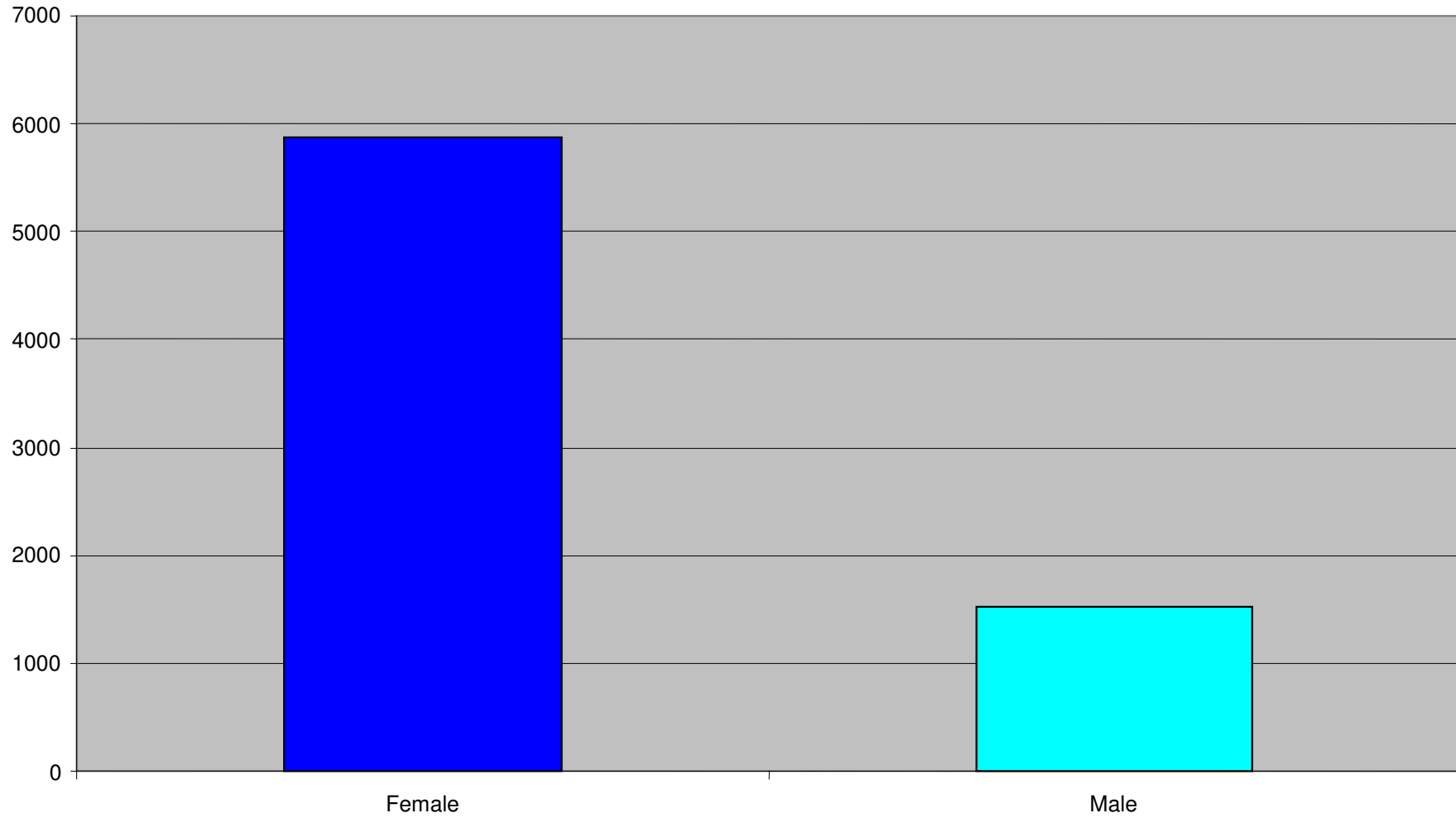


Chart 5 – Breakdown by ethnic origin

Most of our staff (7053) have said that they are white British, which is 95.29% of the workforce.

The chart shows the rest of our staff (350), who have said that they are not white British (4.71% of the workforce). Of these staff, most (61) have said that they have another white background.

Newcastle City Council children's services
Breakdown by ethnic origin (by number)

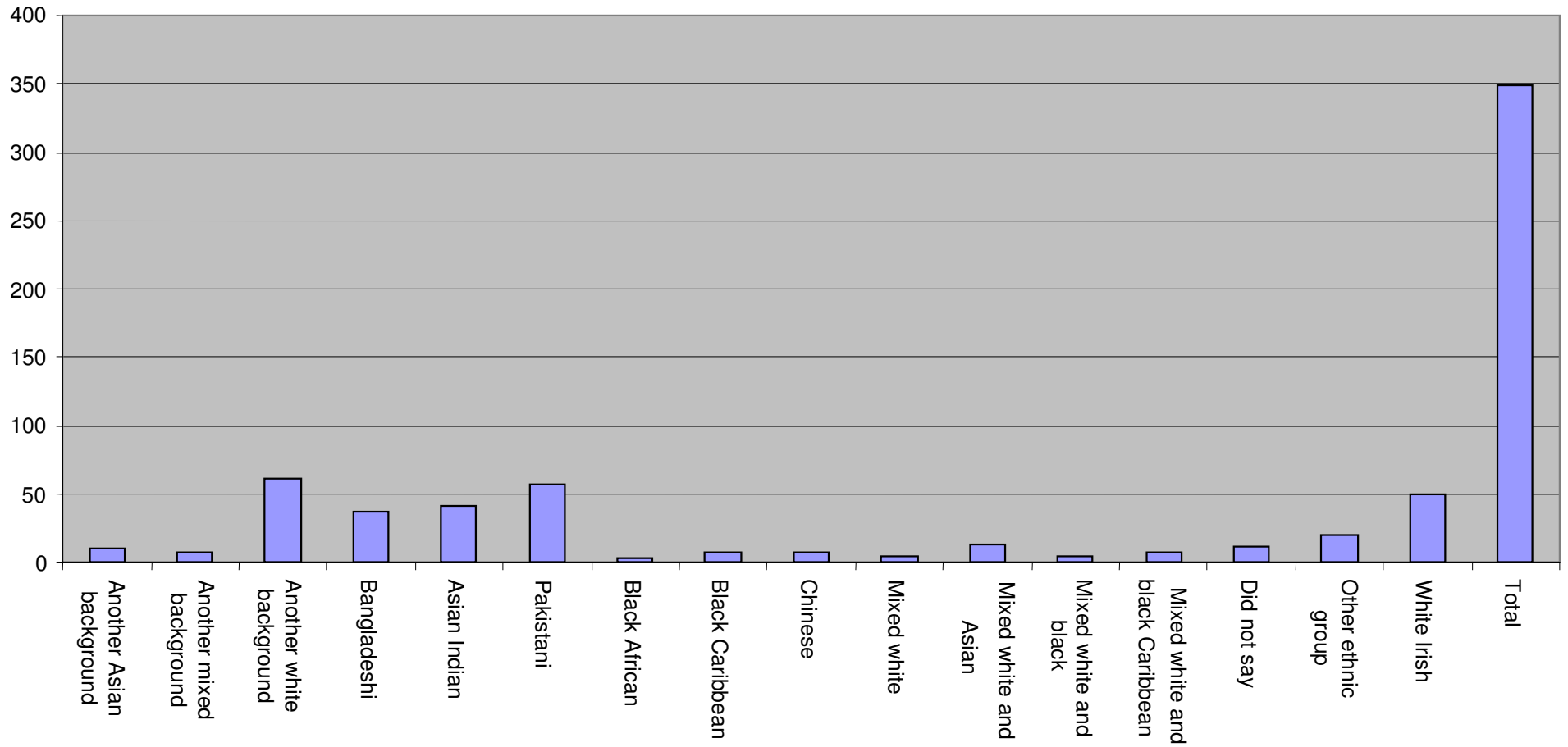
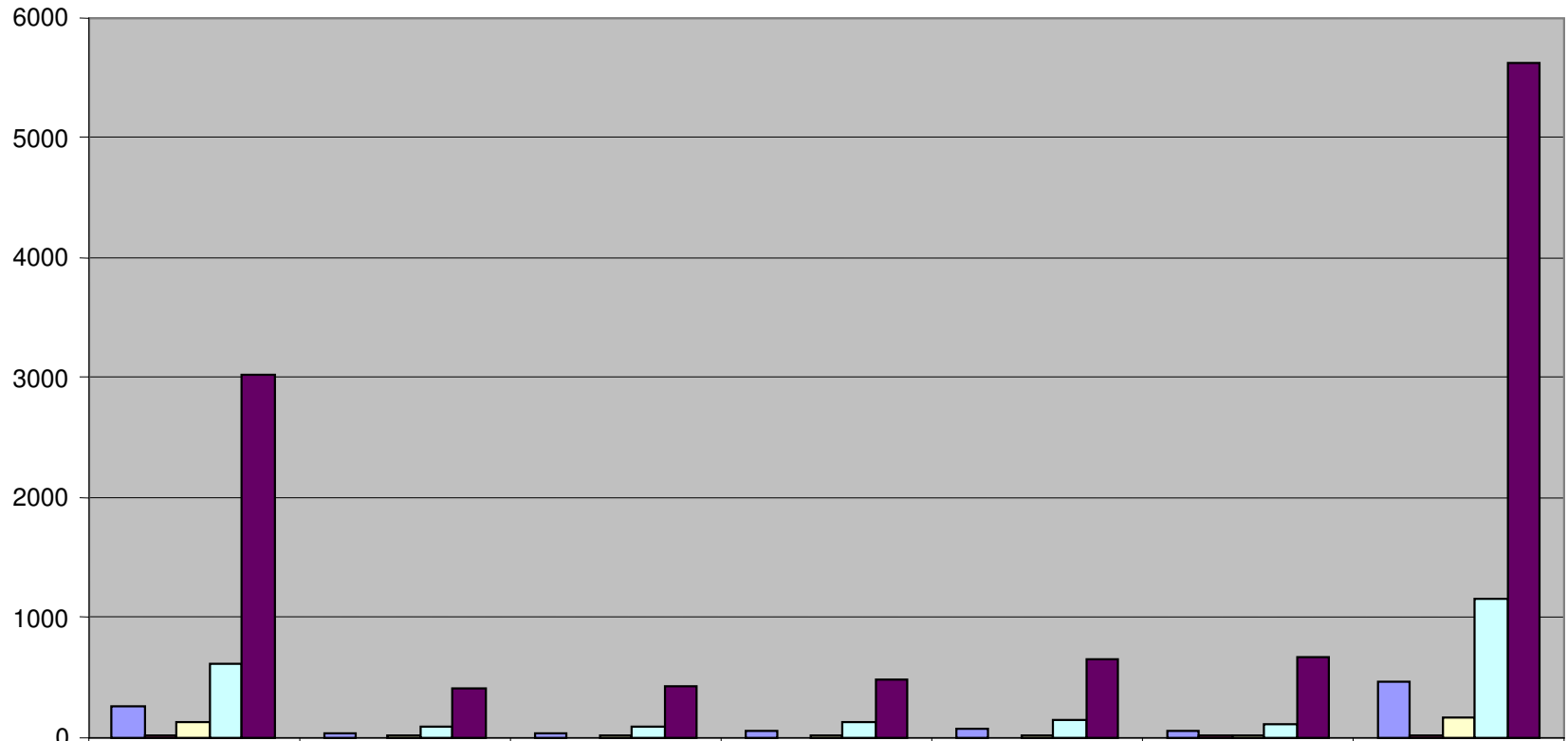


Chart 6 – Breakdown by length of service

Over half of our staff have worked with us for more than five years. This is particularly noticeable in schools and in the play and youth service.

Social services have a higher percentage of staff with less than two years' service length, with almost one-fifth of the workforce having one or two years' service.

Newcastle City Council children's services Breakdown by length of service



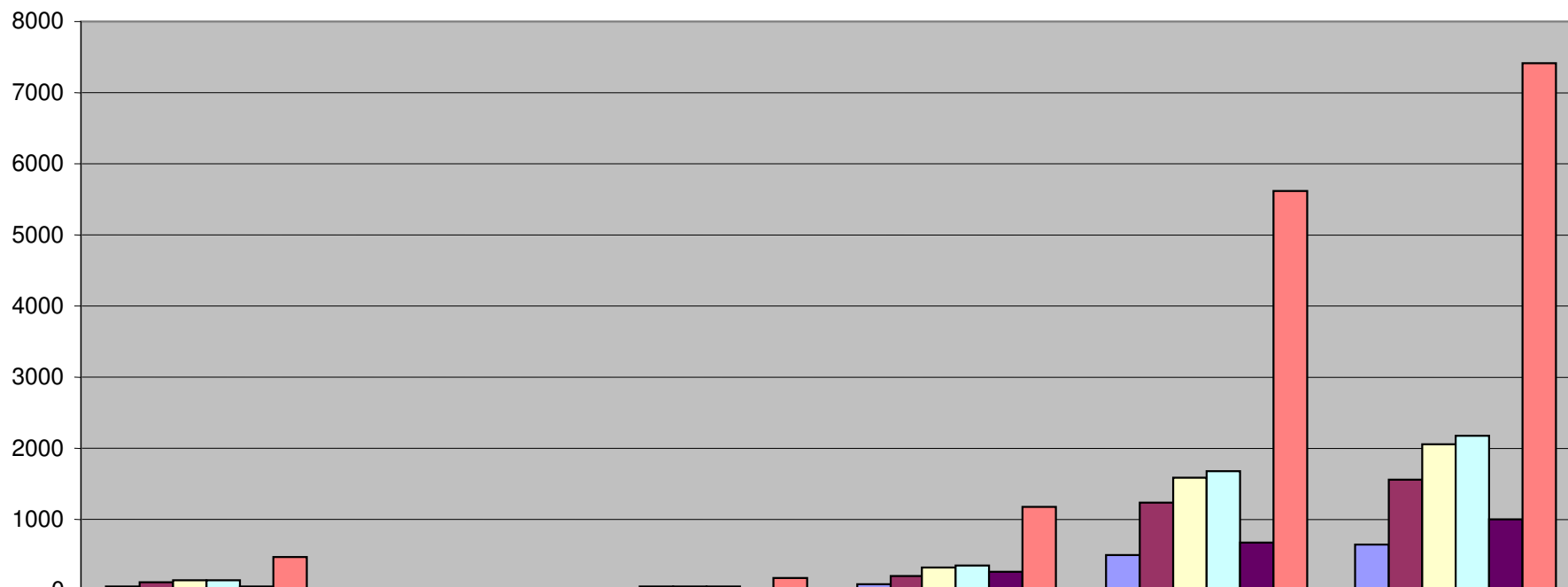
	five years or more	Up to five years	Up to four years	Up to three years	Up to two years	Up to one year	Total
Social services	252	36	29	42	57	47	463
Children's services	2	1				2	5
Play and youth	114	5	15	11	10	2	157
Local education authority	609	91	85	123	148	103	1159
Schools	3018	397	416	469	653	663	5616

Chart 7 – Breakdown by age

Many of our staff (42%) are aged 46 or over. This is reflected in social services (42%) and schools (42%), but it is higher in the local education authority (48%).

Chart 7

**Newcastle City Council children's services
Breakdown by age**



	Social services	Children's services	Play and youth	Local education authority	Schools	Total
25 and under	30		20	84	492	626
26 to 35	92	2	37	203	1224	1558
36 to 45	148	1	41	305	1565	2060
46 to 55	134	1	46	328	1659	2168
56 and over	59	1	13	239	676	988
Total	463	5	157	1159	5616	7400

