



**A**

**WORKFORCE STRATEGY**

**FOR**

**CHILDREN'S SERVICES**

**IN**

**LINCOLNSHIRE**

**2006-2010**

**Updated in January 2007  
and includes  
Workforce Action Plan  
for 2007/2008**

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## 1. **RATIONALE AND VISION**

Partners in Lincolnshire share the Government's aspirations for a world-class children's workforce that:

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

*Every Child Matters Children's Workforce Strategy HM Government 2005*

This Strategy is the means by which we will achieve this. Through the implementation of the strategy and over a period of time, we will:

- develop and maintain a flexible workforce that is motivated, well trained wants to remain with children's services, and where people increasingly have skills which are transferable within the sector
- support improvements across children's services
- help achieve cross-government PSA targets and most significantly,
- contribute to improved outcomes for children and young people

**The Strategy is intended to add value rather than replace workforce strategies in a wide range of partner organisations.** It focuses particularly on actions to deliver key expectations, eg an integrated workforce; it recognises that the children's workforce is diverse and rarely will one approach fit all, but that there are many things which are best achieved in partnership.

This is a live document, it will respond to changes in national policy and local expectations, and be refined and re-focused as a result of ongoing processes of monitoring and evaluation.

## 2. **SCOPE**

### i. **breadth of strategy**

We have adopted a broad and inclusive definition of workforce strategy (endorsed by Children & Young People's Strategic Partnership (CYPSP) in May 2005). It is intended to embrace a range of elements including: pay and rewards, workforce planning, learning and development, recruitment and retention, performance management. These and other elements are illustrated in Appendix 1. This model builds on the best local practice and is adapted from a Lincolnshire County Council, Social Care model (2005).

### ii. **workforce**

We have adopted the Every Child Matters (ECM) definition of workforce which focuses on the paid workforce in the public, private and voluntary sector ... "This will include the principal services used by children, young people and families.

- early years and child care
- play
- health
- schools and colleges
- youth services (**all** services for teenagers)
- sport and leisure
- family support
- a range of specialist services"

*Every Child Matters Children's Workforce Strategy HM Government 2005*

We also recognise that a truly inclusive strategy would embrace the vast range of volunteers, parents and carers who, though unpaid, make a significant contribution to supporting and developing children and young people.

We will address, in year 1 of this strategy, the ways in which we might respond strategically to the 'unpaid' workforce.

In Lincolnshire we believe that the definition adopted embraces a workforce in excess of 15,000 full time equivalent workers or 7% of the overall workforce (see appendix 3) working across at least 400 organisations, a range of sectors and age groups. These are estimates only, however, during the lifetime of this strategy, we will undertake a more sophisticated scoping exercise.

### **3. NATIONAL CONTEXT**

Our strategy references to and aims to be coherent with a range of national policies, strategies, statements and work streams, these include the Children Act, Every Child Matters, the Inspection Framework for Children's Service, the National Service Framework for Children, Young People and Maternity Services, Remodelling agenda in schools, development of Children's Centres, Framework for Children's Services, Youth Matters Green Paper, DfES 5 Year Strategy for Children and Learners and the Common Assessment Framework. Our strategy will be guided by the Children's Workforce Development Council, Training and Development Agency plus other key agencies, it will be regularly reviewed and updated, taking into account emerging policy/ legislation.

### **4. REGIONAL /LINCOLNSHIRE CONTEXT**

This Strategy forms an element of Lincolnshire's Children's and Young Persons Plan (CYPP). Whilst it will be informed by CYPP, it also aims to inform future CYPPs, particularly as we monitor and evaluate progress.

#### **i. Geography, Demographics (2006/07)**

Lincolnshire's Children and Young People's Plan contains extensive data about geographical and demographic factors and the challenges facing children and families which impact on the provision and development of children's services.

#### **ii. Organisations providing services**

Appendix 4 lists the organisations with some or all of their workforce having a direct link to this strategy. Not all schools in Lincolnshire are listed, however, it is acknowledged that the schools workforce is a key component of the Children's Workforce and schools rightly need to be placed at the centre of our communities and utilised as such.

#### **iii. Influencing factors**

##### **• Regional / Local**

Our strategy as well as being an integral part of CYPP also locks into Children and Young People's Strategic Partnership developments. It acknowledges the emerging, Local Children's Partnerships arrangements (LCP's), the development of Children's Centres and the development of an Integrated Teenage Service bringing together Youth Services, Connexions and Teenage Pregnancy. It also takes account of significant structural change in the Learning and Skills Council, County Council, Jobcentre Plus, the Police, and the Health sector. The Teachers' workforce agreement is a further influencing factor as is the health and social care Agenda for Change. A range of multi-agency strategic groups at a county level already address workforce issues by sector (health and social care) or by activity (Training). Our Plan addresses their inter-relationship [a map of these is shown at Appendix 5]. Existing strategic plans: Education Development Plan, Health and Social Care Workforce Development Plan, Lincolnshire County Council's People Strategy, Social Care Workforce Development Strategy, and a range of Service Plans which incorporate workforce development issues will not be replaced by this Strategy, which will focus on adding value.

Extended schools and Children's Centres will continue to grow and develop, (managed in accordance with our Lincolnshire Children Partnership arrangements) and the use of cluster arrangements with schools and colleges to create opportunities for locating various professionals together centred around the child.

## **5. NEEDS ANALYSIS - CHILDREN'S WORKFORCE ISSUES**

A comprehensive needs analysis has been undertaken drawing upon information held by Lincolnshire Development and other statutory agencies. The Lincolnshire economy is characterised by low wages and low level of skills. We are at present a net exporter of young people and importer of older people which leaves our community with a particular set of challenges not least in terms of services, but also in terms of recruiting, developing and retaining staff to deliver services.

For further detail and information on the 'challenge of Lincolnshire' see appendix 6.

## **6. 2007/08 PRIORITIES**

Within the context of the national workforce strategy, regional workforce initiatives and local need, our action plan for 2007/08 continues with the four priority areas identified in 2006/07. The key objectives within those priorities have changed and have been updated due to the workforce agenda being developed and progressed. The action plan will set out these objectives clearly and within a timeframe, so they can be measured regularly to ensure the outcomes are delivered.

### **Recruitment**

- Implement a recruitment strategy focusing particularly on the development of:
  - a Safe Recruitment Toolkit,
  - a website for workforce development,
  - model employment policies for the sector,
  - more efficient advertising and recruitment to difficult to fill vacancies in all sectors but particularly within the PVI sector.
- Increase the number of young people recruited into the children's workforce, through the Positive About Young People (PAYP) initiative.

### **Quality and Retention**

- Implement a retention strategy, disseminating good practice to the sector via a Retention Toolkit (using the workforce development website) assisting organisations to reduce turnover and improve the retention of skilled and experienced staff.
- Implement the 'Lead Professional' role.
- Implement a learning and development strategy for the children's workforce.

### **Integrated Working**

- Increase the number of joint learning and development activities.
- Support the development, implementation and evaluation of co-locating multi disciplinary teams and the development of Lincolnshire Children's Partnership arrangements (LCP's).
- Continue to increase our understanding of the sector as a whole through specific projects. The engagement of the PVI sector is a key priority this year and learning from this project will assist other sectors.

- Develop the concept of a 'Professional Development Centre' with the University of Lincoln, Bishop Grosseteste University College and other partners, to deliver a truly world class children's workforce.

### **Leadership**

- Continue to promote and secure cross agency commitment to the vision for children's services in Lincolnshire.
- Improve the capacity of organisations to develop robust and responsive workforce strategies.

Our expectation is that the theme of diversity will be evident in each and across all of the work streams addressing these priorities.

## **7. THE STRATEGY**

### **i. Recruitment**

Our aspirations:

Build capacity, by delivering the right numbers of staff with the right skills to meet the needs of children and young people.

#### ***a) Recruit more people into the children's workforce – ensuring the work is attractive and promoting more flexible entry routes.***

We will:

- Develop a recruitment and retention strategy to include specific recruitment aims/objectives:
  - workforce numbers and skills essential to deliver CYPP.
  - Solutions to difficult to fill vacancies (in particular: early years and childcare sector, Social Workers, Foster Carers, Headteachers, some specialist teachers, Educational Psychologists, School Nurses and other professional groups (sometimes by geography, eg East Coast)).
  - Links to learning providers
  - 'grow your own' strategies including the development of volunteers/mentors as an aid to recruit.
  - Improved recruitment policies and processes.
  - Recruitment and retention strategy for schools.
  - Targets for reducing the number of active vacancies at any one time.
  - Explore all recruitment opportunities
- As a community actively promote the principles and practice of living, working and investing in Lincolnshire. (Links to work of Lincolnshire Assembly.)
- Develop and implement an effective model of Workforce Plans to improve the community's workforce planning capacity.
- Increase the number of young people recruited into the children's workforce by implementing in 2006 Positive About Young People (PAYP), a quality standard relating to young person friendly employers, across Local Authority and other Children's Service employers.
- Pilot the implementation of and evaluate a Professional Trainee scheme in Connexions which fast tracks recruits from apprenticeship to professional qualification.
- Explore the implementation of cross agency traineeships, and pilot 'teenage services' trainees, which will include placements across a range of agencies prior to focusing in on a particular professional route.
- Work closely with partners to ensure that 14-19 learning opportunities include those which enable young people to understand and as appropriate prepare for careers in children's services.

**b) Address diversity**

- Achieve Equality Standard 2 November 2007 and Equality Standard 3 by September 2008.
- Review existing diversity strategies to improve recruitment
- Identify and implement actions to address diversity in relation to age, gender, ethnicity and disability

ii. **Quality and Retention**

Our aspirations:

To work in partnership in order to make Lincolnshire Children's Services an exciting and vibrant sector, which invests in and creates opportunities for its workforce to achieve individual and collective potential and in particular creates a more flexible workforce, and as a result improve retention, consistency and quality.

**a) *Develop and retain more people within the children's workforce, improving their skills building on the Common Core Skills and Knowledge and creating a new qualifications framework.***

We will:

- Develop a recruitment and retention strategy to include specific retention aims and objectives:
  - grow our own staff at all levels including recruiting staff from volunteer workforce
  - develop retention packages to tackle issues of significant vacancies
  - develop a career long framework for professional development for all staff
  - targets for retention
  - pay and reward strategies
  - develop the multi agency potential of tier 2 roles in Health

**b) *Create new roles which straddle service boundaries, including development of lead professional.***

We will:

- Develop a model and management arrangements for lead professional.
- Develop a training plan to ensure lead professionals have the competencies to deliver this role.
- Implement lead professional approach within the county building on the pilot approach implemented in 2006/07.
- Develop the Practice Learning model to encompass all organisations
- Develop Assistant Practitioner roles supported by a Foundation Programme across the Health & Social Care Community
- Further develop Tier 1 workers for mental health/drug action activities.
- Identify and develop new roles with the community as Service Improvement Plans bring about workforce change.
- Continue the School National Remodelling Project.

**c) *Develop a more coordinated and coherent approach to learning and development (specialist and common core)***

We will:

- Develop a learning and development strategy for the Children's Workforce which aims to ensure that all individuals have access to high quality continuous professional development and which addresses; in partnership wherever appropriate
  - Training Needs Analysis
  - Induction and Foundation

- In Service Training, with accreditation where appropriate
- Provider networks
- Shared Language
- Workforce Planning
- Occupational standards for the Children's Workforce
- A wide range of methodologies: coaching/mentoring/peer evaluation/independent learning etc
- Communication of opportunities
- Optimise the potential of the multi agency Trainers in Partnership Group to undertake multi agency training needs analysis, design and deliver training in partnership, to a partnership audience (including child protection training), and including training at locality level.
- Develop career pathways for the Children's Workforce to progress within and across different sectors.
- Increase the number and range of staff participating in traineeship programmes.
- Pursue the development of a Graduate Entry Medical Centre in Lincolnshire.
- Develop a leadership programme for headteachers, middle managers and governors.

***d) Support organisational development***

We will:

- Support the development of an effective communications strategy for the Children's Workforce.
- Establish a learning culture in all Children's Workforce organisations.
- Increase the proportion of schools and other Children's Workforce organisations achieving and retaining Investor in People status.
- Embed the Workforce Strategy in all organisations.
- Explore the establishment of a local accredited centre for Children's Workforce (building on the Social Care and Health accredited centres and the regional assessment centre for NVQs in Guidance/Learning and Development Support Services (LDSS))

***e) Improve the health, safety and wellbeing of staff***

We will:

- Promote health and wellbeing of all employees, identifying actions and processes which can be undertaken more effectively in partnership.
- Share good practice in relation to employment policies.

### iii. **Integrated Working**

Our aspirations:

To use the needs of children as a framework for service design and delivery, rather than traditional organisational boundaries, and by day to increase the range of inter agency and multi disciplinary working.

#### ***a) Strengthen inter-agency and multi-disciplinary working, linked to workforce remodelling.***

We will:

- Undertake joint learning and development activities (see 'Training')
- Identify and implement training appropriate to a multi agency workforce, (eg NVQ LDSS applied across Education Welfare Service/Learning Mentors/Connexions Personal Advisers)
- Develop and implement proposals for lead professionals.
- Develop Children's Centres, Extended Schools and other locations in a coordinated way to maximise access to local services.
- Co-locate multi disciplinary teams (building upon the 2 pilots implemented in 2006/07 (in consultation with staff and representatives).
- Through active engagement with children and young people identify more clearly their needs and model our workforce to more closely align with these.
- Contribute to a broader services for children communications strategy which ensures that the workforce is aware of developments, and that individuals and teams can readily contact colleagues in partner services.
- Undertake further work to analyse the children's workforce and its needs, including volunteers, parents, and organisations not included in original mapping, eg District Councils.

iv. **Leadership**

Our aspirations:

To develop the individual and collective capacity of Children's Service Leaders so they are better able to vision, scope and lead the implementation of the Children's Service agenda, and make Lincolnshire a model of good practice, innovation and creativity.

***a) Implement programmes to support development of leaders focused on management of integrated working***

We will:

- Secure cross agency commitment to the vision for Children's Services in Lincolnshire.
- Maintain and improve Joint Management Development programmes - developing leaders. A comprehensive framework that sets minimum standards for 'leaders' in the community.
- Create opportunities for strategic players (including non Executive Board members, elected members and senior managers) to meet and reflect on key Children's Service issues.
- Continue and extend joint management team meetings and joint management planning across partner agencies.
- Investigate, identify and disseminate good practice across local partners, regional, national and international neighbours.

***b) Develop the workforce infrastructure***

We will:

- Develop and apply Key Performance Indicator dataset to ensure robust performance management of the workforce agenda (examples include retention/absence).
- Establish a robust meaningful database which is shared across agencies and used to inform workforce planning.
- To establish and support a range of multi agency strategy and delivery structures including task and finish groups where appropriate to develop, steer and implement our strategy (CYPSP).
- Simplify and make more coherent the structures which support workforce development.
- Identify and promote a framework of principles for workforce strategies for adoption by a wide range of organisations.

## **8. QUALITY, MONITORING AND EVALUATION**

It is important that processes and structures are in place which enable us to check progress of the Workforce Strategy and identify whether it is helping us to achieve the desired outcomes. These include:

- The Strategy
  - Priority actions will need to be described in a way which enable us to measure the degree to which they have been achieved. Getting this right will give us the fundamental underpinnings for any processes of monitoring and evaluation.
- The Structure
  - CYPSP will receive quarterly monitoring reports on the progress of the strategy (compiled by Workforce Development Sub Group).
  - Partners/workforce development working groups (see Appendix 5) will receive quarterly monitoring reports on the progress of the strategy (compiled by Workforce Development Sub Group).
  - The Workforce Development Sub Group will continue to meet bi-monthly to ensure that actions are progressed.
- The Processes
  - An important element of monitoring will be the identification of interesting practice and this will be included in quarterly monitoring reports.
  - We will make best use of ICT to share interesting practice and to alert partners to progress of the strategy.
- Evaluation
  - We will commission some evaluation activities which enable us to review how the strategy as a whole has progressed and take into account the perceptions of partners and frontline practitioners as well as addressing some of the more qualitative dimensions to the strategy, eg workforce culture.
  - A further dimension to evaluation will be a reflection on the appropriateness of the outcomes as indicators of progress.

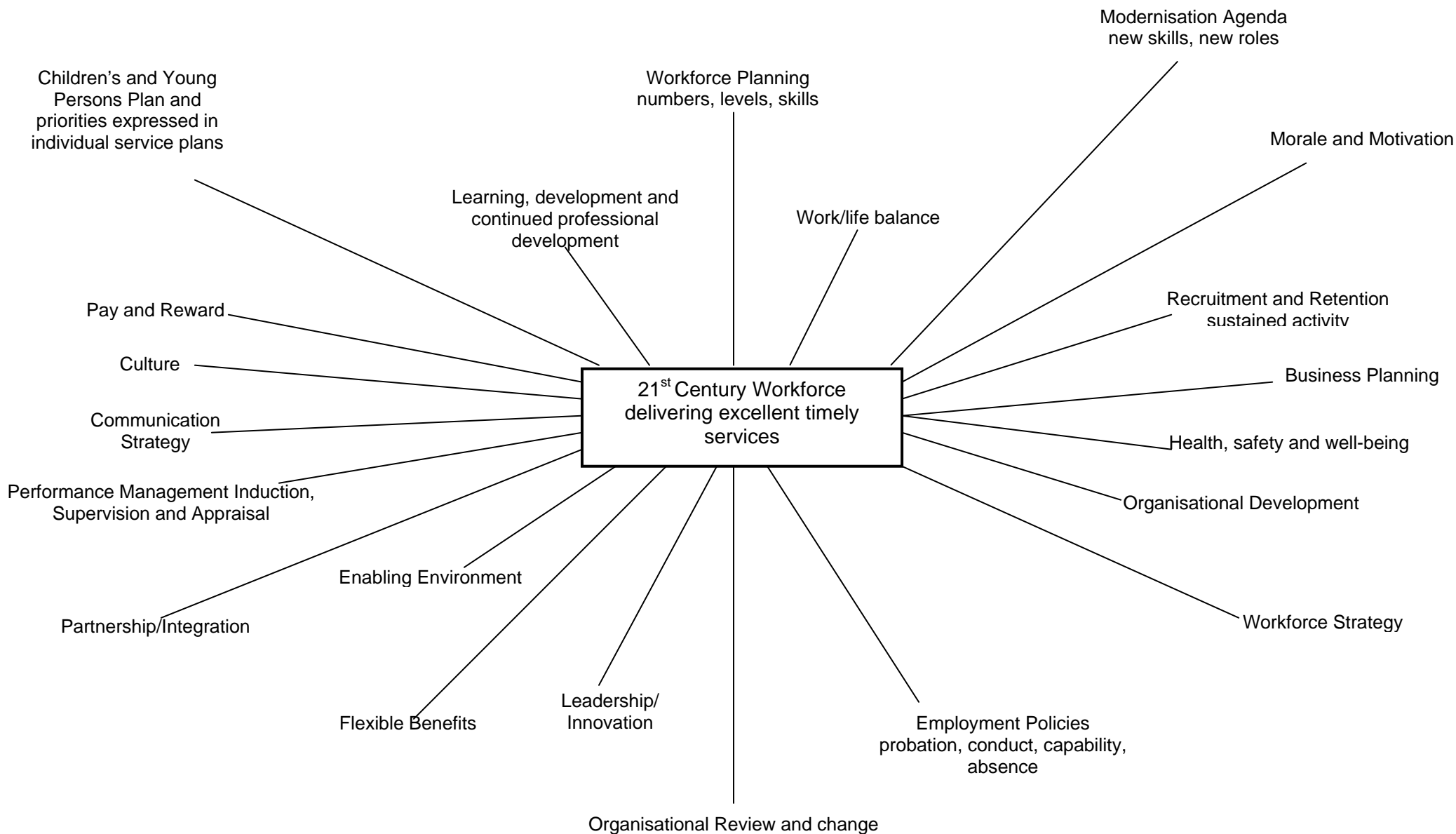
The decision to commit to a strategy which commences with a one year Plan leading into a three year cycle makes the gathering of intelligence about progress in year one particularly important because it will provide a foundation for the subsequent three year Plan. We also recognise that as the year progresses circumstances will change and ongoing evaluation processes need to recognise this.

These processes and structures alone will not ensure the desired outcomes. Key to the success of the strategy will be a shared commitment across all partner agencies and multi agency groups with an interest in workforce development to the aims and objectives within the strategy and the inclusion of these aspirations in their individual business and strategic plans.

# APPENDICES

(Workforce Strategy for Children's Services in Lincolnshire 2006-2010)

## BREADTH OF WORKFORCE STRATEGY IN LINCOLNSHIRE



**SCOPING THE CHILDREN'S WORKFORCE  
FIRST ATTEMPT – AUGUST 2005**

Definition: Numbers to be expressed as FTEs and to be paid staff whose work is predominantly about providing a service to children and young people either directly, or through an organisation that is predominantly about service delivery to children and young people.

| <u>Sector/Service</u>  | <u>FTE</u>      |
|--|-----------------|
| Health <sup>1</sup>  | 1614            |
| Police <sup>2</sup>  | 33              |
| Probation <sup>3</sup>   | 125             |
| Child Care   | (est) 2000      |
| Lincolnshire County Council <sup>4</sup>                         |                 |
| • Teaching staff   | 6054.6          |
| • Support Staff (school based)                                   | 4250.3          |
| • Children's Social Care   | 584.5           |
| • Centrally Employed   | 257.4           |
| • Youth Service  | 97.7            |
| FE   | TBC             |
| Work Based Learning  | 14              |
| Connexions <sup>5</sup>  | 170             |
| Children and Young People Voluntary Sector Services <sup>6</sup> | 200             |
| Lincolnshire Pre-school Learning Alliance                        | 46              |
| DAAT: Buzz Team  | 11              |
| Youth Offending Service  | 71              |
| <b>TOTALS</b>  | Approx 15,528.5 |
| <b>Total Workforce in Lincolnshire</b>                           | 246,000         |
| <b>Children's Workforce as a % of total workforce</b>            | 7%              |

NB – Workers supporting Surestart make a significant contribution to the children and young person's agenda, and are included in broader headings.

<sup>1</sup> Data taken from the annual workforce census as at 30 September 2004 which is the last available data set. Includes staff in generic roles who do not deal exclusively with children and families.

<sup>2</sup> Under estimate as only includes Child Protection Unit staff (15), Vulnerable witnesses staff (18) (these include sex offender registration officers, domestic violence officers and vulnerable witness interviewers).

<sup>3</sup> There are 50 probation officers and 75 probation service officers. (to identify those in scope)

<sup>4</sup> Not including supply staff: 1200 registered for supply work in county schools.

<sup>5</sup> 70% directly delivering services to children. Remainder provide support/infrastructure.

<sup>6</sup> Workforce identified is a proxy, based on approx 20% of current Voluntary sector organisations working with children and young people, in year one further work will be carried out to identify the total of this paid workforce along with the volunteer population engaged with children and young people.

## NATIONAL CONTEXT – AN EXPLANATION OF TERMS

### DfES 5 Year Strategy for Children and Learners

The Department for Education and Skills have published a five-year strategy for children and learners. It outlines the strategy for the next five years for children's services, and for education and lifelong learning.

### Children Act (2004)

The legal underpinning for Every Child Matters – the programme aimed at transforming Children's Services.

### Every Child Matters

Originally a Government Green Paper (2003), but has grown into a framework for the development of services for children 0-19, building around 5 outcomes (Be Safe, Be Healthy, Enjoy & Achieve, Economic Well Being and Positive Contributions). It assumes new ways of working, organising, developing and delivering services, and form the basis of the Children's Agenda.

### Children's and Young Peoples Workforce Strategy

This Strategy sets out the Governments plans to create and support a world class workforce which is increasingly competent and confident to make a difference to the lives of those they support, by ensuring that the people who listen to children and young people, understand their concerns and plan, manage and deliver the services they need, are equipped and as competent as they can be to improve outcomes for children and young people.

### Common Assessment Framework (CAF)

CAF is an assessment framework for assessing the needs of children and young people. It will be used across all children's services. Once an assessment has been completed by one agency there should be no need for any other partner to undertake a similar assessment

### JAR Inspection Framework (JAR)

Each Children's Services Authority will be inspected by a joint team of inspectors (eg Ofsted, CSCI and Audit Commission). All partner agencies (LCC, District Councils, Probation, Police, Learning and Skills Council, Connexions, Health and the PVI sector) in the Children's Service will be inspected as one organisation. The inspection will ask are children healthier, safer, enjoying and achieving, making a positive contribution and achieving economic well being.

### Ofsted

The Office for Standards in Education (England)

Ofsted is the inspectorate for children and learners in England. It is their role to contribute to the provision of better education and care through effective inspection and regulation.

### Green Paper

The Youth Matters Green Paper was published in July 2005. It describes a vision for Integrated Youth Support Services, which address 4 key areas: positive activities for young people, enabling young people to make a positive contribution, providing comprehensive and impartial advice and guidance, and targeted support for those who need it most.

### Common Core Framework

The Common core of Skills and Knowledge for the Children's workforce sets out those areas of expertise that everyone working with children, young people and families should have. The 6 principles will enable multi disciplinary teams to work together well and will form the foundation of a qualifications framework that will allow for peoples progression and also their transfer to other parts of the workforce.

### National Service Framework for Children, Young People and Maternity Services

The NSF is a 10 year plan and it is expected by 2014 that health, social and educational services will have met the 11 standards. It advocates a shift with services being designed and delivered around the needs of the child. Services will be child centred and will look at the whole child not just the illness or problem, but rather the best way to pick any problems up early, take preventative action and ensure children have the best possible chance to realise their full potential. It is intended to raise standards in hospitals, GP surgeries, schools and nurseries, maternity units and in Sure Start Children's Centres.

The 11 standards are

- Promoting health and well being, identifying needs and intervening early
- Supporting parenting
- Child, young person and family centred services
- Growing up into adult hood
- Safeguarding and promoting the welfare of children and young people
- Children and young people who are ill
- Children and young people in hospital
- Disabled children and young people and those with complex health needs
- The mental health and psychological well being of children and young people
- Medicines for children and young people
- Maternity services

### Commission for Social Care Inspection (CSCI)

Launched in 2004, The Commission for Social Care Inspection is the single, independent inspectorate for all social care services in England. The commission was created by the Health and Social Care (Community Health and Standards) Act 2003. The commission has a wide remit and its creation was a significant milestone for social care bringing together the inspection, regulation and review of social care services into one organisation. The commission operates locally, regionally and nationally. Its primary function, in addition to its regulatory role is to promote improvements in social care.

### 'Tackling Drugs' the UK National Drug Strategy

The Drug Strategy is a cross-Government programme of policies and interventions and comprises four strands of work: preventing young people from becoming drug misusers; reducing the supply of illegal drugs; increasing the number of individuals accessing effective drug treatment; and reducing drug-related crime.

### Change for Children, Young People and Drugs

The guidance sets out how those responsible for delivering children and young people's services and the drug strategy should work together to improve the futures of young people, their families and community

### Healthcare Commission

The Healthcare Commission promotes improvement in the quality of the NHS and independent healthcare. The Commission has a wide range of responsibilities, all aimed at improving the quality of healthcare. They have a statutory duty to assess the performance of healthcare organisations, award annual performance ratings for the NHS and coordinate reviews of healthcare.

## **ORGANISATIONS PROVIDING SERVICES**

There are many organisations that provide services to children and young people 0-19 within Lincolnshire. They include:-

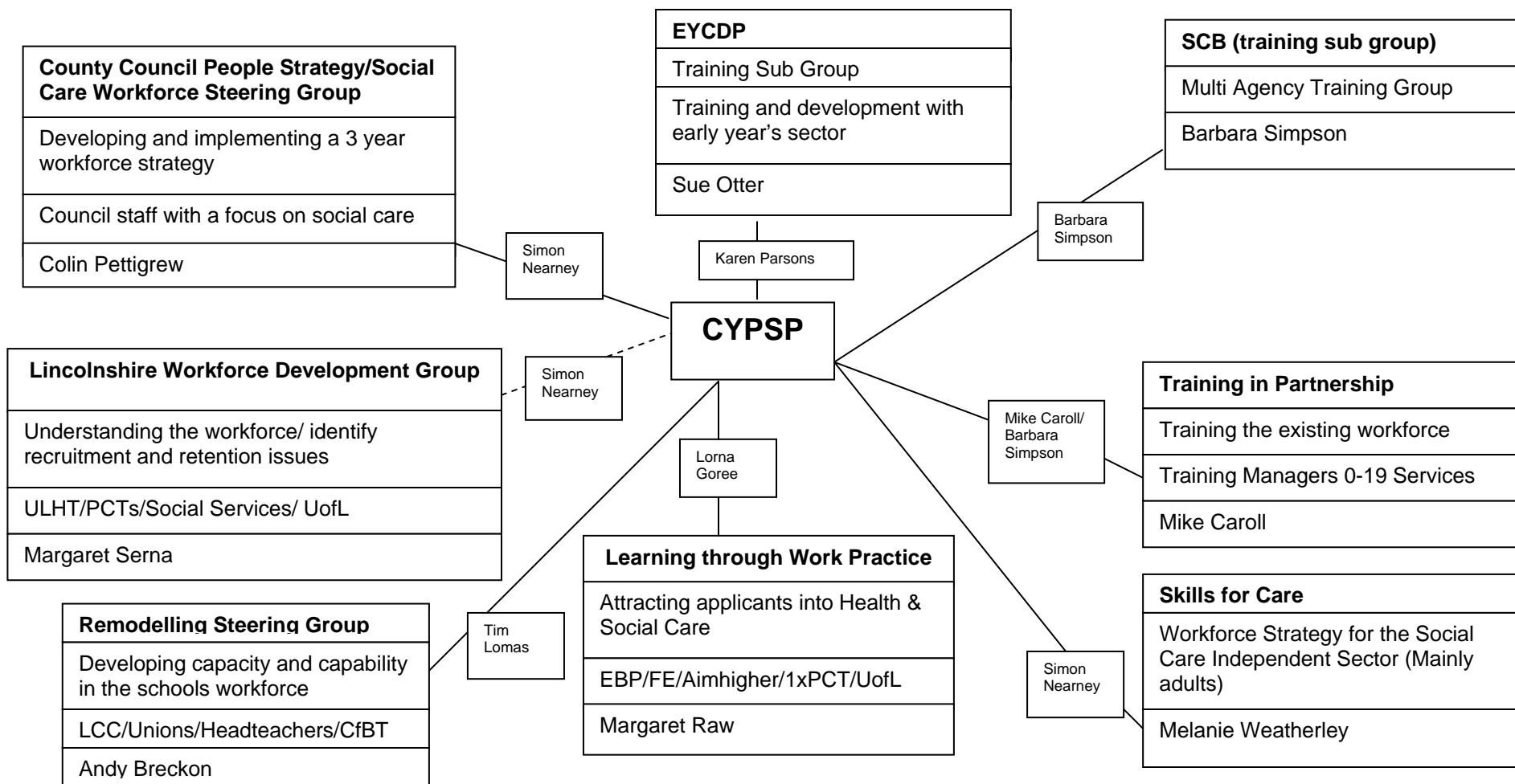
- Lincolnshire County Council (includes a wide range of services, including Social Care/Schools (380)/Youth Service/ Education Welfare Service/Youth Offending Service and others)
- Police
- Connexions
- Prison Service
- Lincolnshire Partnership – NHS Trust
- Probation Service
- ULH Partnership NHS Trust
- Ambulance Trust
- District Councils:  
West Lindsey/East Lindsey/South Holland/South Kesteven/North Kesteven/Boston Borough/Lincoln City
- Lincolnshire Primary Care Trust
- Private Voluntary and Independent Sector
- Young Persons Drug Service (Buzz)
- Nurseries
- Further Education Colleges (6)
- Work Based Learning Providers (14)
- Lincolnshire Pre-school Learning Alliance
- Voluntary Organisations (eg NSPCC/NCH)

There are also many other people and agencies who are valuable stakeholders in the delivery of services, the most important being the child or young person and their parents / carer(s). Other stakeholders include:-

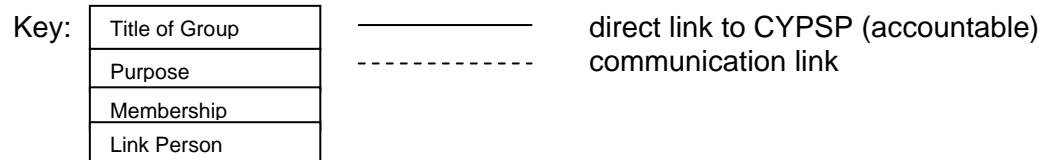
- Trade Unions
- Learning Skills Council (LSC)
- Ofsted/CSCI/Audit Commission
- Consortium East Midlands (NVQ Accredited Assessment Centre for Guidance/LDSS Qualifications)
- Professional bodies such as General Social Care Council, CSIP, TDA etc
- Children's Workforce Development Council
- HEIs: University of Lincoln, Nottingham Trent University, Sheffield Hallam, Hull University, Nottingham University
- East Midlands Leadership Centre
- East Midlands Continuous Professional Development Partnership
- National College for School Leadership

NB The above list will be expanded and developed as the strategy is implemented, particularly as we develop a more sophisticated understanding of the children's workforce in the voluntary sector.

**REVIEW OF STRUCTURES TO SUPPORT 0-19 WORKFORCE DEVELOPMENT IN LINCOLNSHIRE – DEC 2004**



Note: Other groups address workforce development, but in a specific geographical area, or as a sub-component of a broader brief. These include: Aimhigher, Coastal Academy



## NEEDS ANALYSIS – CHILDREN’S WORKFORCE ISSUES

The Children’s Workforce employs over 15,000 paid staff and a significant number of volunteers (further mapping in 2006/07). This virtual organisation, if viewed as one organisation, would be the largest organisation in Lincolnshire. It is an employee intensive business and therefore crucial to delivering quality services is a workforce strategy that strategically plans the deployment and development of the Children’s workforce to meet the needs of children, young people and their families and carers.

The Lincolnshire economy is characterised by low wages and low level of skills. The county is under represented in the skilled and well paid employment sectors.

At the present time, Lincolnshire is a net “exporter” of young people. This, coupled with the county being an “importer” of older people, leaves our community with a particular set of challenges not only in the provision of services but also in recruiting, developing and retaining staff to deliver them, particularly on the east coastal strip. In addition, academic links in the past have generally been with institutions outside of Lincolnshire and, more often than not, individuals have tended to remain in the vicinity of where they undertook their training creating recruitment and retention difficulties in the county. The county has had specific difficulties in recruiting qualified social workers, foster carers, occupational therapists, headteachers, specialist teachers and education psychologists.

We, therefore, need to work with other organisations in the county to ensure that we actively promote the principles and practice of living, working and investing in Lincolnshire, so that people are able to see the tangible benefits of living and working in the county. We have a largely untapped resource available to us in those who, for whatever reason, have felt excluded from our community. We must actively promote social inclusion through employment opportunities within Children’s services which will bring benefits for all.

We must be able to match changing service and service user needs with the requisite number of staff with the right skills in the right place. Therefore we need to improve our workforce planning capacity as a community and work on developing new roles, as well as identifying those roles which will continue to be required for the foreseeable future.

Within the Children’s workforce there is evidence from the larger organisations that provide services to children and young people that the community has an above average older working population. The partnership needs to address this by attracting younger people into the service through rewarding jobs and long term careers.

**The following summarises Lincolnshire’s working population.  
(Information is taken from the Census 2001)**

- Unemployment is generally low, but economic activity rates are also lower than both regional and national averages mainly because of the older population and the proportion of people of working age who are retired.
- There is a difference in the county’s economic activity rate between males and females, with more males economically active than females. The gap between the sexes is three times greater than regionally or nationally.

- Although more people move to the county than leave, the economic activity rate of those leaving is higher suggesting that we export more people of working age than we import.
- Lincolnshire's long-standing reliance on traditional industries such as agriculture remains high. This provides a more stable economy, but may have restricted growth in 'higher knowledge' industries.
- Agriculture accounts for a higher proportion of employment within the county than regionally or nationally, but the numbers employed within the industry have been steadily falling over the past decade and forecasts suggest this is likely to continue, albeit at a slower rate.
- Within the county, East Lindsey suffers from the largest variation in seasonal employment with the number of unemployment claimants increasing by over 400% between the high and low season.
- The average age of those employed is 41, three years older than the national average of 38. Recent trends would suggest that this gap is likely to increase further as Lincolnshire's population continues to age at a faster rate than other areas.
- The number of people with no qualifications is higher than in England and Wales as a whole (33% compared to 29%), and the share of those with higher qualifications equivalent to NVQ Level 4 or 5 is much lower (14% compared to 20% nationally). The Skills Forecasting Model predicts that qualification levels will rise by around 3% by 2010, however, this is unlikely to have any significant effect in bridging the gap between Lincolnshire and the rest of the country.
- A third of people of working age have no qualifications, which is higher than the national average of 29%. This situation is worst in the east of the county with 40% of people in Boston Borough, East Lindsey and South Holland having no NVQ equivalent qualifications.
- Research shows a gap between the skills in the workforce and those required to meet the business objectives of individual firms, and the number of companies reporting this has risen over recent years. This occurs across all industry sectors and the gap between demand and supply is expected to widen by 2010.
- 15% of employed people who live within Lincolnshire actually work outside of the county. This equates to over 45,000 people who are not contributing to the county's GVA. This figure is particularly pronounced in the higher level professions. Therefore there are already people residing in Lincolnshire who could potentially fill jobs within the higher knowledge industries if suitable positions were available for them. Giving people these opportunities is therefore extremely important to the future of the county.

### **The Challenge:**

Lincolnshire's brightest young people leave the county to go to university; few return, because there are few 'graduate' jobs. The University of Lincoln is changing the position but not fundamentally as its graduates soon leave as well. The demand for skills at lower levels has been hit by the decline of manufacturing, and new high-skill employers are reluctant to relocate in Lincolnshire because, outside Lincoln at least, the local labour market seldom offers the opportunity for large scale recruitment. A lack of mid-skill jobs discourages young people and adults from acquiring qualifications – what is the point if there are no jobs?

Lincolnshire low skills, low wages and low productivity, are a natural outcome of Lincolnshire's role in the national economy.

To change this would require significant investment in terms of money and 'high knowledge industries', being attracted to Lincolnshire. Qualified people in Lincolnshire do secure high knowledge jobs; however, if skill attainment rises strongly then the number of high knowledge jobs needs to keep pace. The learning and skills system is broadly demand led. The challenge is to stimulate demand (attract new business etc) and then to ensure that the supply side (ie colleges, training providers and their funders) can respond. Stimulating demand in a lightly-populated county like Lincolnshire is likely to require improved outreach to people who are traditionally less inclined to learn; intelligent use of ICT based and other forms of remote or distant learning and expansion of physical facilities of the traditional kind, ie college campuses.

For Children's services we require a career framework and comprehensive management development programme which will enable people who join the service to develop their potential and take on more senior and specialist roles – 'Developing our own Leaders'