A commitment from
The Children’s Plan

2020 Children and Young People’s Workforce Strategy
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword from the Secretary of State for Children, Schools and Families</td>
<td>2</td>
</tr>
<tr>
<td>Foreword from the joint chair of the Expert Group on the Children’s Workforce</td>
<td>4</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>6</td>
</tr>
<tr>
<td>Chapter 1: Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Chapter 2: Challenges for the workforce and the Government’s response and vision</td>
<td>16</td>
</tr>
<tr>
<td>Chapter 3: Reforms for the Whole Workforce</td>
<td>22</td>
</tr>
<tr>
<td>Chapter 4: Sector-specific reform and development</td>
<td>40</td>
</tr>
<tr>
<td>Chapter 5: Delivery of this strategy</td>
<td>57</td>
</tr>
<tr>
<td>Chapter 6: How to get involved</td>
<td>64</td>
</tr>
<tr>
<td>Annex A: Members of the Children’s Workforce Expert Group</td>
<td>66</td>
</tr>
<tr>
<td>Annex B: Integrated Working Matrix</td>
<td>67</td>
</tr>
<tr>
<td>Annex C: Child and Young Person’s perspective on integrated working</td>
<td>68</td>
</tr>
</tbody>
</table>
Foreword from the Secretary of State for Children, Schools and Families

Working with children and young people is one of the most inspiring and rewarding jobs anyone can do. It can also be one of the most demanding and difficult.

All of us can remember someone outside our family and friends who made a real difference to us when we were young. That person might have been a childminder, a foster carer, a teacher, a volunteer youth worker, a speech and language therapist or a nurse. Because they listened, used their professional judgement, knowledge and training and made the right decisions, they enabled us to get the most from ourselves and our lives.

When I published the Children’s Plan last year, I said that a world class workforce was the single most important factor in achieving our ambitions for children and young people. Excellent practice by committed and passionate workers changes young lives. But there can also be serious implications when things go wrong.

Our strategy for the workforce has been developed with the support of a group of experts drawn from across the children and young people’s workforce. The core of our approach is to make sure that everyone who works with children and young people – whatever their role – has the skills, knowledge and motivation to do the best job they possibly can. They must be able to ensure that children and young people are safe and can develop and succeed across all of the outcomes which underpin Every Child Matters: being safe, staying healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

But Government’s ambitions are only part of the picture. We need to work in partnership with the national bodies that represent and support the workforce, including trade unions, to support Children’s Trusts to develop the workforce they need at local level and to listen to people on the front line.

The diversity of professions and occupations that make up the children and young people’s workforce – from police officers to paediatricians, social workers to sports coaches – is a key part of its strength. That’s why this strategy includes actions we will take to address the specific challenges faced by different sectors, including new commitments to address current challenges facing the social care and early years and childcare workforce and to improve support for senior leaders and managers in children’s services.

This strategy document is evidence of our continuing partnership with people who work with children and young people, and the organisations that represent and support them. It has been developed with the support of a group of experts, jointly and ably chaired by Maggie Atkinson, President of the Association of Directors of
Children’s Services, and my Ministerial colleagues at the Department for Children Schools and Families.

I would like to thank the Expert Group for the generosity with which they have given their time and expertise to support this work. This strategy is a tribute to their determination to focus on what matters most for children and young people and those who support them.

Ed Balls, MP
Secretary of State for Children, Schools and Families
I am proud and pleased to commend to all readers this strategy for the children and young people’s workforce for 2020.

When I was asked to co-chair an Expert Group on the children and young people’s workforce, it was clear to me we were being asked to take on an incredibly important job. Not only would we be tackling workforce issues from first principles, but we had to look ahead to what children and young people would need from the people who support them over a decade from now, rather than thinking only about today. We would be engaging with dearly-held and longstanding historical issues, and advising on a future we were also trying to shape.

This long-term children and young people’s workforce strategy gives us all the opportunity to take a big step forward. It establishes clearly for the future the respective roles of central Government and its national partners, and local government and others in our Children’s Trusts. It provides a framework for how we must work together for the future, at strategic as well as operational levels.

The strategy sets clear priorities – on the basis that all parts of the workforce are equally important, but that some face particular challenges – and addresses important questions about how we should work together, and how that working together affects us, and the children and young people we support.

The Expert Group has said from the start that we want this strategy to be based on the best evidence we had. We were delighted at the strength and breadth of the response from people across the workforce: over 500 pieces of evidence were submitted. Our analysis of this data and knowledge has been central to shaping the strategy.

Getting to this point has been a really positive journey. We have enjoyed, from the outset, the involvement of a wide range of experts from outside Whitehall, and close Ministerial engagement. Members of the Expert Group came to the process as individuals – bringing a tremendous richness of experience and perspectives from right across the workforce – not as advocates for their sector or organisation. They gave their time and expertise generously, listened intently and sensitively to each other whilst making robust contributions, left their baggage at the door, and discussed the issues frankly and constructively.

We didn’t always agree, but we were united in wanting the strategy to be the best it could be for children and young people and the people who support them. We knew it needed to speak to the workforce, to leaders and planners and to policy makers. And that it needed to build on what has already been achieved in making sure we have a world-class children and young people’s workforce.
We see this strategy as an important step on our journey to making this country the best place in the world for children and young people to grow up in. But I must stress to all readers that it is only a step on the way. The strategy will help chart the next steps on our path across a new and ever-changing landscape, which everyone in the workforce has a role in both shaping, and mapping. We will need our partners at national, regional and local level – from trade unions to voluntary organisations, public bodies to private employers – to join together if we are to meet the workforce recruitment, retention, status, training and reward challenges we will all face in the next 12 years.

We hope you will be part of this journey with us – and that you will continue to share your experiences and views with Government and each other as we go.

**Maggie Atkinson**  
President Association of Directors of Children’s Services and joint chair of the Children’s Workforce Expert Group
Executive Summary

1. The Children’s Plan set out the Government’s ambition that this should be the best country in the world for children and young people to grow up in. It recognised that the people who work – and volunteer – with children and young people are critical to achieving those ambitions.

2. In April 2008, the Department for Children, Schools and Families published *Building Brighter Futures: next steps for the children’s workforce*. This took stock of progress so far and established an Expert Group, made up of professionals, experts and representatives from across the workforce, to review the evidence and advise the Government on the development of a long term strategy for the children and young people’s workforce.

3. This 2020 Children and Young People’s Workforce Strategy is the result of that work. It sets out the vision of the Government and the Expert Group that everyone who works with children and young people’s should be:
   - **ambitious** for every child and young person;
   - **excellent** in their practice;
   - **committed** to partnership and integrated working;
   - **respected** and valued as professionals.

4. The strategy describes how Government will work with partners to ensure that everyone in the workforce receives the support and development they need to achieve this vision. And it identifies reforms which need to have impact across the whole of the children and young people’s workforce as well as priorities for development in each part of it.

5. The strategy is founded on the substantial evidence base which the Expert Group considered – about what children and young people need, the nature and capacity of the workforce, what we know about excellent practice and what kind of help works best in helping people achieve it. It has been developed collaboratively by all the key Government Departments with responsibility for improving services for children and young people, including the Department of Health, the Department of Culture, Media and Sport, the Department for Innovation, Universities and Skills, the Home Office, the Ministry of Justice and the Cabinet Office, as well as the Department for Children, Schools and Families.

6. The evidence reviewed by the Expert Group identified a number of challenges faced by people on the frontline, by leaders and managers, and in the ‘delivery system’ which supports them. These need to be tackled to
ensure that everyone who works with children, young people and their families is able to provide the best possible support, and to ensure that all children and young people are safe and are able to achieve their full potential.¹

7. This strategy, therefore, sets out a number of areas in which the Government will work with partners to secure improvements across the children and young people’s workforce. These include:

- a more integrated approach to the development of leaders and managers, including extending the remit of the National College of School Leadership to develop a comprehensive package of support for current and aspiring Directors of Children’s Services;

- a strategic approach to recruitment, including raising the profile of jobs in the children’s workforce, tackling and encouraging the best new entrants to join it;

- supporting people in the workforce to develop the skills and behaviours they need to work effectively in partnership with children, young people and parents, and with each other, in ways that help to secure better outcomes;

- ensuring that qualifications, training and progression routes are accessible, high quality and help people in the workforce to develop their skills and their careers;

- ensuring that people in the workforce have the skills and knowledge they need to support children who are particularly vulnerable, including those who are looked after, are disabled or have mental health needs;

- developing a knowledge bank for the children and young people’s workforce, to ensure that practice, training and workforce development is firmly based on evidence about what makes the most difference.

8. The strategy also sets a clear direction for the development of every part of the children and young people’s workforce, as described in detail in Chapter 4 and summarised below.

9. In social work, the Expert Group identified problems relating to quality, recruitment and retention and clarity of purpose. To support a comprehensive programme of reform for social work, therefore, the Government is setting up a Task Force which will examine frontline social work practice and advise how improvements should be made to social worker training, recruitment and leadership. We will also work with partners to develop a better understanding of the support needed by the wider social care workforce (including social work assistants, foster carers, residential care workers and others who work with some of our most vulnerable children, young people and families) to ensure that they can provide the highest level of service.

¹ The findings from the review of the evidence are published alongside this strategy, in 2020 Children and Young People’s Workforce Strategy: the evidence base. This can be found at www.everychildmatters.gov.uk/deliveringservices/childrenandyoungpeoplesworkforce/
10. For the **youth support workforce**, we have already begun a programme of work, based on the commitments outlined in Aiming High for Young People. This will provide leadership and management training for those running integrated youth support services, support the development of people in the third sector, establish a skills and knowledge framework, including a youth professional status, and test a fast track graduate recruitment programme. We will develop a **longer term comprehensive plan, building on this current work, to give this part of the workforce the support and improvement it needs to ensure that it can support the challenges facing young people in and out of learning**, including in the context of raising the participation age and new 14-19 pathways. The Youth Justice Board’s strategy for the youth justice workforce is published in parallel with this strategy, whose priorities and goals it reflects.

11. For the **childcare and early years workforce**, we set out our intention to work with partners to build on the success of the 10 year childcare strategy and to ensure that this is a workforce which attracts, retains and develops people who can make a real difference for children in their earliest years. To support this, we will consider requiring all full day care settings to be graduate led by 2015. Further plans will be set out in the forthcoming update on the ten year childcare strategy.

12. Continuing to develop the **schools workforce** is critical for achieving our vision of 21st Century Schools, as set out in the 21st Century Schools consultation document, published in December 2008. We will continue to take steps to attract the highest quality entrants, particularly in shortage subject areas and to build on the workforce remodelling undertaken over the last five years. Building on current improvements in continuing professional development, we are working with our partners to look at a **CPD entitlement for every teacher, and to make a reality of our ambition to make teaching a Masters-level profession**. As part of our plans for the Social Mobility White Paper which will be published in the new year, we will take action to support schools to recruit and retain an effective workforce to help children from disadvantaged backgrounds to get on and get ahead. The 21st Century Schools consultation document discusses how developing greater partnership working within the school system and a new accountability framework around the Report Card can drive improvements.

13. The **Further Education, health, sport and culture, and crime and justice workforces** have strong commitments to the adult population, as well as to children and young people. For these workforces, the strategy explains how we will work with them and relevant partners to improve their capacity to respond to the needs of children and young people specifically. Like others across the children and young people’s workforce, they need in particular to understand what integrated working means for them; to be able to develop as leaders and managers of more integrated services; and to benefit from the support available to those who work with children and young people.
Chapter 5 sets out the steps we will take to ensure that the strategy is effectively delivered. To do so, we need to strengthen arrangements for partnership and in the delivery system at both local and national levels. We will expect Children’s Trusts to publish local workforce strategies as part of their Children and Young People’s Plan which will set out how they will lead the development of the children and young people’s workforce in their area.

To support implementation of this strategy at national level, we will establish a National Partnership for the Children and Young People’s workforce. This will build on the success of the Expert Group in bringing together people from different professions and backgrounds. And we will review, and strengthen the remits of the national organisations which will enable the delivery of this strategy, ensuring that they can provide the most effective support.

Finally, Chapter 6 explains how people in the workforce, as well as children, young people and their families can get involved in the implementation of this strategy by telling us what they think about the vision and key proposals. The consultation questions are online at: www.dcsf.gov.uk/consultations/
Chapter 1: Introduction

This chapter explains how the Children’s Workforce Expert Group has contributed to development of this strategy. It describes what we mean by the children and young people’s workforce and the delivery system which supports it and sets the scene for the problem analysis and vision described in Chapter 2.

1.1 The people who work with children, young people and their families make crucial judgements every day – when to encourage, when to intervene, when to step back, when to involve other professionals, when to share information, and how to use their professional or occupational expertise to make the most difference for each and every child and young person.

1.2 At its best, practice with children, young people and their families means working in partnership with them to inspire, to identify and tackle problems early, and to change lives for the better. The best people who work with children and young people are ambitious for every child – working to ensure that each meets their full potential and achieves across all five outcomes: staying safe; being healthy; enjoying and achieving; making a positive contribution and achieving economic well-being.

1.3 In the Children’s Plan, published in December 2007, the Government set out its commitment to improving children and young people’s lives and its ambition to make this country the best place in the world for children and young people to grow up in. The Children’s Plan described a vision for services which are shaped by and responsive to children, young people and their families, not designed around professional boundaries. The Government’s ambition is that all children and young people should achieve their full potential across all the Every Child Matters outcomes. The quality and capacity of the children and young people’s workforce are critical to making a reality of those ambitions.

1.4 This strategy is published alongside The Children’s Plan One Year On: a progress report and a suite of accompanying documents including a consultation on the Government’s vision for 21st Century Schools and the first ever national strategy for play.² It sits in the context of legislation the Government will take forward in 2009 to strengthen the legal framework for local Children’s Trust arrangements and of measures announced in December 2008 to

² These publications can be found at www.publications.dcsf.gov.uk
improve the inspection and monitoring of local arrangements to safeguard children. It has also been developed in the context of Excellence and Fairness, the Government’s strategy for world class public services. For those people in the children and young people’s workforce who work in the National Health Service, it sits alongside A High Quality Workforce and the principles for workforce strategy identified in the Next Stage Review, which support further development of quality and capacity in the health workforce.

The workforce children and young people need

1.5 Children and young people growing up today have more opportunities than ever before – but they also face risks and challenges, some of which are different to those experienced by previous generations. People who work with them need to understand that – and to be able to help children and young people effectively.

1.6 Most children and young people are happy, healthy, and cared for by their families. They are enjoying life, achieving good results at school and in college, seizing opportunities for further and higher education, and making a positive contribution to society.

1.7 However we know that there are some children and young people whose potential is not being fulfilled. This can be seen in evidence of poorer outcomes in health, safety and educational attainment for some groups of children and young people, compared to their peers. Some children may be at risk in their own home and some are growing up as ‘looked after children’ – in the care of local authorities because their families cannot offer them the stability and security they need. Children and Young People Today, which was published alongside the Children’s Plan in December 2007 sets out a comprehensive analysis of the outcomes which children and young people are currently achieving.4

1.8 In the preparation of this strategy, we have talked to members of DCSF’s Children and Youth Board about the qualities that they respect in the people who work with them. We have also conducted a review of recent consultations with children and young people to bring together the views about workforce issues which they have shared with a range of organisations including the Children’s Society, the Office of the Children’s Rights Director and the National Foundation for Educational Research. The findings from this review are summarised in the accompanying paper 2020 Children and Young People’s Workforce Strategy: the evidence base.

1.9 There is a strong consistency in children and young people’s views about the outcomes they seek and the qualities and behaviour they would like to see in the workforce. These qualities are described in the diagram below. They create a clear picture of a workforce which needs to be open and honest in its work with children and young people, to challenge as well as support, to

---

3 Excellence and Fairness, Cabinet Office,2008
   http://www.cabinetoffice.gov.uk/media/cabinetoffice/strategy/assets/publications/world_class_public_services.pdf

4 Children and Young People Today: evidence to support development of the Children’s Plan
understand the needs and strengths of children and young people as individuals, and to use professional expertise in ways which add value and make a positive difference to outcomes.

**The Children’s Workforce Expert Group**

In developing the strategy, the Government has worked very closely with a group of experts from across the children and young people’s workforce. The Expert Group brought together professionals and leaders from different parts of the workforce, chaired jointly by Maggie Atkinson, President of the Association of Directors of Children’s Services and by the Minister for Schools, Jim Knight, and the Children’s Ministers Kevin Brennan, until September 2008, and Baroness Delyth Morgan. The group has had a significant influence on the direction and the details of the strategy, and its work demonstrates the great value of partnership working at national level in this area. A full list of Expert Group members is set out at Annex A.

1.11 The work of the Expert Group has been informed by the questions set out in *Building Brighter Futures: next steps for the children’s workforce* which was published in April 2008. A key priority for the Expert Group has been to ensure that this strategy is firmly rooted in evidence about what makes a difference to outcomes for children and young people. The Expert Group’s call for evidence, conducted in early summer 2008, gathered more than 500 individual pieces of research, covering a wide range of issues– including what children and young people want from people who work with them, the nature and capacity of the workforce, what we know about excellent practice and what kind of workforce development and support works best.
Expert Group members have also brought their own experience and expertise to the development of this strategy. The strategy has also been informed by consultation with people in the workforce, through a number of regional events hosted by the Children’s Workforce Development Council in spring and summer 2008. It is also supported by consultation with children and young people on the Department for Children, Schools and Families’ Children and Youth Board and a comprehensive review of existing consultations with children and young people about what they want from the people who work with them.

The review of this evidence by the Expert Group forms the basis of the problem analysis for this strategy, and the priorities that Government is setting out as a result. The evidence and what it tells us is summarised in the accompanying paper 2020 Children and Young People’s Workforce Strategy: the evidence base.

Defining the children and young people’s workforce

The evidence received by the Expert Group suggests that there are approximately 2.7 million people working with children and young people in England. As defined in Building Brighter Futures: next steps for the Children’s Workforce in April 2008, this includes volunteers and people who work with children and young people all the time, or who do so as part of jobs which also involve working with adults. In developing this strategy, the Government has taken account of strong views expressed by the Expert Group that we should use the term ‘children and young people’s workforce’ – to reflect the fact that many people in the workforce work wholly or mainly with thirteen to nineteen year olds and sometimes with older young adults as well.

The illustration in figure 1.2 was first published in Building Brighter Futures: Next Steps for the Children’s Workforce, and has been refined and developed during the development of this strategy. It seeks to illustrate the different roles, and a number of broader segments, within the workforce: education; early years; social, family and community support; youth support; health; crime and justice; sport and culture and managers and leaders. The diagram is illustrative and many people in the workforce would identify themselves as working in more than one ‘segment’. However, the diagram provides a helpful tool for understanding the workforce as a whole and the scope of this strategy.

Everyone in the children and young people’s workforce has in common a strong commitment to improving outcomes for children and young people. However, within the workforce as a whole, and its individual parts, there are many significant and important differences – of professional and occupational skills and knowledge, of training routes and career pathways and in terms and conditions of employment, including pay. The evidence reviewed by the Expert Group identified that there are also

---

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

1.18 Leaders and managers in all parts of the workforce have increasingly complex roles, requiring them to be able to set a clear vision for services which can improve outcomes for
children and young people, to manage increasingly integrated provision and people from a range of different professional and occupational backgrounds. The creation of the role of Director of Children’s Services – and the expectation that all local partners will work together through Children’s Trusts – has introduced new challenges and expectations of people in some of the most senior roles in the children and young people’s workforce. People in these roles must be able to take responsibility for judgements and management of risks which affect children, young people and their families across the full range of services for children and young people.

1.19 The measures set out in this strategy should be relevant to everyone in the children and young people’s workforce, whichever ‘segment’ they sit in and whichever sector of the economy they work in. They set a clear strategic framework within which every part of the workforce can be appropriately supported and it can develop in ways which support children and young people and each other.

The delivery system for the children and young people’s workforce

1.20 A wide range of different people and organisations have responsibility for support and development of different parts of the children and young people’s workforce, at local and national level. This includes employers, Children’s Trusts and other commissioners of services, trade unions and staff representative organisations, professional associations, regulatory and registration bodies, Sector Skills Councils, non-departmental public bodies and Government. Together these organisations make up the ‘delivery system’ for workforce support and development, which is discussed throughout this strategy and particularly in Chapter 5.

1.21 Within Government, a number of Government departments have responsibilities in relation to the children and young people’s workforce. The Department for Children, Schools and Families leads in relation to early years and childcare, schools and 14-19 education, the youth workforce and children and families social care. It works closely with departments which have relevant responsibilities including the Department of Health, the Department of Innovation, Universities and Skills (for the Further Education Workforce); the Department for Culture, Media and Sport (for sports and culture); the Home Office (for the police) and the Ministry of Justice (with which it holds joint responsibility for youth justice).

1.22 The priorities set out in this strategy have been agreed across Government and will be taken forward in partnership between relevant departments as well as with relevant workforce support and representative organisations.
Chapter 2: Challenges for the workforce and the Government’s response and vision

This chapter summarises the challenges for the children and young people’s workforce which were identified by the Expert Group and are explored in more detail in the accompanying publication 2020 Children and Young People’s Workforce Strategy: the evidence base. It sets out the Government’s vision for the workforce in 2020 and the strategic approach that Government will take working with partners.

2.1 Over the past ten years, significant steps have been taken to support excellent and integrated ways of working, address quality and capacity and improve working conditions, in parts of the children and young people’s workforce. Some of this change has been driven by Government policy. Much has been the result of national initiatives by professional organisations and trade unions or local leadership and innovation by local leaders and managers and members of the front-line workforce themselves. This chapter summarises the challenges for the children and young people’s workforce which the Expert Group told us remain, and explains the approach the Government will take to addressing them, and its vision for the workforce in 2020.

2.2 There have been significant improvements in a number of parts of the workforce in recent years. More highly motivated and effective people have been recruited. Professional roles have been more clearly and flexibly defined. There have been improvements in skills and the relevance and rigour of professional qualifications. A higher proportion of people in the workforce are now suitably qualified for the work they do. Leadership and management have been strengthened and there has been progress on integrated working between professionals and services. New partnerships and delivery bodies are supporting and driving these changes.

2.3 During the development of this strategy, Expert Group members have given the Government strong messages about the importance of recognising and building on these achievements. However, their review of the evidence also makes clear that progress has been uneven. There are challenges which remain in some parts of the workforce, and some things which need to be better in every part of the workforce. These make it harder than it should be for people to do their jobs well and to make a real difference for children, young people and their families.

The children and young people’s workforce today

2.3 During the development of this strategy, Expert Group members have given the Government strong messages about the importance of recognising and building on these achievements. However, their review of the evidence also makes clear that progress has been uneven. There are challenges which remain in some parts of the workforce, and some things which need to be better in every part of the workforce. These make it harder than it should be for people to do their jobs well and to make a real difference for children, young people and their families.
Key challenges for this strategy

2.4 The Expert Group’s review of the evidence identified problems on the front line, and challenges related to the delivery system and the support that delivery organisations receive from the Government.

2.5 On the front line, key challenges include continuing high levels of vacancies in some professions and regions and concerns about: the quality of initial training; the low status of some professional groups; the clarity of purpose of some professions; the quality of management and leadership; and challenges to effective integrated working between professionals from different backgrounds and services.

2.6 There are also concerns about whether everyone in the workforce is able to work as effectively as they need to with those children and young people who are particularly vulnerable – and who particularly need to benefit from high quality support.

2.7 The Expert Group identified a number of issues in the current delivery system that have contributed to the difficulty of addressing these challenges. These include unclear responsibilities at local level in relation to workforce issues; different approaches across sectors to the regulation of professions and to qualifications and skills; and the complexity of roles and remits within the delivery system itself. Group members also argued strongly that Government needs to be clear about its expectations of and priorities for the workforce as a whole and its constituent parts. They were keen to see progress maintained and built on in every part of the workforce.

2.8 However, Expert Group members also agreed that it was important to focus on addressing areas of particular concern. Their review of the evidence suggests that there are some parts of the workforce – notably social work, social care, youth support and early years – where quality or capacity problems mean that more needs to be done.

2.9 On a number of questions, for example, in relation to integrated working, leadership and management and the embedding of the Common Core of Skills and Knowledge, the Group felt there was a need for clear action to ensure that the workforce as a whole is able to work in ways that will make most difference for children, young people and their families.

2.10 The evidence reviewed, and the key messages from it, are summarised in the accompanying paper, 2020 Children and Young People’s Workforce Strategy: the evidence base.

Developing a strategy that builds on progress to date

2.11 The Government’s involvement in improvement and support for the children and young people’s workforce is informed by a number of objectives:

- to ensure there are enough suitably trained people in the workforce to support front-line services to meet the needs of children, young people and families;
to ensure that people in the workforce receive high-quality training and development, based on rigorous standards and qualifications, both before they are qualified and as their careers develop;

- to establish and, where necessary, regulate professional standards to ensure that children, young people and families receive a high-quality service;

- to support the development of effective and innovative professional practice;

- to support the development of effective management and leadership.

None of these things can be achieved entirely, or even mainly by Government. Many people and organisations in the delivery system play important roles in workforce development, support and reform. Individuals in the workforce must also take responsibility for their own development, and those that they lead, manage or supervise.

2.12 To date, these improvements have been pursued in very different ways and to different timescales in different parts of the children and young people’s workforce. In many ways, that is, and will continue to be right. The diversity of the workforce – the many different professions and specialisms that make it up – is one of its key strengths, and must be preserved. But it is now important to develop an approach to the future development of all parts of the children and young people’s workforce which takes account both of the progress achieved to date and of the challenges we must meet over the next decade.

The vision for 2020

2.13 The Expert Group agreed that this strategy needs to be underpinned by a strong vision for the children and young people’s workforce. They helped us to develop the vision set out in box 2.1. This vision is intended to be ambitious and to resonate with everyone in the workforce or who is involved in supporting, developing or reforming the workforce. It sets the context for the priorities for the whole workforce, and for individual sectors which are set out in the chapters that follow.

2.14 As the Government and partners begin to implement this strategy, we would like to hear from people in the workforce, and from children, young people and their families, about what the vision, and the priorities, will mean for them. More details of how to get involved in this consultation are set out in Chapter 6.
Box 2.1: The Vision for the children and young people’s workforce in 2020

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

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

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

**Ambitious for every child and young person** – people in the children and young people’s workforce will help those they work with to succeed and will be committed to helping every child to meet their full potential. They will ensure children and young people are safe, tackle inequalities where they exist and listen to, hear and respect the children and young people they work with. They will support them to develop as healthy and safe, independent, learners, thinkers and members of society.

**Excellent in their practice** – people in the children and young people’s workforce will be driven by evidence about how to make a difference for children and young people, reflective in their practice and committed to continued development and improvement. They will share a common sense of accountability to the children, young people and communities in which they work. They will be confident in their specialist skills and knowledge and respect the skills and knowledge of colleagues.

**Committed to partnership and integrated working** – people who work with children and young people will do so in partnership with them and their families. People in the workforce will also learn from and respect each other’s contribution, and work together across all sectors and agencies, because the children and young people who most need their help will also need the help of others.

**Respected and valued as professionals** – people who work with children and young people, including the volunteer workforce, will have the skills, knowledge and professional empowerment to make a difference. They will work in a supportive environment – have access to good quality and relevant training. They will be recognised and rewarded for what they do. Every part of the workforce will have strong professional leadership which is committed to excellence. Professional leaders will work in partnership with each other, and with employers and Government, to ensure the quality of the workforce and to act where there are problems.
The Government’s approach and priorities

2.15 Building on this vision, and the Expert Group’s analysis of the challenges, this document sets the strategic framework for the development of the children and young people’s workforce to 2020. The Government intends to take some actions which support development across the whole workforce, and to set out clear priorities for the development of individual sectors. In doing so, it will work closely with organisations which support and represent the workforce. It will ensure that policy development and delivery continues to be founded on evidence about what makes a difference to outcomes for children and young people.

2.16 The Government’s current priorities for development of the whole children and young people’s workforce are set out in Chapter 3. They include action to strengthen leadership and management across the workforce, to ensure that everyone understands when and how they should be working together, and to strengthen the core skills and knowledge that everyone who works with children and young people should have.

2.17 Chapter 4 describes priorities for each part of the workforce. It makes a commitment to work with partners over the coming year to set out plans for how each part of the workforce will be supported. The Department for Children, Schools and Families will lead development of plans for: social and family support, including reform of social work; for the youth support workforce; for the early years and childcare workforce; and for those working in schools.

These plans will set out the measures we and partners will take to ensure that each part of the workforce has the quality and capacity to meet the vision for 2020, benefits from activities designed to support the whole workforce and can meet the needs of particularly vulnerable children and young people.

2.18 In relation to health, further education, crime and justice and sport and culture, the DCSF will work with partners and other Government departments to ensure that people in these sectors who work with children, young people and their families are able to access the measures to support the whole workforce which are set out in this strategy.

2.19 To support delivery of these priorities, and to facilitate effective partnership with the workforce, the Government will establish a new National Children and Young People’s Workforce Partnership. The partnership will support the delivery of the priorities set out in this strategy and ensure that policy is informed by the views and practical experience of the workforce and by evidence.

2.20 With the support of the National Children and Young People’s Workforce Partnership, the Government will review progress in delivery and set out its priorities for the next three years in 2011, and every three years thereafter. This will ensure that progress is monitored and that the strategy retains the flexibility to respond to new challenges as we move towards 2020.
It is important that plans and activities carried out as a result of this strategy are 
*evaluated for their impact on outcomes for children and young people.* The Government, its partners, local leaders and professionals themselves also need to have access to high quality evidence about what makes a difference to outcomes and quality data about people in the workforce to support planning for the future. Chapter 5 describes the steps we will take to establish a knowledge bank for the children and young people’s workforce and to strengthen understanding of issues affecting supply and turnover within the workforce.
Chapter 3: Reforms for the Whole Workforce

This chapter sets out future priorities for the whole children’s workforce. These include measures to: strengthen leadership and management support; develop coherent recruitment channels; ensure that everyone is clear about what integrated working means for them; review and strengthen the impact of the Common Core of Skills and Knowledge; ensure that everyone in the workforce has the skills and knowledge to work in partnership with children, young people and their parents; ensure that there are clear qualification, training and progression routes in all parts of the workforce, and across it.

3.1 In order to realise the vision for 2020, we need to ensure that everyone in the children and young people’s workforce has the skills and capacity to work effectively with children, young people and their families and that people can work together in order to do so. The Government will, therefore, work with partners to ensure that:

- The children and young people’s workforce has strong leaders and managers, who are themselves supported in their development and have the experience, skills and vision they need to lead integrated services and people from different professional backgrounds.

- Recruitment routes encourage people to join the children and young people’s workforce – by taking action to raise the profile of jobs in the workforce as a whole, and supporting targeted recruitment to specific sectors.

- Everyone in the workforce is clear about when and how they should work together to make the most difference for children, young people and families – and have the skills and capacity to do so.

- Everyone who works with children and young people understands what it means to be a member of the children and young people’s workforce and understands the roles of others – recognising a shared set of values and with access to training in the common core of skills and knowledge.

- People in the workforce have the skills and capacity to work in partnership with children, young people and their parents or carers – in ways that will help to secure better outcomes.
Everyone in the workforce is **safe** to work with children and young people and should understand their responsibilities for safeguarding children and young people, and what to do if they are concerned.

**Qualifications, training and progression routes** enable people to get the skills they need to do their jobs, improve their practice and develop their careers.

The workforce is able to meet the needs of all children and young people, including those who are most vulnerable to poor outcomes.

The priorities set out in this chapter are shared by all relevant Government departments. As part of the national level plans for each part of the workforce, we will work with partners to ensure that everyone who works with children and young people can benefit from them.

In addition to the national level measures set out in this chapter, there need to be clear effective arrangements for leading the workforce at the local level. These are discussed in Chapter 5.

### Leadership and management

The children and young people’s workforce needs strong leaders and managers, who are themselves supported in their development and have the experience and skills they need to lead integrated services and people from backgrounds which are different to their own.

The Every Child Matters reforms have brought together responsibility for education and children’s social services under a single Director of Children’s Services – creating a single line of accountability for Local Authority services to children and a strong local figure with responsibility for driving partnership across the Children’s Trust. It is critical that people in these roles, and their successors, are skilled in setting a clear vision and direction for the local workforce, in bridging cultures and in ensuring that local systems and practice are effective and robust. They need to be confident that every child and young person is safe and is learning well, and that services are helping them to achieve across all five outcomes.

There are also a growing number of leaders and managers at every level of the workforce who are leading multi-professional or integrated settings, and managing or supervising people from different professional backgrounds to their own. For those leaders and managers who work within a single agency, there is an increasing need to be able to work with partners from other services, and to support staff in doing so.

The Government’s aspiration is that leaders and managers across the childrens and young people’s workforce should benefit from world class management and leadership support. We know that, within the system, there is a great deal of expertise about leadership and management practice and development. However, we are not taking enough advantage of opportunities to bring leaders, and potential leaders, together through their training.
Our first priority is to set up a new *development programme which will offer structured training and support to every Director of Children’s Services* and to those close to stepping up to that role. To do this, we will extend the remit of the National College of School Leadership (NCSL) to enable it to lead this work, in partnership with the Association of Directors of Children’s Services and the Children’s Workforce Development Council. The programme will have a particular focus on the challenges related to leading safeguarding and integrated services.

We will also ask NCSL to chair a group of partners to develop proposals for a more coherent offer of support for senior and middle managers throughout the workforce. This work will need to consider the needs and potential of all leaders and managers in the children and young people’s workforce, including the voluntary and community sector and the private sector. It will build on *Leading and managing children’s services in England: a national professional development framework* which was published in April 2008 to provide a basis for nationally and locally delivered training and development for managers and leaders. We will expect the organisations involved to draw on both their own considerable expertise, and on emerging knowledge such as the DCSF/LGA Narrowing the Gap report about what works in leadership and management due to be published at the end of 2008.

This work will include considering how partners can develop a single gateway to leadership and management training and development across the workforce. This could be a web based management and leadership resource for everyone in the workforce from strategic leaders to frontline managers and HR workforce leads can use, as part of the single approach to communication described in Chapter 2. It could also give people access to on line training materials research and thinking.

We also want current and future leaders and managers to have more opportunities to learn from each other and to experience work in different sectors. To promote this, the Department for Children, Schools and Families and key partners are working together to develop a talent management programme for staff from a range of national and local organisations, aimed at increasing the opportunities for interchange and exchange available to people who have the potential to become senior leaders. The programme would create opportunities for them to work together and share experiences and could encourage mobility between sectors.

Addressing recruitment issues

We will develop recruitment routes which encourage people to join the children and young people’s workforce – taking action to raise the profile of jobs in the workforce as a whole as well as to support targeted recruitment to specific sectors and to ensure that people from all parts of society are encouraged to join the workforce.

Addressing all of the recruitment challenges across the whole children and young people’s workforce will take time and will
naturally evolve from the introduction of all of the workforce proposals set out in this strategy. However, there are a number of specific steps we can begin to explore now that may enable us to ease recruitment difficulties across the whole workforce as well as within individual sectors.

3.14 The next generation of the children and young people’s workforce are currently in our schools, colleges and universities. Many will go on to consider a career within parts of the children and young people’s workforce and we need to ensure that this is made as easy as possible for them, with a range of routes and qualifications that suit them and enable them to do their jobs to a high standard. However, there are also a large number who currently would not consider the children and young people’s workforce as a career option or who may only be aware of a fraction of the full range of careers on offer.

3.15 The Government is currently reviewing the Information, Advice and Guidance (IAG) that young people receive about career options. We will explore how best to ensure that the full range of career options in the children and young people’s workforce is included on Connexions Direct, and that a wide variety of entry routes are available. Apprenticeships offer a high quality route to recruitment and warning across the workforce. While there are a number of apprenticeships available within the public sector, they are not so widely used as they are in the private sector. The Government wants to increase the number and type of apprenticeships across the workforce and, as part of its ambition of achieving more than 250,000 apprenticeships and 190,000 completions by 2020 wants to see the performance of the public sector matching that of the private sector. In implementing this strategy the Government will be looking to expand the use of Apprenticeships in the children and young people’s workforce.

3.16 The Training and Development Agency for schools has considerable experience in successful marketing and recruitment of a high quality and varied workforce through a variety of routes in schools. The Children’s Workforce Development Council has also undertaken work to increase recruitment into various parts of the children and young people’s workforce. Together, they are uniquely placed to consider how best to address some of the fundamental problems that exist for recruitment and retentions of staff in social care, youth and early years – we will ask them to work together to develop a strategy for recruitment which makes the most of their joint capacity and expertise. In addition, we expect that their review and strategy will include proposals on how to attract more high quality staff across the whole workforce – expanding the number of highly skilled people who want to work with children and signposting them to appropriate entry routes.

3.17 Alongside the issues and difficulties that are faced at all levels across the workforce, we also need to ensure that the whole workforce can attract and retain the very best graduates. One of the ways we can do this is by ensuring that representatives who can advise on the whole range of careers on offer in the children and young people’s workforce are in attendance at every university graduate fair – providing high
quality advice and literature about the range of careers on offer and providing a sense of just how fulfilling those careers can be.

3.18 We will also ask the TDA and CWDC to work together, and with partners in other parts of the workforce, to develop proposals on **expanding to other parts of the children and young people’s workforce the Student Associate Scheme**, which provides undergraduates with a 15 day paid placement in schools to give them a taste of what teaching is like. The scheme is highly popular with university students and has an excellent track record: current figures show that approximately 60% of all placement students go on to enter Initial Teacher Training. Expanding the scheme into other parts of the children and young people’s workforce could prove extremely attractive for graduates looking for some workplace experience before deciding on a career.

---

**Working together**

3.19 People in the workforce should **be clear about when and how they need to work together** – and have the skills and capacity to do so.

3.20 The Expert Group strongly endorsed the belief that, by working together, people can make a greater difference for children and young people – particularly for those who are most disadvantaged. However, their review of the evidence has identified a number of problems which mean that integrated working is not always happening effectively, in the ways that children and young people need it to. These are:

- front-line workers not being clear about what is meant by integrated working, and how it relates to other concepts such as integrated services or early intervention;
- a lack of clear evidence and communication about the circumstances in which integrated working will make the most difference to outcomes, and make the best use of people and resources;
- capacity issues in some parts of the workforce, as well as concerns that professional colleagues in other services or sectors will not play a full role, or do not have the skills or capacity to do so; and
- practical barriers, including how teams are co-located and managed, challenges in rolling out common tools and systems and how workforce development is funded.

3.21 Addressing barriers to integrated working is an important focus of this strategy. The measures set out in Chapter 4 to improve capacity and quality in sectors where there are problems will have an important role. Addressing gaps in the evidence base relating to the impact of integrated working is a priority for the knowledge bank and strategy described in Chapter 2. And the measures set out above to strengthen support to leaders and managers and those described later in this chapter to strengthen the common core of skills and knowledge for everyone in the workforce, will also support development of a workforce in which people have the skills and capacity to work together.
“One of the things that really worried me is that too often professionals come at it from the standpoint of their profession. We’ve almost got to take our shoes off and ‘be’ the child, young person and family then ask ourselves what support can we provide? It’s been a tough journey. I want to pay tribute to the people on the ground, the nurses, teachers, social workers, all those dedicated individuals who just get on with it. Multi-agency working is not top down! It’s about a whole service change which gives people ownership. We are here for the children and young people, not for ourselves. Children and young people don’t see us as we see ourselves. They see us as a group of professionals, a figure in the background offering support, helping them through whatever difficult period of life. They are the drivers of what we do.”

Director of Children’s Services, quoted in Sharing the Journey, a report on CWDC’s 2007-08 Share! Programme, which demonstrates real life examples of integrated working www.cwdcouncil.org.uk/cwdc-share

3.22 Integrated working can be particularly important when a child or young person has additional needs to those which are usually met in his or her universal setting. Children with more needs are likely to be in contact with more services or organisations. At the same time, some problems can be solved more quickly when people with a range of expertise and skills are involved.

3.23 Integrated working is also an important feature of early intervention – it helps people in the workforce to ensure that children and families have the help they need to tackle needs as early as possible in childhood, and to address problems at the earliest possible stage, at whatever point in a child or young person’s life they emerge. Evidence suggests that for early intervention to be truly effective, it must be reinforced over time and in different settings.

3.24 The contribution that different members of the workforce make to integrated working will reflect their specific role. For a maths teacher, it could just mean working with others in school and parents at home, or it could mean working with a team of professionals from beyond the school to address a pupil’s needs, e.g. occupational health, speech and language specialists, specialists in supporting pupils with visual impairment. A Special Educational Needs Coordinator, social worker or health visitor are likely to need to work routinely with a number of different professionals participating in joint assessments and planning support, on occasion in a Lead Professional role. A paediatrician needs to communicate effectively with others working with a child in order to ensure his or her intervention is effective.

3.25 The table we have developed with the Expert Group and set out in Annex B is a tool to help people in different roles think about what integrated working might mean for them. It complements the vision for integrated working from the perspective of children and young people which was published in Building Brighter Futures: next steps for the children’s workforce, which is reproduced in Annex C. It is not intended to be prescriptive, acknowledging that there will be local variation in arrangements to fit in with local needs. It may help Children’s Trusts
employers and team or service managers to identify skills gaps in their workforces and to make available suitable training and development opportunities as part of their local workforce strategy. As set out in Chapter 6 – how to get involved, we would like to hear from people in the workforce about how they are using these tools, and what they mean for them.

3.26 Universal services have important roles to play in identifying needs, responding to them early and drawing in people with more targeted or specialist skills where appropriate. Within universal services, such as schools, FE colleges, hospitals or youth clubs, there should be identified members of the workforce who have specific responsibility – and the necessary skills and capacity – to take the lead in assessing the needs of children and young people, and accessing appropriate support for them. This could include involving people from specialist services or geographically based multi-agency teams.

3.27 Early intervention is a key feature of the vision for 21st century schools, which was published for consultation in December 2008. Schools have a clear role to play both in the promotion of wider outcomes for children, and in terms of helping children with additional needs to access the support they need.

3.28 The ways in which Children’s Trusts put in place local strategies, structures and services has a huge impact on promoting – or hindering – the development of behaviours, skills and capacity that enable the people in the workforce to work together.

3.29 To embed integrated working at local level, as part of their workforce strategy, Children’s Trusts should ensure that their children and young people’s workforce have support and opportunities to:

- understand what it means to be part of the children and young people’s workforce in their local area, including through induction when they first join;

7 For more information on 21st Century Schools: A World-Class Education for Every Child please see www.teachernet.gov.uk/21stcenturyschools.
acquire a core of skills and knowledge that they share with others in the workforce;

develop a shared approach to assessment, planning, intervention and review to meet children and young people’s needs;

learn from, and with, people from other professional and occupational backgrounds; and

access – and to be supported to use – resources, tools and guidance that help them to work effectively with others.

This is likely to mean joint commissioning of training and development opportunities to avoid duplication and gaps. It may lead to pooling of resources and expertise. It requires thinking about how members of the workforce in the third and private sectors, and those who are self-employed, can access training and development opportunities. At a very practical level it could mean making sure that job descriptions include a commitment to working with other services and organisations, in a way that is appropriate to the role in question.

Children’s Trusts will find it useful to refer to the Guidance produced by the Narrowing the Gap project, which sets out 12 ‘golden threads’ that underpin effective services.\(^8\) Woven into these are a number of practical steps that Children’s Trusts need to take to ensure that people and services work together effectively to narrow the gap in outcomes between vulnerable and excluded children and others, against a context of improving outcomes for all.

Government and its partners also provide a range of guidance and tools to support the workforce in taking forward integrated working. These include guidance relating to information sharing, the lead professional role and the Common Assessment Framework (CAF). The Children’s Workforce Development Council is reviewing these tools to make sure that they reflect the latest learning from integrated working practice and research. Training and development for lead professionals will be enhanced.

There are a number of assessment tools which professionals in different parts of the workforce use when working with children and young people who may have additional needs. As well as the Common Assessment Framework, these include the Initial Assessment for Children in Need, ASSET and ONSET (for young offenders and those at risk of offending) and a number of school-based assessments including Personal Support Plans. The DCSF is working with partners to ensure that there is a clear understanding across the workforce about how processes which support these assessments can appropriately link together.

Chapter 5 describes the package of support that will be available to Children’s Trusts to help them to further develop the capacity to commission integrated services and lead develop of their local workforces.

---

\(^8\) Narrowing the Gap: Final Guidance Year 1, January 2008 & Oct 2008. 
Everyone who works with children and young people should understand what it means to be a member of the children and young people’s workforce – recognising a shared set of values and with access to training in the common core of skills and knowledge.

In 2005, the Government and Children’s Workforce Development Council published the Common Core of Skills and Knowledge for the children and young people’s workforce. This sets out the skill set which is required for someone working with children to practise at a basic level, and is also being embedded in qualifications as part of the Integrated Qualifications Framework.

The Common Core of Skills and Knowledge is intended to support the development of a common language for people working with children and young people, for use within qualifications, training, induction and recruitment practices, as well as day-to-day working. For this to succeed, it needs to be meaningful, and accessible, to everyone in the children and young people’s workforce. Work undertaken by the Children’s Workforce Development Council shows that many local areas are using the Common Core extensively in the development of job descriptions, in induction and in the development of training and development provision, as well as in workforce development strategies. The Common Core is also used to inform the review and development of National Occupational Standards (NOS).

However, the Expert Group suggested that we need to consider how effectively the Common Core addresses issues like integrated working, working in partnership with parents – mothers, fathers and other carers – and support for vulnerable children and young people. They also suggested that it did not seem to be well-embedded in some parts of the workforce, such as the health sector or the police.
In order for the Common Core to truly fulfil its potential and to remain relevant to the needs of the whole workforce, its content needs to reflect the priorities set out in this strategy. This includes ensuring that it is:

- clear about the responsibilities of everyone in the workforce in relation to safeguarding children and young people;

- supports partnership working with children, young people and their families, supports the people in the workforce in developing the skills, behaviours and knowledge necessary to provide effective support to the most vulnerable children and young people.

It also needs to be accessible to every part of the workforce, including those professions such as the police and in the health service, who may only come into contact with children as an occasional part of their job but for whom the skills and knowledge within the Common Core are just as vital.

In *Building Brighter Futures: next steps for the children’s workforce*, the Government endorsed the statement of shared values which has been developed by members of the Children’s Workforce Network which brings together organisations from across the workforce. We would like to consider whether and how these shared values can be incorporated into the Common Core of Skills and Knowledge.

To support the implementation of this strategy, therefore, the Children’s Workforce Development Council, working with other sector skills councils, will review, and consult on a refresh of the Common Core. The review will cover the following key issues:

- A review of content, including in relation to working with parents and carers, identifying key gaps, and measures to address them;

- Identifying those parts of the children and young people’s workforce that currently make no use of the Common Core and proposing how best to move towards universal usage;

- Identifying how best to fully embed the Common Core in initial training (such as initial teacher training and the social work degree routes);

- Identifying how far the Common Core supports models of joint partnership and integrated working across the whole children and young people’s workforce;

- Whether the Common Core could or should incorporate the Children’s Workforce Network’s Statement of Values for the Children’s Workforce.

---

“The Common Core is for many professions not on their horizons (the “Uncommon Core”) – to be effective it needs extending to every relevant profession, tailored to fit the inner or outer circle of professions. So, as well as gaps in content, there are gaps in reach.”

---

9 The values are published in full on the Children’s Workforce Network’s website http://www.childrensworkforce.org.uk
Work, including consultation, to refresh the Common Core of Skills of Knowledge will be completed by September 2009.

Induction is an important mechanism for ensuring that people joining the children and young people’s workforce, or moving to work in a new area have the skills and knowledge they need to their jobs. Joint induction programmes which bring people from different parts of the workforce together can also help to promote integrated working, build relationships and develop shared understanding and language.

The Children’s Workforce Network has also developed a vision and principles for induction which will be published in the new year. They will establish an expectation that everyone in the workforce should have an induction based on the refreshed Common Core of Skills and Knowledge, tailored appropriately to their role and setting. The vision and principles provide a definition of induction that embraces the wide spectrum of arrangements that exist across the children and young people’s workforce. These range from statutory induction requirements for newly qualified teachers, and social care staff; to introductory training programmes and induction activities that are specific to many job roles; to induction arrangements that are relevant to an individual workplace.

Children’s Workforce Network members have committed to disseminating and promoting the vision and principles to their stakeholders and networks. They plan to consult on how the vision and principles can be exemplified in different settings, and how common approaches can be supported across settings. DCSF considers this an important piece of work and will encourage service leaders, managers and employers to take account of it in the induction they provide for their workforce, incorporating the reviewed Common Core of Skills and Knowledge when it is launched.

Working in partnership with children, young people and their parents or carers, and supporting parents

People in the workforce should have the skills and capacity to work in partnership with children, young people and their parents, fathers, mothers or carers – in ways that will help to secure better outcomes. When appropriate, they should be able to ensure that children and young people are safe and to support parents in developing effective parenting skills.

In reviewing the Common Core of Skills and Knowledge, we will therefore ensure it includes clear guidance on this issue, so that it can act as a basis for training and development for everyone in the workforce.

There is a substantial evidence base, which demonstrates that parental engagement in their child’s learning and development is a strong driver for raising attainment and promoting wider well-being. Everyone in the workforce should be able to engage with and support all the diverse individuals within families who influence children’s wellbeing and development. Most parents already help their child learn – reading to, or with them, talking to them and their teachers about their learning, helping them with their homework, taking them to interesting places, and discussing subject and career options.
But not all parents do this to the same degree. To support schools and other settings in engaging parents as partners in their children’s learning, the Children’s Plan Progress report outlines a policy package comprising two broad sets of actions to support parents and to prioritise parental engagement throughout the education system. The proposed package will:

- encourage and support parents’ engagement through the universal and targeted support that is provided for families nationally and locally; and

- put parental engagement at the heart of the education system through: training for the early years and schools workforces, accountability mechanisms, improvement processes and guidance around practice.

It is also important that people in frontline services – including health visitors, children’s centre staff, GPs, citizens advice bureaus, community groups and parent support advisors in schools – are able to help mothers, fathers and other carers to access consistent, up to date information about local services and additional support. To support this, the Government is working with Local Authorities to support them in developing a comprehensive Families Information Service so that all services are listed and accessible on a local database.

We know that there is more to be done to ensure the whole workforce understands the importance of engaging fathers and supporting father-child relationships and is equipped with the skills to do so effectively. The revised Common Core will address this, as a basis for relevant occupational standards and professional qualifications to recognise the need to engage and work with both fathers and mothers.

In November 2008 we announced a long-term social change campaign to encourage everyone to Think Fathers. A key focus of the Think Fathers campaign will be on developing working practice including, early in 2009, publishing guidance for everyone in the children and young people’s workforce on how to engage fathers and support father-child relationships.

Some families have multiple and complex problems, which would involve a number of agencies to provide support to the whole family. Supported by the DCSF, Local Authorities and their partners are implementing the Think Family model to ensure better identification, assessment and integration of service delivery to families at risk. This will require practitioners to think not just about the needs of the individual they are working with, but also the family context behind them. For example, services working with vulnerable adults need to consider the possible needs of their children. The Think Family approach will promote better integrated working across all services, including adult and children’s services.

The families with most complex problems need a very intensive and joined up approach. Family Intervention Projects (FIPS) work with the most challenging families, providing an intensive support package coordinated by an assertive keyworker which is balanced with the possibility of sanctions to ensure families engage. Recent evaluation
evidence based on the first 337 families to complete the projects, shows they are having a significant impact in reducing risks in families, including halving the proportion of families with child protection issues and reducing the number of families involved in four or more types of anti-social behaviour from 48 percent to four percent.

3.55 There are currently 65 Family Intervention Projects with an additional 30 in development. The Youth Crime Action Plan announced funding for all local authorities to help develop FIPs for families with children at risk of offending and other poor outcomes.

Safeguarding

3.56 Everyone in the workforce should be safe to work with children and young people and should understand their responsibilities for safeguarding children and young people, and what to do if they are concerned. Following concerns which were highlighted in the Victoria Climbié Inquiry Report (2003), the government published and widely disseminated practice guidance What to do if you’re worried a child is being abused (2006). This guidance is intended to ensure all members of the workforce know what to do when they have concerns about a child’s welfare.

3.57 It is critical that everyone in the workforce understands their responsibilities in relation to safeguarding and knows what to do if they suspect a child is at risk of harm. The statutory guidance under section 11 of the Children Act 2004 includes staff training as one of the core components of the framework for making effective arrangements to safeguard and promote children’s welfare. This includes both single and multi-agency training. Local Safeguarding Children Boards (LSCBs) have a statutory responsibility to ensure that single-agency and inter-agency training on safeguarding and promoting the welfare of children is provided to meet the local needs of staff (paragraph 3.22 of Working Together). This is most likely to be achieved if LSCBs have a board member with lead responsibility for training who works with a group of skilled staff to take forward this training and development work (paragraph 4.11, Working Together (2006)).

3.58 The government has commissioned a number of training resources to support inter-agency training. These include Safeguarding Children – a shared responsibility (2007) which supports implementation of the statutory guidance and is intended to enable all staff to have clear understanding of their roles and responsibilities. Other materials such as The Developing World of the Child (2007) have been published to enhance staff’s knowledge of child development and how to recognise when a child is not achieving their developmental milestones. This knowledge underpins all work with children and families. Where the health and development of children is impaired to the extent that children are suffering significant harm, the Local Authority must take action under section 47 of the Children Act 1989 to safeguard and promote their welfare.

3.59 In November 2008, the Secretary of State for Children Schools asked Lord Laming to report
on the effectiveness of implementation of safeguarding systems and procedures since the publication of his 2003 inquiry into the death of Victoria Climbié. Lord Laming will report early in the new year.\textsuperscript{10}

To support safe recruitment into the children and young people’s workforce, the Government is introducing a new vetting and barring scheme which is scheduled to go live in October 2009. This will be the UK’s toughest and most wide ranging vetting and barring scheme, designed to prevent those who pose a risk of harm to children or vulnerable adults from gaining access to them through their work. When it has been fully introduced, any organisation employing people to work with children or vulnerable adults, on either a paid or an unpaid basis, will need to ensure that the individuals it employs are registered with the scheme. A new expert body, the Independent Safeguarding Authority (ISA), will take the decisions on who should be barred from working with children or vulnerable adults. The new barring arrangements will replace the existing arrangements for barring unsuitable people from education settings (List 99); other settings working with children (the Protection of Children Act (POCA) list); adult social care settings (the Protection of Vulnerable Adults (POVA) list); and the Disqualification Orders handed down by the courts.

\textbf{Qualifications, training and progression}

3.60 Qualifications, training and progression routes should \textit{enable people to get the skills they need to do their jobs, improve their practice and develop their careers and be easily accessed by people in the workforce and their employers.}

3.62 The Children’s Plan set out an aspiration that the children and young people’s workforce should be graduate-led and qualified to Level 3, where appropriate. Many sectors of the workforce are making good progress in achieving or surpassing this benchmark. As part of the measures for sector development described in Chapter 4, the Government will work with sector leaders and training providers to improve the quality of initial and continuing training for people in parts of the workforce which currently suffer from quality and capacity problems.

3.63 Qualifications are statutory for some professions, and accredited training opportunities can play an important role in assuring the quality of training, motivating people and recognising what they have learned. Chapter 4 sets out the Government’s continuing commitment to developing qualifications levels in many parts of the workforce – particularly improving the quality of qualifications in social work, increasing the numbers with graduate level qualifications in youth support and early years, introducing the new Masters in Teaching and Learning and new qualification routes for support staff in schools.

3.64 Everyone in the workforce, including those working in the voluntary sector, should have access to the full range of training and qualifications activities. Qualification requirements should be underpinned by appropriate content and quality of the training, the careful selection of suitable candidates and the commitment of the
people attending it to developing themselves and learning from practice.

The Integrated Qualifications Framework will be an important tool in helping professionals and their employers to identify and access qualifications which will help them acquire the skills they need and to progress in their careers. It will allow for continuing professional development, progression and mobility, and ensure the Common Core is embedded comprehensively within qualifications.

Due to be implemented by 2010, the Integrated Qualifications Framework will apply, and be available to all people who work with children and young people, across the whole workforce. It will support other areas of workforce reform in ensuring that different sectors work together to develop integrated approaches to qualification development. It should enable people to better plan their careers and identify where they already have the skills they need to progress, and how they can address gaps that they want to fill.

Regulation and registration requirements are additional means through which Government seeks to influence the quality of parts of the workforce. These are important in assuring the quality and standards of professions and the safety of children and young people – however it is important that regulation requirements do not create inappropriate barriers to progression through the workforce or to deployment of staff in integrated ways.

Building on the scoping of regulation and registration within the children’s workforce that has been carried out by the Children’s Workforce Network this year, we will be taking forward a review of regulation and registration requirements in the workforce, to ensure that every part of the workforce is making appropriate use of registration and regulation. As part of the review consideration would be given to the strengths of existing systems and to what a more coherent regulation and registration system would mean for children and young people; parents; employers and employees.

Making a difference for all children and young people

The workforce needs to be able to meet the needs of all children and young people, including those who are most vulnerable to poor outcomes.

Some children and young people are particularly vulnerable, or may have additional needs at some time in, or throughout, their childhood and adolescence. It is critical that people in the workforce have the skills, knowledge and capacity to ensure that these children and young people receive services which help them to reach their full potential.

Excellent work with children who may be vulnerable to poor outcomes or have additional needs includes being able to identify and assess needs early, working together and in partnership with children, young people and their families to address them – and being committed to reducing gaps in outcomes, including health
inequalities, between more disadvantaged children and young people and their peers.

3.72 Members of the children and young people’s workforce work with all of the children and young people in England. Many provide universal services – for example early years education and care, primary, maternity or accident and emergency health care, education or training in schools or colleges, community policing, out of school activities for children and young people. Others provide more targeted services, because children or young people have specific health, educational or behavioural needs or because they are at risk of harm, facing difficult circumstances or involved in crime. There are also specialists in the workforce who have high levels of experience in specialist areas – for example in responding to acute or chronic health needs, in providing specialist education or safeguarding the welfare of children and young people.

3.73 Not all children and young people need support from all of these people. However, most will at some point in their childhood or adolescence, need some sort of extra help or attention from those people in the workforce who have regular contact with them (for example at school or college or at a youth club, childcare or out of school activity, or from their GP or other health care provider). And some will need more targeted or specialist help from people who work with them regularly or from others in the workforce. Figure 3.1, illustrates in more detail the different levels at which specific skills, knowledge or understanding should be present within the workforce.

3.74 In many parts of the country, these different levels of service are increasingly being made available by people working in co-located settings – for example, Children’s Centres, Extended Schools, Community Colleges and Community Health Centres – so that children’s needs can be picked up as early as possible and they can have access to the right sort of support from the right types of professionals on the spot. As we move towards 2020, the Government expects that more and more people in the children and young people’s workforce will be working in, or closely with, these kinds of integrated community-based services. The consultation paper on 21st Century Schools which is published alongside this strategy looks in more detail at what this means for schools. We will say more about what this means for health in the forthcoming Child Health Strategy.

Circumstance which may mean a child or young person needs additional short or long term help from people in the workforce include: bereavement; parental separation or family breakdown; moving house or between schools; disability or special educational needs; being in care; short term illness or development of long-term medical or emotional problems; substance misuse; involvement in crime or conflict with the law; parental or sibling illness or disability, or being a young carer; parental or sibling substance misuse; teenage parenthood; disengagement from education, employment or training; bullying; involvement in gang violence; abuse or neglect; domestic violence; homelessness; being part of a newly immigrant or asylum-seeking family, trafficked or an unaccompanied asylum seeker.
Co-location or integrated working can help children, young people and their families to access the support they need in a familiar environment. It also helps people in the workforce to identify needs earlier and to work together to provide support. But wherever they are working it is also important that people in the workforce have the skills and knowledge that they need to respond effectively to the needs of children or young people who may have additional needs or be vulnerable to poor outcomes.

In recent years, Government reviews and strategies have set out measures which need to be taken to ensure that vulnerable groups of children and young people get the support they need. These include *Aiming High for Disabled Children; Care Matters* for looked after children and the Review of Child and Adolescent Mental Health Services, *Children and Young People in mind*. In preparation of the evidence base for this strategy, we have pulled together the range of roles and responsibilities which need to be performed within the workforce in order to meet the needs of these groups. This is published as part of *2020 Children and Young People’s Workforce Strategy; the evidence base*.11

During the implementation of this strategy, it will be a key priority for Government, working with the new National Partnership, to ensure that there is clarity at national and local level about the skills, knowledge and behaviours that are needed in the workforce, and about who needs to have them, in order to ensure that children who are vulnerable to poor outcomes are supported to achieve their full potential. Training and development for people in the workforce should ensure that they are equipped with the skills, knowledge and behaviours they need. If it does not, gaps need to be addressed through sector development plans, and through training and development at local level.

Similarly, in developing local workforce development strategies, Children’s Trust partners will need to consider particularly how their workforce planning and development meets the needs of children and young people who are at risk of poor outcomes – and place the needs of these groups firmly at the centre of planning of local universal services. People in the workforce and their employers will themselves need to ensure that they have the skills and knowledge they need to identify vulnerable children and support them effectively.
Skills and knowledge that will help **everyone** working or in contact with children and young people to identify additional needs and ensure that those from vulnerable groups can access and benefit from their services

**Universal**

Skills and knowledge which **some people** in the workforce need to ensure services can reach out to, include and identify and respond to additional needs of children and young people who may be vulnerable and their families

**Targeted**

Skills and knowledge that will help **specialists** need to assess and respond to specific needs of children and their families

**Specialist**

- Professionals and those who support them have excellent skills in responding to the specific needs of children from vulnerable groups
- They should support the development of appropriate skills and knowledge in universal and targeted tiers of service
- There should be enough people with these skills to enable services to meet the needs of the children they serve
- High quality training and development should be available to people in all parts of the workforce to achieve this
- Everyone in the workforce should be expected to develop and maintain these through initial and ongoing training/development

*Figure 3.1: Ensuring the workforce has the skills to include, and meet the needs of, children and young people who may be vulnerable*
Chapter 4: Sector-specific reform and development

This chapter discusses how we want to work with partners to ensure that every part of the workforce receives the support it needs to realise the vision for 2020. It then describes the key issues for individual sectors and the successes on which we will need to build as we progress towards 2020. It signals the Government’s commitments to ongoing support and development for all sectors of the workforce, and in particular to accelerate reform and development in the social work workforce.

4.1 The success of the workforce as a whole in meeting the needs of children, young people and their families is dependent on the excellence of all its individual parts. In addition to the measures intended to improve practice across the whole children and young people’s workforce which are set out in chapter three, therefore, achieving the vision for 2020 will mean being sure that every part of the workforce is well supported and that partners in the delivery system are working together to address problems relating to quality and capacity.

4.2 For individual sectors the Government wants to work with partners to ensure that quality and capacity problems are addressed where they exist. In developing appropriate plans, Government and partners will also need to be confident that each sector is benefiting fully from the measures to support the whole workforce which are described in chapter three.

4.3 The Department for Children, Schools and Families will lead the development of plans for: social and family support, including reform of social work; for the youth support workforce; for the early years and childcare workforce; and for those working in schools. These plans will set out the measures we and partners will take to ensure that each part of the workforce has the quality and capacity to meet the vision for 2020, benefits from activities designed to support the whole workforce and can meet the needs of particularly vulnerable children and young people.

4.4 The DCSF will also work with other Government departments and partners, to develop joint plans for health, crime and justice and sport and culture which will set out how people in these sectors who work with children, young people and their families are able to access the measures to support the whole workforce which are set out in this strategy.
Reflecting the different needs of different parts of the workforce, the national level plans will be different for different sectors. They should be high level, to support the development of clear, shared, objectives within each sector. They will not duplicate existing national level planning processes or workforce support programmes where they currently exist.

Characteristics of comprehensive workforce development and reform

The Expert Group’s review of the evidence of ‘what works’ in workforce reform identified a number of characteristics of effective workforce reform. These include: ensuring that strategies are delivered in partnership with the workforce; that time and resources are allowed for impact to be realised; that they are evaluated for impact on outcomes and informed by learning from previous successful interventions. To have comprehensive impact, workforce reform and development programmes need to be informed by understanding of the full range of factors which can affect the quality and capacity of the workforce. These are illustrated in the diagram at fig 4.1.

These plans will be reviewed every three years, in line with the Government’s statement of its priorities for the workforce as a whole.

Consultation

The rest of this chapter describes the Government’s priorities for each sector of the workforce. These priorities will form the starting point for discussions with partners to develop plans for each area of the workforce. As we work with partners to develop these plans, we would like to views from people in the workforce, and from the organisations which support them, about how their part of the workforce will need to develop in order to meet the vision for 2020. Details of how to get involved in this are set out in Chapter 6.
This diagram has been drawn from evidence of effective workforce reform reviewed by the Children’s Workforce Expert Group.
What does this mean for children and families social work?

4.9 Excellent social workers are vital to protecting children and young people from harm. The work they do can be difficult and very demanding and requires careful professional judgements that can make all the difference to those they serve. Social workers also have a key role in working with other professionals to support vulnerable children and young people – helping to keep them in engaged in learning and enabling them to benefit from health care and other universal services.

4.10 Over recent years, we have made a number of significant commitments to improve the capacity, skills and quality of the social work workforce and we are already investing £73 million to tackle recruitment and retention problems and improve support to social workers. Since September 2008 we have been piloting a newly qualified social work status for 3,000 new social workers – offering a year of supported induction, protected caseloads and improved supervision. Other measures include piloting:

- a specialist role to encourage experienced social workers to stay on the front line;
- a fast-track pathway into social work for mature graduates and a postgraduate sponsorship scheme that builds on the success of local sponsorship schemes – supported by a national marketing and communications campaign from 2009;
- approaches to reduce social worker recruitment and retention rates in London and the West Midlands; and
- changes in roles that enable social workers to spend more time working directly with children and families.

4.11 In addition, we are setting up six Social Work Practice pilots, backed by £6.12 million. They will test out whether independent, social-worker led organisations can deliver better outcomes for children, effective and innovative ways of working and increased job satisfaction for social workers. Social work practices will be piloted between 2009 and 2013 in the following local authorities: Blackburn with Darwen, Hillingdon, Kent, Liverpool, Sandwell and Staffordshire.

4.12 These measures are already starting to make a difference but the advice of the Expert Group for the Children and Young People’s Workforce is that social work needs substantial further reform. Their view is that significant change is needed to drive improvements in the quality of professional social work practice and training, the status of the profession as a whole and its ability to attract and retain excellent and well-motivated people.

4.13 Social workers themselves have also told us that they want initial social work training programmes to prepare them better for working with children and families. They also told us that they wanted better access to ongoing professional training, more reflective supervision and support once in employment.
All children and families deserve high quality support and services that meet their individual needs. This is particularly important for vulnerable children and young people. It is clear we need to do more in this area – which is why we want to bring forward a long-term change programme for social work. Priorities for this programme are:

- **improving initial social worker training** so that all social workers receive: more training on the practical skills and specific knowledge needed to work with children and families; tailored placements, and high quality induction once they enter employment;

- **driving quality in professional practice** to enhance continuing professional development for frontline social workers and set stronger requirements for social workers to keep skills and knowledge up to date;

- **attracting and retaining the brightest and best in social work** so there are: more pathways into social work, better incentives for excellent social workers to work in tough frontline roles – particularly in areas that have a shortage of social workers and better availability of high quality advice about becoming a social worker; and

- **strengthening leadership, management and supervision** of frontline social workers; and making inspection and quality assurance arrangements better able to challenge poor practice where it exists.

Understanding what makes the difference to children and families is crucial if we are to deliver real improvements in the services and support they receive. This is where we want to start the reform programme – focusing on the nuts and bolts of frontline social work practice. **We will set up a Social Work Taskforce to lead this work and to recommend, in the light of their conclusions, how to drive forward long term reform of social work training, practice, recruitment and leadership.** It will be critical that the Taskforce works very closely with frontline social workers, their managers, training providers as well as children and families in developing their work.

The Taskforce will want to focus specifically on: how professional social workers are deploying their time now; why they prioritise their time in the way they do; the pressures they work under; what support and supervision they receive and whether it is effective and fit for purpose; what actions by them make the most difference to children and young people; and how to ensure there are the right number of social workers on the frontline able to ensure high quality services and support.

The Social Work Taskforce will publish its findings in summer 2009.

**What does this mean for children and families social care?**

People who provide social care services to children, young people and their families may not consider that they belong to a single professional group. However, they have a critical role in the lives of many children,
young people and families in our society, including some of the most vulnerable. In some cases, they undertake a parenting role for children and young people which their own families are not able to provide. It is, therefore, important that the needs of the people who work in this sector of the workforce are understood and that appropriate support and development is available.

4.19 Over recent years there has been considerable national level investment in and focus on some parts of the social care workforce. For foster carers, we introduced a national minimum allowance in April 2007. This is intended to set a benchmark for minimum payment rates to all foster carers. The Children’s Workforce Development Council launched the Fostering Care Training, Support and Development Standards in May 2007. The Standards give fostering providers a framework for their foster carers’ training and professional development and we expect all existing and new foster carers to have completed them by 2011.

4.20 There are also a number of specific programmes focused on strengthening the capacity of foster parents to support the young people in their care, including pilots in Multi-dimensional Treatment Foster Care and the skills based training programme, Fostering Changes, which has been developed by the specialist fostering and adoption clinic at the Maudsley hospital in South London and seeks to enhance foster carers skills though the use of positive parenting techniques to manage difficult and challenging behaviour.

4.21 Residential children’s home staff work with some of the most vulnerable children and young people in society. For this reason, the Children’s Development Workforce Council is working to develop a set of professional Residential Child Care Standards to improve the skills of, and support for, support residential care workers.

4.22 People, such as social care assistants, residential children’s home workers and family support workers should receive support and development at employer level. National funding is provided through the Children’s Social Care Workforce contribution to the Area Based Grant. This funding is non-ring-fenced, meaning that Local Authorities decide locally how best to use the resource according to their priorities. In deciding how best to use this funding, Local Authorities will consider the needs of those working not only for the authority but also the significant proportion of those working locally in the private and voluntary sectors.

4.23 In developing future plans for supporting the development of the social care parts of the children and young people’s workforce, the Government would like to work with partners to gain a much better understanding of the different roles which are needed within the social care workforce and how the people in these roles can best be supported to develop professional levels of practice. We particularly want to consider the role of graduates within social care and whether there is a need for additional graduate roles either generic or specialist in nature.
What does this mean for people providing support with parenting skills?

4.24 To ensure that parents who want training on parenting skills can access it, and to ensure that parenting skills training is effective, the National Academy for Parenting Practitioners is working to gain a better understanding of who in the workforce is currently delivering parenting skills training, and the quality of provision. This includes quality assurance of parenting skills training and the development of a coherent approach to qualifications and training in conjunction with TDA and CWDC. This will make it easier for people in the workforce, including volunteers, to identify and access appropriate training.

What does this mean for the early years and childcare workforce?

4.26 We know that at this vital stage in child development, the quality of early education and childcare is the most important factor in determining child outcomes, second only to parenting. It is particularly important for children from disadvantaged backgrounds. Furthermore, the evidence tells us that a high skilled workforce is the most powerful driver of quality. Skill levels matter at all levels of the workforce but many recent studies have drawn particular attention to the difference it makes to have skilled graduates leading practice. The effect is both direct – through the graduate’s contact with the child – and indirect – through transferring best practice to other professionals.

4.27 As a result of the 10 year childcare strategy and the Children’s Plan, a great deal has been achieved to develop the skills and capacity of people in the early years and childcare workforce. The Children’s Plan restated a public commitment to have a graduate leading practice in every full daycare setting, with two graduates in settings in disadvantaged areas, by 2015. We have invested heavily in the system to help private, voluntary and independent sector providers to both recruit new graduates and ‘grow’ graduates from amongst experienced childcare workers. The Graduate Leader Fund (GLF) is designed to enable providers to access funding to help support increased salary costs on employing a graduate early years professional. Funding for training is provided directly through the CWDC.

4.28 We have also created a new graduate level track – Early Years Professional Status (EYPS) delivered through the Children’s Workforce Development Council. To be awarded EYPS, all candidates must demonstrate that they meet a set of 39 national professional standards, specifically covering child development for 0-5 year olds. There are now around 2,500 Early Years Professionals (EYPs), with a further 2,400 in training. If we can carry on expanding this track at this rate, and retain new professionals, we will be well on the way to meeting our 2015 target.
Steps have also been taken to strengthen the workforce as a whole, and the government has stated that it wants all supervisors in settings to have qualified at level 3 or higher. The Government and the Children’s Workforce Development Council have been working to ensure that level 3 means a full and relevant level 3 by reviewing the qualifications database. As of September 2008 all children have also been entitled to access a single, evidence-driven, play based early learning framework – the Early Years Foundation Stage (EYFS). This unifies previous welfare and early learning frameworks requiring every registered provider to support children’s learning. The Government has backed this up with significant amounts of training, available since March 2007. Alongside this, we have put in place a wide range of other CPD programmes to support the workforce such as Communications Language and Literacy Development and Every Child a Talker.

There are early signs that the investment in the skills of the workforce may be starting to pay off. Teacher assessments of 5 year olds in 2008 showed, for the first time, a marked rise in child outcomes and some progress in narrowing gaps. Improvements on language measures were, for example, particularly marked in areas where we had programmes in place aimed at training workers in the sector to develop these skills.

However, there is much further to go in order to make a commitment to have a graduate in every full day care setting by 2015 and build a truly highly skilled early years and childcare workforce at all levels. **We are fully committed to this target and are now considering requiring all full day care settings to be graduate led by 2015.**

In developing future plans for supporting the development of this part of the workforce, it will be important for the Government to work with partners to ensure that the sector both attracts the brightest and most able people and retains them. An update on the 10 Year Childcare Strategy will be published early in 2009 and will set out proposals for reform.

**What does this mean for the Play workforce?**

Play workers are an important part of the children’s workforce, working with children of all ages. We announced in the Children’s Plan and *Building Brighter Futures: Next Steps for the children and young people’s workforce* a number of measures to develop more professional play workers, including measures to enable 4,000 playworkers to achieve an NVQ level 3 qualification by 2011 and to support the CPD of leaders and managers in the play workforce by developing a new playwork management qualification. We will continue to work with sector leaders to ensure this workforce is well supported. The Government’s Play Strategy, published in December 2008 sets out action the Government is taking to deliver safe, accessible and exciting play spaces for all children and young people.
What does this mean for the Schools workforce?

4.34 There has been considerable investment in the schools workforce over recent years which has seen significant remodelling and improvements in recruitment, retention and training. Giving pupils a high quality experience in teaching and learning is imperative to the success of our young people. Our ambitions remain high and we will work with partners to ensure that future plans to further develop the workforce are taken forward in the context of this strategy.

4.35 Over the last ten years, there have been significant increases in both the number and quality of people applying to enter teacher training. Amongst these, an increasing proportion of people are entering teaching as a second career. We need to ensure that we carry on drawing in the best amongst this group of people, particularly by ensuring that employment-based routes are as accessible and well-publicised as possible. For all applicants, we need to look carefully at the selection criteria to ensure that all entrants have the right set of skills to become highly effective teachers.

4.36 We aim to attract the highest quality entrants to the teaching profession, in particular, in the shortage areas of science, mathematics and ICT. In addition, we will continue to support the Teach First programme, which recruits highly motivated and skilled young people to work in challenging urban secondary schools.

4.37 The quality of teaching is particularly important in schools facing challenging circumstances, but these schools can often struggle to recruit and retain effective teachers. Narrowing the gap in attainment between more and less deprived pupils is a key driver of social mobility, and the forthcoming Social Mobility White Paper will set out action to support schools to recruit and retain an effective workforce to help children from disadvantaged backgrounds to get on and get ahead. From 2010 we will also ensure that every secondary pupil and their parents will have a named Personal Tutor who will know the pupil in the round and who will be the first point of contact for pupils and parents to discuss a range of academic and pastoral support issues.

4.38 We recognise the value of peer interaction and collaboration in continuous professional development (CPD) for staff across all schools. We are encouraging clusters of schools to work together to deliver CPD effectively and efficiently.

4.39 Working with our social partners, we are actively looking at CPD entitlement for every teacher linked to the performance management framework and ongoing work to support continuing improvement in performance of all teachers and headteachers.

4.40 We want teachers to be focused on improvement and have set out an ambition to make teaching a Masters-level profession. This will build capacity in the profession and embed a stronger commitment to professional improvement.
4.41 We already have extensive programmes supporting management and leadership in our schools, and we are broadening the scope of these to meet these needs more effectively. We have an energetic programme of work to ensure the succession of high quality leadership in schools in the face of increasing numbers of head teachers reaching retirement age. In support of improved value for money, we will develop a new generation of business managers to ensure that resources are used effectively in 21st Century Schools to achieve the best outcomes for children and young people.

4.42 School support staff have a crucial part to play in improving outcomes for pupils. We have seen a diversification of roles and accompanying training and professional development in support of teaching and learning, the five Every Child Matters outcomes and school business delivery. We are establishing a School Support Staff Negotiating Body to develop a pay and conditions framework for them. This framework will provide the basis for a more systematic approach to professional development for support staff, including through the wider opportunities offered by the 21st Century School.

4.43 The 21st Century Schools consultation document discusses how developing greater partnership working within the school system and a new accountability framework around the new Report Card can drive improvements in outcomes for children and young people. We will set out in a White Paper on the 21st Century School the implications of these new approaches for the schools workforce in spring 2009.

**What does this mean for the Further Education workforce?**

4.44 Success rates in further education (FE) are rising. More young people are achieving in FE and this provides an important gateway to continuing education and employment success. The Further Education workforce, alongside those working in schools, is critical to the delivery of the Government’s reform of the 14-19 curriculum. To support this, DCSF has asked the Training and Development Agency for Schools (TDA) and Lifelong Learning UK (LLUK) to prepare a strategy for the development of the workforce to deliver the 14-19 reforms – with a focus on high quality delivery of Diplomas and functional skills. The strategy will concentrate on sustainable, long-term solutions for the development of the workforce, using existing frameworks and locally-based delivery mechanisms wherever possible. TDA/LLUK will complete the strategy by July 2009.

4.45 People who work with young people in the FE workforce include FE College Principals, other leaders and managers, teachers, tutors, trainers, lecturers & instructors and learning support staff. FE plays a key role in the delivery of education and training to young people (16-18). It is a key partner for the successful delivery of the new 14-19 diplomas and achieving the ambitions of Every Child Matters. It is, therefore, critical that people in this sector work effectively with people in other parts of the workforce – particularly the youth and careers workforces, those working in schools and other people who may be working with individual young people.
In December 2007, Lifelong Learning UK (LLUK) published on behalf of the FE sector the first ever FE Workforce Strategy (2007-2012). This sets out a vision and key priorities for shaping the workforce of the future and improving the skills and professionalism of FE leaders and staff, in order to delivery first class education and training across the FE sector.

The Government will continue to work with FE partners and stakeholders in development of plans for this part of the wider children and young people’s workforce, and to ensure that plans continue to be in line with the vision and ambitions of this strategy.

What does this mean for the youth support workforce?

Aiming High for Young People, published in 2007, set out a case for further investment and reform in the youth support workforce, recognising that the workforce is instrumental in ensuring that all young people are on the pathway to success. However, there are clear challenges to improving the quality and capacity of the workforce that we must address if these reforms are to lead to better outcomes for young people.

First, we have to recognise that the youth support workforce is highly diverse, including full-time and part-time workers from the public, private and third sectors and a large number of volunteers. At its core are people who work in local integrated youth support services, including delivering targeted youth support: youth workers and Connexions Personal Advisers; learning mentors and YOT workers. The workforce also includes people in specialist support roles such as workers involved with substance misuse and teenage pregnancy.

Evidence shows that all people in the youth support workforce require a distinct set of skills and knowledge, to engage and work with young people in order to support and challenge them to succeed. Within these common features there is a need for specific and specialised skills that can vary widely, from working with young offenders to providing careers advice. This will continue to be the case, but there is a need for greater clarity over roles and responsibilities.

Second, increasingly people in the youth workforce are being asked to work in new ways as local services change so that they meet the needs of young people more effectively, including stronger integration across professions and multi-agency working, more co-location of services, a greater focus on young people’s empowerment in service design and delivery, and ensuring provision is available at the right time for young people, such as on Friday and Saturday nights. Among other issues, our partners tell us that this raises significant cultural challenges and the need to create and sustain a shared set of priorities.

Third, the changing nature of young people’s experiences in and out of learning also places new expectations on the youth workforce to share and own priorities around educational achievement and participation. In particular we expect that youth workers, Connexions PAs and others will play a crucial role in ensuring that young people are participating and succeeding in learning as we implement 14-19 reform and raise the participation age. To do this successfully will require stronger partnership across the schools, FE, and wider youth workforce than has been the case to date.

Finally, the diversity of roles and range of skills and competencies presents a real challenge in identifying and delivering the right workforce reforms that will retain existing strengths and specialisms, but also address key problems around capacity and quality.

Our starting point is to deliver effectively the reforms from Aiming High for Young People. Currently we are working with all key sector skills councils to address major cross cutting issues facing the youth support workforce. Funding of £25 million is supporting key measures that include:

- a new drive to support workers in the third sector, particularly helping them to access training and accredit their experience with a focus on supporting the delivery of current priorities. We will set out early next year further details about how this will be delivered across the country;

- a set of measures to raise the level of skills and competencies of the workforce across all levels and address the current confusion in the system over roles and progression. These measures will also aim to raise the status of workers in the sector. They will include the introduction of a youth professional status across the sector, underpinned by a social pedagogy approach. Over the coming months, we will work closely with partners and consult members of the workforce to ensure that this introduction reflects the skills and backgrounds of current practitioners while simultaneously driving up standards;

- a programme of training for up to 5000 current and future leaders and managers of integrated youth support services to be delivered by 2011, including third sector providers. This programme will directly support leaders and managers working across a range of settings and disciplines. **The delivery of these programmes will start in February 2009**;
youth professional status will form part of a new overall skills development framework, which will outline clearer progression routes. The framework will include the development of a common apprenticeship and a foundation degree in youth support work. These measures are aimed both at those within the workforce who want to progress into different areas of work with young people, and attracting new entrants. We also want to see more young people as part of the paid and voluntary workforce. Proposals for a foundation degree are being developed and a timetable for this and the common apprenticeship will be set out in spring 2008;

- testing a new graduate recruitment programme which provides a route to fast-track high-calibre recruits with the potential to be excellent practitioners and eventual leaders and managers. We expect the scheme to respond to key gaps in service provision; and

- we will also make funding available to Local Authorities this year to help them prepare for this programme of reform. CWDC will be contacting Local Authorities by the end of 2008 with details of how they can access this funding and what it can be used for. Up to £2.25 million will be available across England.

These measures will make a significant difference to the capacity and quality of the youth workforce. But the work of the expert group has demonstrated that we may need to go further. In particular, we will look at standards of supervision across the workforce, the organisation of work placements for key roles such as youth workers, and ensuring that current training and development enables the workforce to support young people in the context of raising the participation age and new 14-19 pathways.

Ensuring that the sector and employers continue to shape the current and future reform programme is key to its success and we will be actively consulting, and communicating on progress, as further proposals are developed and existing reforms are implemented.

What does this mean for people working in health?

Children’s health and wellbeing is supported by a wide range of staff, working in universal, targeted and specialist services – promoting healthy lifestyles and providing the support that children, young people and their families require when children are ill or have acute or additional health needs.

Practitioners working in these areas include those in a range of different services with different professional backgrounds – the generalist health service workforce, such as GPs and staff in emergency departments or NHS walk-in centres; and the dedicated children’s health workforce, made up of a range of health professionals trained to work with children, young people and their families in the care, treatment and management of their health problems. These professionals are employed to work solely with children and young people liaising with other agencies, and colleagues in adult health services to ensure the health needs of
the child and young person are met. The following list is not exhaustive but it indicates how many people are involved: paediatricians, children’s nurses, midwives, neo-natal nurses, school nurses, health visitors, paediatric surgeons, allied health professionals, child psychiatrists, clinical psychologists etc.

4.60 The Department for Children, Schools and Families (DCSF) and the Department of Health (DH) will shortly publish the Child Health Strategy, on improving children and young people’s health. The Strategy will build on the National Service Framework for Children, Young People and Maternity Services, and the NHS Next Steps Review published this summer. It will set four overarching ambitions: excellent health outcomes; high quality services; excellent experience of services by children and families; and reducing health inequalities.

4.61 It will only be possible to achieve these ambitions for children’s health with a workforce with the right skills, competencies, experience and capacity, focused on making the necessary improvements: the generalist health workforce able to respond to the health needs of children; the dedicated children’s health workforce with the capacity to respond to children and young people’s acute and complex health needs; and the whole children’s workforce with the core competencies to support healthy child development as well as fulfil child protection and safeguarding responsibilities.

4.62 Strategic Health Authorities (SHAs) have already begun to prioritise their children’s workforce as they respond to the NHS Operating Framework, the NHS Next Stage Review and its plans for “a High Quality Workforce”.

4.63 Following the NHS Next Stage Review, all NHS workforce development will be guided by the following principles:

- the workforce will be developed in co-production with the NHS; the government has a central enabling role but details of change must be determined locally – consistent with the principle of subsidiarity, by which we mean that decisions should be made at the most appropriate level with local decision being made to fit the local situation;

- effective change will be delivered with Clinical ownership and leadership; and

- the whole system must be in alignment around key goals e.g. achieving complex cultural changes, such as making “quality” the organising principle, requires all the different parts of the system to pull in the same direction.

4.64 There has been a significant increase in the NHS workforce since 1997 and much good work is already in progress. But there are still pressure points around some services for example, paediatrics, maternity, neo-natal services, health visiting, school nursing and children’s community nursing services. The Department for Health is continuing to work with commissioners, providers, Strategic Health Authorities and the relevant professional bodies to understand and resolve the issues, taking into account workforce planning capability, the way in
which services are delivered, new ways of working, education and training, regulation, and staffing numbers. The NHS Next Stage Review (Quality Care for All) places a new emphasis on developing clinicians as leaders and managers in the organisations in which they work. There will be investment in new programmes of clinical and board leadership, with clinicians encouraged to be practitioners, partners and leaders in the NHS.

In addition, the Department of Health is introducing a national and co-ordinated Modernising Careers programme for nurses, doctors, allied health professionals and scientists. It is also exploring the opportunity and impact of moving towards a graduate registered nursing profession. Each Strategic Health Authority has recently published its strategic vision for their future health services.

All NHS organisations have statutory or contractual responsibilities in relation to safeguarding and promoting the welfare of children. All Strategic Health Authorities and Trusts will be expected to keep under review their arrangements to make sure they have the policies, skills and competencies, partnership arrangements with other agencies, and monitoring and assurance procedures to ensure that their responsibilities are being met. A key issue for all parts of the workforce is appropriate training on child protection, to ensure all staff have the knowledge and skills to identify signs that a child may be at risk of harm and to respond appropriately. In December 2008, the Chief Executive of the NHS wrote to all NHS organisations asking them to review their arrangements for child protection, play their full part in child protection arrangements and ensure that all staff are receiving appropriate child protection training.

What does this mean for people working in crime and justice?

Youth Justice

Over the last 10 years the youth justice workforce has developed dramatically with the introduction of Youth Offending Teams (YOTs), inter-professional and multi-agency teams that are able to respond to the needs of young offenders in a comprehensive and holistic way. In addition there are other professionals that work directly or indirectly with children and young people including those in secure units and youth courts.

The Youth Crime Action Plan identified the need to ensure the youth justice workforce and professionals who work with children and young people in other services have the capacity and skills to deliver positive outcomes for children and young people. The workforce contributes to reducing the amount of first time entrants to the criminal justice system and the frequency rate of juvenile re-offending. These both have clear and obvious benefits to the outcomes for children and young people both now and in later life.

The Youth Justice Board is a key strategic partner in relation to workforce development in the youth justice sector. They have developed a National Qualifications Framework that consists of different qualifications that ensure all those working in the youth justice sector, including volunteers,
have access to qualifications that reflect their role, their previous education and training and promote practice proven to be effective in reducing youth offending.

4.70 Alongside this strategy, the Youth Justice Board is also publishing its workforce strategy. The strategy identifies that the transition from a centrally-directed and national target-orientated approach to the performance management of local services needs to be managed effectively. It will be essential that YOTs become effective at identifying the appropriate learning and development programmes for their staff and continue to focus on Youth Justice National Qualifications Framework, but also make linkages with broader children and young people’s workforce developments. YOTs are composed of a variety of professionals from police officers to social workers each with their own training routes and qualifications. The Youth Justice National Qualifications Framework allows these professionals to enhance their learning with specialist youth justice qualifications and training.

The Police

4.71 The police workforce consists of a range of professionals including Police Officers, Police Community Support Officers, police staff (operational and non operational) and Police Volunteers. The introduction of dedicated neighbourhood policing teams to help solve local problems has increased the police’s visibility and personal contact with children and young people. These teams have a focus on the needs of the whole community, including children and young people, and their relationship can create additional skills needs alongside increased opportunities to positively influence the ability of more children and young people to achieve the five outcomes. Police interaction with children, young people and their families includes dealing with those involved in crime and disorder to victims of crime, as well as community engagement, school-based policing and positive activities.

4.72 Many of these functions are performed within the statutory responsibilities the police service has in relation to a number of partnership arrangements including Local Strategic Partnerships, Children’s Trusts, Crime and Disorder Reduction Partnerships, Local Safeguarding Children Boards, Local Criminal Justice Boards and many more.

4.73 Changes outlined in the recent Policing Green Paper, and confirmed in the Government’s response to the consultation, are designed to ensure the better deployment and development of all members of the police workforce so that they make the best use of their skills and abilities. The police workforce therefore needs to work effectively with a range of organisations and professionals within the children and young people’s workforce and be supported through the provision of appropriate skills and knowledge at all levels of the organisation.

4.74 In addition, the Government believes that everyone who works with children and young people should understand what it means to be a member of the children and young people’s workforce. As we have
already outlined in Chapter 3 of this strategy, access to the skills and expertise within the Common Core of Skills and Knowledge is central to that. As part of the review of the Common Core, DCSF and the Home Office will work with the National Police Improvement Agency to explore whether there it would be possible to extend the Common Core into those parts of the police force where it might be considered relevant and practical.

What does this mean for people working in sports and culture?

4.76 The Government aims to create a world-class system for PE and sport for children and young people in time for the 2012 London Olympics and to secure this for the longer term through the Olympic Legacy programme.

4.77 Sport contributes to children and young people’s good health and wellbeing and their enjoyment of school and life. Providing five hours of sport for young people is integral to our ambitions to make this the best place in the world for children to grow up, and – as part of the 2012 London Olympics – to become a world-leading sporting nation.

4.78 The Government recognises that people who work in school and community sport are key to delivering the offer of five hours of high quality PE and sport to children and young people. The workforce includes professionals who work full-time in sport, those for whom it is a part of their job and volunteers. Whilst the school and community sport workforce has been developing steadily since 1997, the priority is to continue to grow, embed and sustain it. This includes attracting and retaining the paid workforce and volunteers with clear career progression pathways. Both DCSF and DCMS will continue to work with stakeholders and delivery partners to continue to ensure that the school sport infrastructure and workforce will be in place by 2011 and in the longer term, to enable all young people to take up 5 hours of sport.

4.79 There is increasing recognition of the importance of creative and cultural education to children and young people. Evidence shows that engaging in creative and cultural activities contributes to children and young people’s social and personal development, providing the foundations for effective learning. A very diverse range of professionals deliver these opportunities for children. Some are within the formal education sector, others in museums and libraries and some are in less formal or freelance positions. This diverse workforce is led by a range of different bodies, and workforce development is well advanced in some areas and underdeveloped in others. We also know that there are skills shortages in relation to cultural education across the whole sector and a need for clear ongoing professional development. We will need to address these issues to ensure effective delivery of a universal culture offer for children and young people.

4.80 As part of the implementation of the strategy we will work with national partners and sector leaders from the sport and culture sector to develop plans to support this part of the workforce.
Chapter 5: Delivery of this strategy

This chapter sets out how we will respond to the challenges for the delivery system. It explains the measures that we will take to ensure that, at local and national level, workforce development is taken forward in partnership, and based on evidence. It describes the measures the Government will take to ensure that the roles and responsibilities of organisations in the delivery system are configured to provide optimum support to the workforce.

Leading reform across the whole workforce

5.1 If our ambitions for the whole workforce are to be successful, there needs to be strong leadership of reform at every level. The Expert Group has told us that this is most effective when delivered in partnership with the workforce, their employers and their union representatives. The Social Partnership for the school workforce (the Workforce Agreement Monitoring Group) and the Health Social Partnership offer examples of how partnerships have been developed for some parts of the workforce.

5.2 Nationally Government will provide the framework for reform of the children and young people’s workforce. But we want to strengthen our relationship with partners across the workforce to enable us to work with them in leading reform of the children and young people’s workforce. Therefore we will establish a new National Children and Young People’s Workforce Partnership to support the development and delivery of the government’s priorities for whole workforce reform.

5.3 The Partnership will include people from the workforce, their representatives and others with expertise, for example from unions, employer representatives, Sector Skills Councils, the Association for Directors of Children’s Services and organisations supporting workforce development and reform. Building on the successes of the Children’s Workforce Network and the Children’s Workforce Expert Group, it will sit alongside existing sector partnerships.

5.4 Its remit will be to support the delivery of the priorities set out in this strategy and to ensure that workforce policy is informed by the views and practical experience of the children and young people’s workforce and by evidence of what makes the most difference.

5.5 Informed by the partnership, the Government will review progress and consult on its priorities across the whole and children and young people’s workforce every three years as we move towards 2020.
Strengthening the evidence base and data collection

5.6 An important priority for the Government, and for the new National Partnership, will be to ensure that implementation of the measures set out in this strategy – at national and local level – is supported by robust evidence about what makes a difference to outcomes for children and young people.

5.7 To support this, the Government will, therefore, establish a knowledge bank for the children and young people’s workforce. As a starting point this will give professionals, leaders and managers, sector leaders and policy makers access to the material that was submitted to the Expert Group’s call for evidence. The new Centre for Excellence and Outcomes in children and young people’s services will contribute evidence about the effect that workforce practice and interventions can have on children’s outcomes. We also expect the knowledge bank to draw increasingly on the work of the planned Centre for Excellence for the Health and Care workforce which is being established to support workforce planning in health.

5.8 The Expert Group’s review of the evidence identified a number of areas where it would be particularly beneficial to have a strengthened and more accessible central evidence base, including relating to the impact of different approaches to integrated working on outcomes. We will work with national partners from across the workforce to develop a joint knowledge and research strategy which ensures that resources are focused on addressing these gaps as a priority.

5.9 We also need to improve the data about the children and young people’s workforce, and the ways in which it is analysed, so that national and local partners are better able to understand the support needs of the workforce and to predict future capacity challenges.

5.10 We are currently working to harmonise existing children’s workforce data standards, so that data about the children’s workforce across the education, skills and social care sectors can be more easily collected, shared and used and to develop a revised Data Sharing Framework to support more effective and secure information sharing between public sector organisations and service providers. However, there are some parts of the workforce where only very limited information is collected at present. To further improve the understanding of issues affecting supply and capacity across the workforce, the Department for Children, Schools and Families will develop and consult on plans to collect more accurate data about parts of the workforce for which there is not a current dataset, taking account of the burdens these would place on data providers.

5.11 To support access to the knowledge bank and improve communication with everyone in the children and young people’s workforce the Government and delivery partners will work to develop an integrated communication strategy. This will take advantage of new media and technological advances to strengthen the sense of community across the children and young people’s workforce and make it easier for

---

13 For more information about the Centre for Excellence and Outcomes in children and young people’s services see: www.c4eo.org.uk
14 Proposals for a Centre of Excellence for the Health and Care workforce were announced in A High Quality Workforce – DH 2008
**people to access information, evidence and guidance and to talk to each other.** This will include rationalising the number of websites aimed at different parts of the workforce and supporting new communities of practice which help the people in the workforce to form groups and contribute to blogs and discussion groups.

**Local leadership of reform**

5.12 A national approach cannot in itself deliver effective workforce reform throughout the system. Most workforce planning and development must take place at a local level where activities can be tailored to meet local priorities and take account of wider strategic arrangements and processes for achieving local ambitions.

5.13 Leadership should be provided at a strategic level by Children’s Trusts which bring together in partnership the key agencies for the delivery of outcomes for children, many of which employ people who work with children and young people. Children’s Trusts should take a clear lead in developing, implementing and reviewing local workforce reform, and in commissioning local services and training that enable it to happen – and need tools and support that enable them to do this well.

5.14 Following recent consultation on plans to strengthen Children’s Trust arrangements, the Government is proposing to establish Children’s Trust Boards as statutory bodies required to produce and publish the local Children and Young People’s Plan (CYPP). To reinforce the importance of whole workforce planning, a **strategy for deployment and development of their local workforce should be included in the CYPP.** This would locate responsibility for the development, delivery and review of a strategic approach to local workforce reform jointly and clearly with the partners who make up the Children’s Trust Board. Between them, these partners will represent both key children’s services employers and commissioners for the local area.

5.15 Clarifying the responsibilities of Children’s Trusts will also enable workforce issues to be considered as part of wider strategic planning and priorities. Children’s Trusts should be firmly positioned within the Local Strategic Partnership (LSP). The LSP provides the forum for setting the strategic vision for a local area and for agreeing the priorities for improvement in the Local Area Agreement and associated targets. It provides the means through which children and young people’s issues can be fully integrated into the concerns of the wider community. The Children’s Trust is responsible for informing and influencing the work of the LSP as it relates to children, young people and families, and for identifying and championing children and young people’s interests within the process of agreeing and implementing targets in the Local Area Agreement.

5.16 The Children’s Trust also has a key role in influencing, through the Local Strategic Partnership, infrastructure planning at local and regional level to ensure that the needs of children, young people and their families are fully reflected in the development of local housing, regeneration and transport plans.
5.17 As major employers of the children and young people’s workforce, Local Authorities and Primary Care Trusts will also want to demonstrate excellent practice in terms of their corporate workforce strategy. For Local Authorities, Lead Members for Children’s Services and Directors of Children’s Services have an important role to play in ensuring that corporate workforce planning complements and supports the Children’s Trust’s aspirations for the children and young people’s workforce. Primary Care Trusts also have an important contribution to make to the local planning process, and will need to ensure their local plans are aligned with their Local Agreement priorities for health and well-being.

Support for local leadership

5.18 Children’s Trusts Boards will need support from national partners in the delivery system to enable them to develop, deliver and review their local workforce strategies in the context of regional and national workforce planning. Over the past year, national, regional and local partners, led by the Children Workforce Development Council, have come together to develop an overarching framework for workforce reform in response to requests from Children’s Trusts. The framework sets out the seven key areas where Children’s Trusts need to make progress in order to improve outcomes for children, young people and families. The seven key areas are illustrated in the workforce reform rainbow which is reproduced in figure 5.1. To support each area of reform, the framework includes descriptions of what success in each of these key areas would look like from the perspective of children and young people, teams, services and Children’s Trusts.

To help Children’s Trusts to assess and drive progress, the Children’s Workforce Development Council is trialling a toolkit which gives them practical ways to explore

Figure 5.1: Children’s Workforce Development Council’s Framework for workforce reform
their progress against the framework and understand what more they need to do to address the whole workforce challenges set out in this chapter. National partners continue to work together to develop a co-ordinated menu of support for Children’s Trusts that will help them meet their local challenges.

5.20 Effective commissioning can be an important lever for raising workforce quality, and for driving forward whole workforce reform. The quality of services for children and young people is dependent on the workforce. Services can only meet children and young people’s needs if the people who deliver them have the right skills, knowledge and experience. Effective commissioning therefore needs to reflect a deep understanding of, and set high expectations for, the skills, knowledge and experience that those delivering the service will possess. This will enable service providers to ensure that staff are supported to work in new ways where appropriate, for example to promote more integrated working, as well as having opportunities for continuing professional development.

5.21 In addition to commissioning services, Children’s Trusts and the partners who form them, may be commissioners of training for their local workforce, particularly multi-agency training. This needs to be done in a way that complements regionally and nationally commissioned training, supports integrated working, avoids duplication and ensures consistent quality across the workforce. As part of implementing a local workforce strategy, Children’s Trusts also need to ensure that all parts of the workforce, whether in the private, public or third sectors, have access to the training they need to do their jobs effectively.

5.22 The Government has recently launched a Commissioning Support Programme for Children’s Trusts, which aims to improve outcomes for children, young people and families through effective commissioning of services by Children’s Trust partners. The programme will run until April 2011 and will cover the commissioning of all services for children, young people and their families, including both health and education. It is jointly sponsored by the Department for Children, Schools and Families and the Department of Health, and will complement and reinforce the aims of World Class Commissioning in health services. Through the resources and bespoke support provided by the programme, the Programme will support Children’s Trusts to develop approaches to commissioning that support effective workforce reform.

5.23 In addition we want to ensure that Children’s Trusts receive more coherent support. Therefore, we will strengthen the local support activities of the Children’s Workforce Development Council, National College of School Leadership and Training and Development Agency for Schools, to develop a joint offer of support to Children’s Trusts. This will include developing and delivering individual workforce support plans.

---

15 More information about the workforce reform toolkit can be accessed through the Children’s Workforce Development Council’s website at: http://onechildrensworkforce.cwdcouncil.org.uk
16 More information about this programme can be found at: http://www.commissioningsupport.org.uk/
for Children’s Trusts, differentiated according to needs. And, in partnership with Government Offices, they will develop a regional learning and development programme to ensure Children’s Trusts have the necessary expertise to plan for and manage workforce change.

Organisations supporting the workforce

5.24 The evidence considered by the Expert Group presented a picture of a very complex delivery system – there are a large number of organisations, some with overlapping remits and roles, which support the workforce. These organisations will be critical to the delivery of this strategy and we must ensure that they combine to form a coherent and effective delivery system.

5.25 The Government expects that the new National Children’s Workforce Partnership will improve coherence in delivery. But it will not in itself create the delivery system that this Strategy needs. To do that, we must also consider the need for improvements to working practices, and clarify the roles and responsibilities of a number of organisations in the delivery system.

Sector Skills Councils

5.26 Sector Skills Councils are employer-led partnerships which receive Government funding to support development of Sector Skills Strategies with the objectives of reducing skills gaps and shortages; improving performance of the sector; increasing opportunities to boost the skills and performance of everyone in the sector’s workforce; and improving learning supply including apprenticeships, higher education and National Occupational Standards.

5.27 Different occupational groups within the children’s workforce are covered by the ‘footprints’ of different Sector Skills councils including Life Long Learning UK, Creative and Cultural Skills, Skills for Health, Skills for Justice, Skills Active (covering sport and play workers) and Skills for Care and Development. These councils have worked together, through the Children’s Workforce Network to coordinate their work across the whole workforce.

5.28 The Children’s Plan highlighted our intention to explore the scope for bringing within the remit of the Children’s Workforce Development Council some groups that are currently supported by other sector skills councils. Building Brighter Futures: Next Steps for the Children’s Workforce pointed out that the publication of the Children’s Plan together with the forthcoming re-licensing of Sector Skills Councils, made it timely to reappraise the remits of the children and young people’s workforce Sector Skills Councils.

5.29 Re-licensing of the Sector Skills Councils which have responsibility for parts of the children and young people’s workforce will take place in early 2009. We will work with the organisation leading re-licencing, the UK Commission for Employment and Skills, to ensure that the interests of the whole children and young people’s workforce will be taken into account during this process and the options for remit rationalisation are fully explored.
Workforce Reform Organisations

5.30 A number of organisations will be key to delivering the reforms in this strategy. These include the Training Development Agency for schools, the Children’s Workforce Development Council and the National College of School Leadership.

5.31 These organisations need to work closely together if we are to be able to deliver the priorities set out in this strategy, particularly those which need to have impact on the whole children’s workforce and support integrated working. There are also a number of particular areas in which we expect them to build on their current joint working, to develop stronger and more coherent packages of support to the whole children and young people’s workforce. As set out in chapter three, these include developing proposals for support of leadership and management; developing a more integrated approach to recruitment; addressing priority gaps in the evidence base which supports children and young people’s workforce development and providing a joint offer of local support to Children’s Trusts.

Roles and Responsibilities

5.32 We need to take heed of the concerns expressed by members of the Expert Group about the overlap of responsibilities of workforce bodies and the appropriateness of organisations with a single sector focus.

5.33 The Department for Children Schools and Families will therefore undertake a review of the roles and responsibilities of the workforce support organisations it sponsors – the Training and Development Agency for school, the Children’s Workforce Development Council, the National College of School Leadership, General Teaching Council for England and the National Academy for Parenting Practitioners. The review will consider whether they are configured appropriately to provide the most effective delivery of workforce reform and development. Delivery activities must and will continue during the review period.
Chapter 6: How to get involved

This chapter describes how people in the workforce, children, young people and their families and others who are interested can get involved in commenting on the proposals in this strategy.

6.1 This strategy is ambitious, and has implications for everyone who works with children and young people. As Government and its partners take steps to make it a reality, we want to continue our conversation with everyone affected – and particularly the workforce itself – about what it means for them. This dialogue will shape the work of the National Children and Young People’s Workforce Partnership and the plans we make for specific sectors of the workforce from early 2009. You can be part of the conversation by:

- discussing the strategy document with others. You might want to talk to colleagues within your own profession or from other organisations and backgrounds. Let us know what you discussed by emailing us at ChildrensWorkforce.Strategy@dcsf.gsi.gov.uk

- responding, and encouraging others to respond, to these specific questions:

1. Do you support our vision for the children and young people’s workforce in 2020?
2. Do you agree with the priorities we have set out for addressing issues that affect the whole workforce? How can you help to achieve them?
3. Do you find the tables in Annexes B and C setting out what integrated working means for different people in the workforce helpful?
4. What does the strategy – including the vision – mean for how you do your job now, and what your profession will need to look like by 2020? What does it mean for how you will work with other people in the workforce?

5. Will the strategy help you address the challenges facing you (as an individual member of the workforce, as an organisation or as a Children’s Trust) now and in the future? What else do Government and its national partners need to take into account in the further plans we develop?

6.2 The questions are available online on the DCSF consultation website: http://www.dcsf.gov.uk/consultations/conDetails.cfm?consultationsld=1591

6.3 You will also be able to contribute by attending a consultation event or joining in with a consultation activity early in 2009. We will post further details on how to get involved at: www.everychildmatters.gov.uk/deliveringservices/childrenandyoungpeoplesworkforce
Annex A: Members of the Children’s Workforce Expert Group

The full list of members of the Expert Group is as follows:

**External Chair:**
Maggie Atkinson, President of ADCS and DCS of Gateshead Council

**Members:**
David Bartlett, Fatherhood Institute (attended instead of Duncan Fisher)
Viv Bennett, Deputy Chief Nursing Officer
Fiona Blacke, National Youth Agency
Ian Carter, ACPO Youth Issues Staff Officer & Essex Police
Dr Hilary Cass, Royal College of Paediatrics and Child Health
Nasso Christou, Archway Children’s Centre
John Chowcat, Aspect
John Dunford, ASCL
Paul Ennals, Children’s Workforce Network & National Children’s Bureau
Steve Munby, National College for School Leadership (NCSL)
Joanne Grail, Delaware Primary School, Cornwall
Steve Grainger, Youth Sports Trust
John Guy, Farnborough Sixth Form College

Jane Haywood, Children’s Workforce Development Council
Jane Held, LGA – Narrowing the Gap Project
Graham Holley, TDA
Maggie Jones, Chief Executive of NCVCCO
Chris Keates, NASUWT
Christina McAnena, UNISON
Doug Nicholls, General Secretary, The Community & Youth Workers’ Union (CYWU)
Liz Railton, Together for Children
Brian Strutton, GMB
Mike Thomas, Head of Youth Offending Services, West Sussex
Jane Williams, PCT, NHS, Warwickshire
Richard Williams, Chief Executive, Rathbone
Annex B: Integrated Working – What it means for people in the Workforce

<table>
<thead>
<tr>
<th>What needs to do</th>
<th>Work in an universal service (e.g. Early Years, play, education, health, social care)</th>
<th>Work in a universal service, but have specific responsibility for a service for children and young people with additional needs</th>
<th>Work in a specialist role with wide responsibility for a service for children and young people with additional needs (e.g. Children in Need in relation to social care or Education Welfare Officer)</th>
<th>Work closely with others to deliver as part of an integrated service (e.g. long-term youth support for the Royal Navy and children in the armed forces)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To do the best for children, young people and their families, I need to</td>
<td>- Feel part of a children’s workforce, and that my contribution is valued</td>
<td>- Understand the role of practitioners and families in the workforce</td>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
</tr>
<tr>
<td>- Feel part of a children’s workforce, and that my contribution is valued</td>
<td>- Understand the role of practitioners and families in the workforce</td>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
</tr>
<tr>
<td>- Understand the role of practitioners and families in the workforce</td>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some of the tools that help me do this are

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Assessment Framework (CAF)</td>
<td>Used to identify a child with additional needs or a Child in Need (Children Act 1989)</td>
</tr>
<tr>
<td>Children’s Workforce Network statement of values for integrated working for children and young people</td>
<td>A common approach to induction training and development opportunities, including those focused specifically on skills for integrated working</td>
</tr>
<tr>
<td>Multi-agency training and development opportunities, including those focused specifically on skills for integrated working</td>
<td>Common core of skills and knowledge relevant to working with children and young people, including how to work in partnership with parents/caregivers</td>
</tr>
<tr>
<td>Feel part of a children’s workforce, and that my contribution is valued</td>
<td>Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
</tr>
<tr>
<td>Understand the role of practitioners and families in the workforce</td>
<td>Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
</tr>
<tr>
<td>Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May need to do</th>
<th>Use pre-CAF to decide if a child needs a Child Protection Plan or pre-CAF</th>
<th>Use a Common Assessment Framework or pre-CAF to identify a child with additional needs or a Child in Need</th>
<th>Use ContactPoint to identify a child with additional needs or a Child in Need</th>
<th>Use ContactPoint to identify a child with additional needs or a Child in Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use pre-CAF to decide if a child needs a Child Protection Plan or pre-CAF</td>
<td>- Use a Common Assessment Framework or pre-CAF to identify a child with additional needs or a Child in Need</td>
<td>- Use ContactPoint to identify a child with additional needs or a Child in Need</td>
<td>- Use ContactPoint to identify a child with additional needs or a Child in Need</td>
<td>- Use ContactPoint to identify a child with additional needs or a Child in Need</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Might be a (these lists give examples of job roles and areas of work (not exhaustive) to be considered)</th>
<th>Adult mental health worker</th>
<th>Children’s Trust executive; School governor</th>
<th>Children’s Trust executive; School governor</th>
<th>Head of Children’s centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Feel part of a children’s workforce, and that my contribution is valued</td>
<td>- Understand the role of practitioners and families in the workforce</td>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
</tr>
<tr>
<td>- Understand the role of practitioners and families in the workforce</td>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some of the tools that help me do this are</th>
<th>- Common Assessment Framework (CAF)</th>
<th>- Children’s Workforce Network statement of values for integrated working for children and young people</th>
<th>- Multi-agency training and development opportunities, including those focused specifically on skills for integrated working</th>
<th>- Feel part of a children’s workforce, and that my contribution is valued</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Common Assessment Framework (CAF)</td>
<td>- Children’s Workforce Network statement of values for integrated working for children and young people</td>
<td>- Multi-agency training and development opportunities, including those focused specifically on skills for integrated working</td>
<td>- Feel part of a children’s workforce, and that my contribution is valued</td>
<td>- Understand the role of practitioners and families in the workforce</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May need to do</th>
<th>Use pre-CAF to decide if a child needs a Child Protection Plan or pre-CAF</th>
<th>Use a Common Assessment Framework or pre-CAF to identify a child with additional needs or a Child in Need</th>
<th>Use ContactPoint to identify a child with additional needs or a Child in Need</th>
<th>Use ContactPoint to identify a child with additional needs or a Child in Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use pre-CAF to decide if a child needs a Child Protection Plan or pre-CAF</td>
<td>- Use a Common Assessment Framework or pre-CAF to identify a child with additional needs or a Child in Need</td>
<td>- Use ContactPoint to identify a child with additional needs or a Child in Need</td>
<td>- Use ContactPoint to identify a child with additional needs or a Child in Need</td>
<td>- Use ContactPoint to identify a child with additional needs or a Child in Need</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Might be a (these lists give examples of job roles and areas of work (not exhaustive) to be considered)</th>
<th>Adult mental health worker</th>
<th>Children’s Trust executive; School governor</th>
<th>Children’s Trust executive; School governor</th>
<th>Head of Children’s centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Feel part of a children’s workforce, and that my contribution is valued</td>
<td>- Understand the role of practitioners and families in the workforce</td>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
</tr>
<tr>
<td>- Understand the role of practitioners and families in the workforce</td>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contribute to a Common Assessment Framework or pre-CAF, a multi-agency planning, assessment, planning, intervention and review process, and to support a locality or group of children and young people with disabilities, teenage parents, young offenders</td>
<td>- Contribute to the effective working of the Children’s Trust or partnered CAF team and to lead the strategy for the Local Children’s Trust, Chair multi-agency panels/meetings (including those for children who are subject to a Child Protection or care plan)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2020 Children and Young People’s Workforce Strategy
Annex C: Child and Young Person’s perspective on integrated working

User Perspective

Support my growing up and help me be prepared
I and my family members get support to help me to be healthy, safe and to achieve my potential. We get good advice and support about things that might be difficult and in times of change to help us make informed decisions.

Know me, listen and hear:
Someone knows me and my family members and talks with us about how things are going. They know me as a whole person and talk about my strengths as well as any problems I might have.

Understand my needs and respond in time:
Someone sees that I and my family members need support. They work with us to properly understand the need to offer us information and advice so that we can decide what is best to do.

Plan with me:
Someone I trust works with my family members to fully prepare my need. They plan with us to work out an action plan for me and to decide who can help.

Build me a team:
Someone brings together all the people I need to support me and my family members. They make sure that we can access this support and that we are getting it.

Make sure it happens:
Someone makes sure that I and my family members have access to things we need.

Keep talking to me:
Someone works with me and my family members to see whether the support has made a difference and whether we need further help.

System Perspective

Personalised Services
Every child and their family has a personalised (early) learning and child care, family support and health services, geared to their level of development. Every young person will have access to learning and positive youth activities relevant to the individual.

Prevention
Every child and family or young person has access to information, preventative advice and support tailored to their needs to enable them to deal with transitions and unanticipated events.

Early Identification and Responsiveness
Every child and family, or young person, has someone who knows them, relates to their needs, and knows how to identify and respond to a potential need and access wider services.

Holistic Assessment and Action Planning
Where the child or young person requires additional services, someone with a potential need that relates to themselves and to their family will work with them and their family to assess their needs holistically. Support will be provided by the local multi-agency team or the Integrated Team. Where additional needs are identified, the child, family, or young person, will be fully involved in the development of a personalised action plan.

Integrative Team
Where a child or young person needs support from an integrated team, it will be:
- accessible;
- collaborative (working in partnership with the child and family or young person);
- flexible (in offering services that meet individual needs and make effective use of resources);
- joined-up (working effectively as a team and sharing information appropriately) and coordinated by a lead professional.

Effective Working
Where a child or young person has received additional support, the child, their family, or young person, will be fully involved in a regular review of progress. This will determine whether further services are needed and will ensure that the level of support is appropriate and maintained.

Workforce Perspective

Universal Services
Providing appropriate support, personalisation and coordination services

Multi-Agency Teams
Identifying needs early

Assessing their needs

Providing information and advice

Providing the child, family and specialist services

Coordinating and managing specialist services

Reviewing progress

Specialist Services
A commitment from
The Children’s Plan

2020 Children and Young People’s Workforce Strategy