



THIRD DRAFT

OXFORDSHIRE'S CHILDREN AND YOUNG PEOPLE'S WORKFORCE DEVELOPMENT STRATEGY 2010-2013

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CWDC Success Criteria

Creating a world class workforce for children, young people and families



What would success look like?

Childrens	Team	Service	Children's Trust
I am certain that everybody I deal with will understand enough about me to see what's best for me.	People identify themselves as part of one children's workforce and share a common vision of success and purpose.	People identify themselves as part of a wider children's workforce and share a common vision of success.	Shared strategy for workforce reform and delivery in response to local need.
I understand what people are talking about and how people are working for me.	People demonstrate shared values and use common language.	Actions are based on a set of values that are aligned between organisations, expressed in a common language.	Shared communication procedures and protocols are adhered to.
I know that I and my family/carers will get the best help to make my life better.	There is an identified team around the child which is co-ordinated by a lead professional and which recognises individual expertise.	Positive outcomes drive collaborative behaviours of organisations and these are clearly described as part of everyone's role.	Agreed priorities and shared accountability for all outcomes for all children and young people.
I know that someone will bring together all the people I need to support me and my family/carers. They make sure that we are getting the support.	Professional expertise is valued and the appropriate team is well led in meeting the needs of the child.	Redesigned, remodelled, reshaped services and roles. Redesign and remodelling informed by the opinions of children, young people and their families. Good understanding of how organisations complement one another.	All children's trusts to have effective arrangements for early identification and work with all services playing their part.
I am confident that the workers I meet have the right skills to help me solve my problems.	Training in key areas is team-based, all staff learn new processes and skills together.	Workforce skilled, experienced and knowledgeable, developed to deliver positive outcomes.	Sufficient numbers and mix of staff at each level appropriately deployed to meet children's needs. Skills gaps identified and commissioned across all partners.
I only tell my story once and may choose to add to it. When I meet a new worker they know about me and know what I am trying to sort out.	Common assessments, clear protocols on sharing information, briefing and handing over clients.	Jobs done by the person with the most appropriate skills. Understanding of other people's roles and skills leads to positive, appropriate engagement.	Workforce deployed in response to local need.
I see the same person every time, and they have time to listen to me. I know they take my safety seriously.	Team is well resourced with appropriate skills available to support workload. Safeguarding issues are discussed and team members dealing with them feel well supported.	Enough people to provide services, supported in their work and who are excited by the opportunities a career in the children's workforce offers. Safeguarding key to work.	Mobility is well managed, succession planning is in place. Diverse workforce reflecting the children they serve. Common procedures and protocols agreed and adhered to.
I know what the plan is, because I helped write it - it's my plan.	Children and young people involved as part of the team in service planning, design and delivery.	Services based on and responsive to the needs and voices of children, young people and families.	We evaluate the impact of workforce deployment and activities against outcomes for children.

Current Progress Report on Green Arc of the Rainbow Tool

**Oxfordshire Summary Report of the CWDC Integrated Workforce Tool – the
'rainbow tool' - December 2009**

This report summarises the findings from the Children's Workforce Development Council's One Children's Workforce tool exercise in December 2009.

The tool aims to help the Children's Trust to evaluate where it is on developing a one children's workforce – a workforce that is integrated and high-quality and making the best contribution possible to local Every Child Matters outcomes and the Children and Young People's Plan.

It's different to other assessment and improvement frameworks in that it looks at the children's workforce across all sectors and professions of the Children's Trust. It focuses on those aspects of workforce reform that are crucial to working together to deliver Every Child Matters outcomes.

This report is a summary of the results of the tool (an on line questionnaire) which asked participants to score where we are on a scale of 1 to 5, 1 being Fragmented and 5 being Integrated and high quality. We had 54 responses (45 minimum were required) from across all sectors of the children's workforce including the third sector.

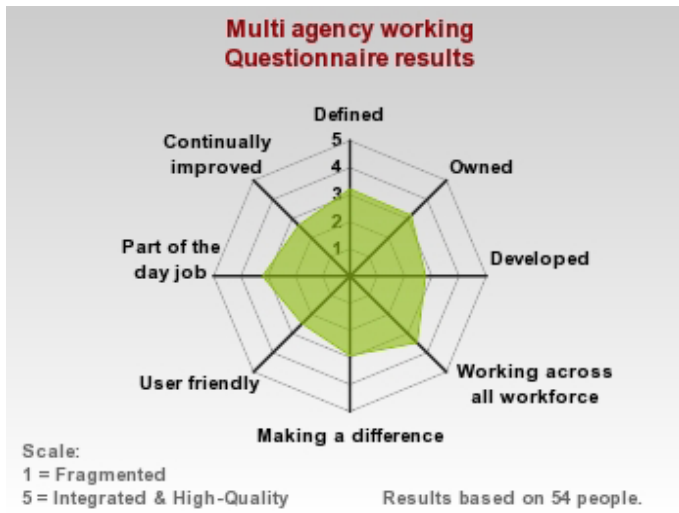
In December the exercise focused on the following areas of **integrated working**:

- Integrated Working – Multi Agency working
- Integrated Working – Information Sharing
- Integrated Working – Common Assessment Framework
- Integrated Working – Team around the Child
- Integrated Working – Lead Professional

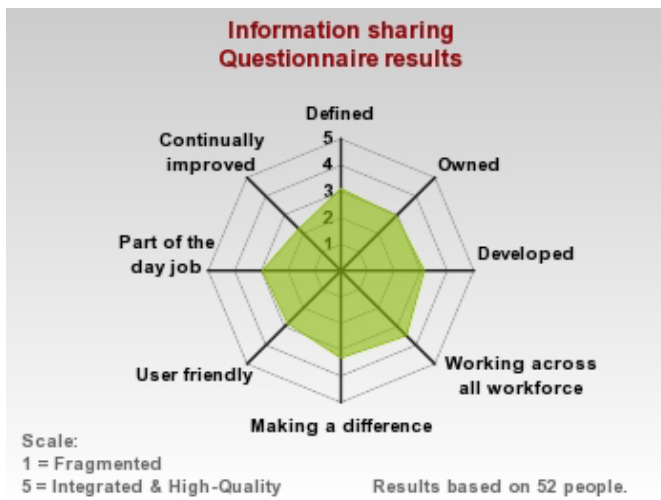
The high level results show that in most areas of integrated working we judge ourselves to be in the middle of the scale (scoring 3), although we think we are a little more fragmented on continually improving the processes of integrated working.

The spider charts below show the results for the specific results for the different areas of integrated working.

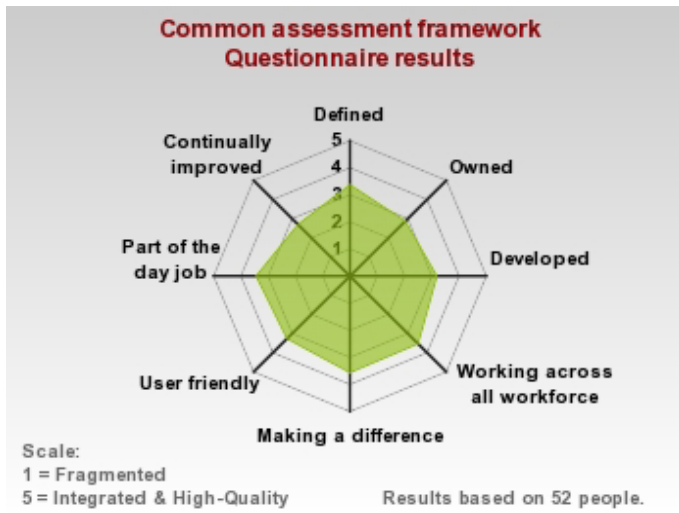
Multi Agency Working Results



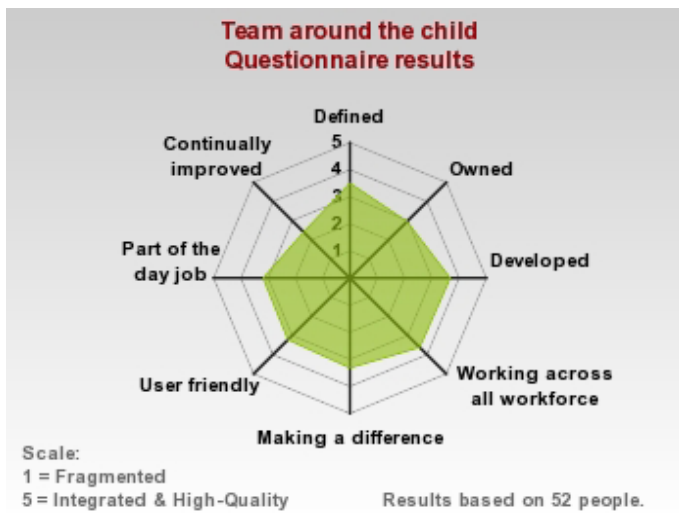
Information Sharing Results



Common Assessment Results



Team Around the Child Results



Lead Professional Results



The actions required as a result of this assessment of integrated working are:

- Drill down to look at the individual sectors results and follow up any unexpected results and areas for development.
- Ensure these actions are included in the Workforce Development Strategy 2010-2013.
- Review the data with the workforce development sub-group in February 2010 (completed) and use this data as a benchmark for future assessments.
- Develop better links with colleagues in the Justice and Crime sector (because we only had a very few responses from them).

We will use existing consultation groups to present this information to children and young people and ensure that they have the opportunity to comment on the draft Workforce Development Strategy before it is finalised.

This tool does not have a start and finish date, rather the intention is for Children's Trusts to use it to review and support improvement on an ongoing basis. There will be opportunities to examine our progress against the other areas of the "rainbow" at a future date.

		confidently with children and with others.		Use the integrated Qualifications Credit Framework during 2010 to work towards this, building upon strengths already in NVQ centres plus other qualifications available for those who work with children.			CWD team, especially the Flying Colours Centre
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ANNEX 5

Other Related Strategies and Plans

Name of Strategy/Plan	Detail of Link	Responsible Officer/ Organisation
HR and OD Strategy (November 2006)	Identifies features of an effective workforce and outlines actions to achieve this.	Andrew Butler, HR Business Partner, Oxfordshire County Council
Health and Social Care Community Workforce Development Framework	Identifies workforce development that supports health and social care providers to achieve improvements in outcomes for service users.	Graham Armitage, Director, Oxfordshire and Bucks. Mental Health NHS Foundation Trust
Children and Young People's Plan CYPP	Sets out the strategies, vision, priorities and plans for achieving better outcomes for children and young people.	Sian Rodway, Strategic lead- performance, Commissioning, Performance and Quality Assurance, Oxfordshire County Council
Schools Workforce Development Plan	Sets out vision and implementation plan for workforce development within the education sector, linked to TDA priorities for schools	Anne Carter, Strategic lead- children's workforce development (and schools' workforce development), Oxfordshire County Council
Local Succession Plan for School Leadership	Sets out the strategy and actions for local succession planning, linked to National College requirements	Angela Joinson, schools' adviser , Oxfordshire County Council
Children's Centres and Extended Services Strategy	Sets out the vision and development plans for providing access to quality learning and leisure and easy access to relevant services.	Oxfordshire County Council-Annie Davy & David Scott-Batey
Youth Workers' Recruitment and Retention Strategy	Sets out the vision and plans for a number of initiatives to recruit and retain children's services staff.	Ruth Ashwell, Service Manager – Operations, Oxfordshire County Council

Name of Strategy/Plan	Detail of Link	Responsible Officer/ Organisation
Youth Justice Plan	Sets out the approach for the Youth Offending Team in terms of workforce planning and development	Tan Lea, Strategic Lead – Youth, Oxfordshire County Council
SUCCESS Project – now in CYPP	Sets out a vision and actions for improving the outcomes for vulnerable and disadvantaged children and young people in Oxfordshire as part of the CYPP	Jan Paine, Head of Service, Young People and Access to Education and Southern Area
Parenting Education and Support Strategy	Sets out the vision and development plans to support parents to enable their children to achieve the ECM outcomes.	Alison Partridge, Strategic Lead – Participation and Play/ Hannah Farncombe, Service Manager (Strategy, Performance and Development), Oxfordshire County Council
Strategy for the Involvement and Participation of Children and Young People	Covers a spectrum of Children and Young Peoples involvement and participation	Alison Partridge, Strategic Lead-Participation and Play
Adult Learning Plan	Sets out a vision and actions for adult learners in Oxfordshire.	Jane Dixon, Head of Adult Learning, Oxfordshire County Council

Name of Strategy/Plan	Detail of Link	Responsible Officer/ Organisation
Safeguarding and Prevention Strategy	Sets out the approach to ensure child protection and safeguarding training for all who come into contact with children in Oxfordshire.	Oxfordshire County Council and Oxfordshire Safeguarding Children's Board OSCB
14-19 Education Plan	Sets out the approach for the 14-19 stakeholders, including workforce planning and development.	Sandra Higgs, Strategic lead 14-19, Oxfordshire County Council
Our Sporting Future	Sets out the strategic framework for Sport and Active Recreation in Oxfordshire	Oxford Sports Partnership
Oxfordshire 2030 Partnership Plan	Sets out a partnership plan for improving quality of life in Oxfordshire	Oxfordshire Partnership
Commissioning, Performance and Quality Assurance Business Plan 2010-2013	Sits below the strategic framework and delivers the vision that it sets out	Paula Tansley, Head of Commissioning, Performance and Quality Assurance-Oxfordshire County Council
Commissioning Strategy	Sets out commissioning intentions and joint commissioning arrangements for OCC and the PCT	Sarah Breton, Strategic lead-Commissioning
Recruitment and Retention Strategy 2009-2014	Sets out corporate priorities for recruitment and retention	Sue Corrigan, Strategic HR Manager-Oxfordshire County Council
Capacity Building and Infrastructure Development for the Voluntary and Community Sector in Oxfordshire	Sets out a stakeholder engagement strategy	Catherine Lacey, Chief Executive-Oxfordshire Community and Voluntary Action
Inclusion Strategy	Identifies objectives and values to ensure fairness to all in Oxfordshire	Janet Johnson, lead officer Inclusion, Oxfordshire County Council
Children, Young People and Families Strategic Equality and Diversity Plan	Ensures a culture where people of all backgrounds and experience feel appreciated, included and valued	Sharon Fleming, service manager, -Oxfordshire County Council

Name of Strategy/Plan	Detail of Link	Responsible Officer/ Organisation
Careforce Oxfordshire	Joint strategy across health and social care services of Oxfordshire Health sector plus OCC (and Bucks CC ?) for shared workforce development projects through pooled resources	Jill Crook – overall Project Director

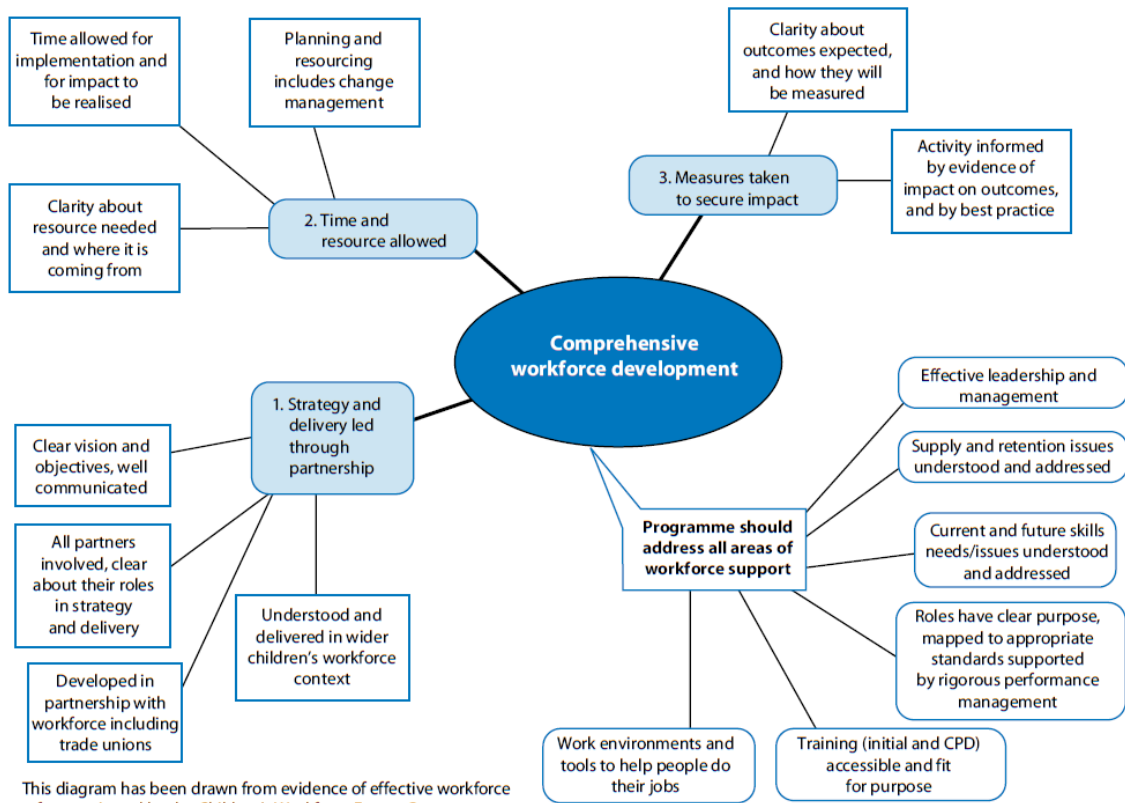
Other?

Oxfordshire Corporate
Plan

via Sian Rodway

Whole Workforce Vision, DCSF 2020 Document

Figure 4.1 Key elements of comprehensive workforce reform



Reports from the December 2009 Children's Trust Board CWD Conference

**Report From Children's Workforce Development
Conference- 4 December 2009- to the Children's Trust Board**

Summary of Key Issues:

- **A highly successful conference on Children's Workforce Development was attended by a wide range of partners from across the Children's Workforce**
- **An analysis was completed of our progress so far across the workforce against the Every Child Matters outcomes.**
- **The priorities for the workforce development strategy 2010- 2013 were consulted upon and discussed, as part of gaining commitment to the next 3 year strategy, linked to Oxfordshire's Children and Young People's Plan**

Main body of report

Workforce development is a key element behind the firm establishment of the Children's Trust and it's priorities for making a difference for Oxfordshire's children and young people. The overall conference aim was to promote the importance of securing high quality, well trained people in all parts of the workforce and partner agencies, working effectively with each other for the benefit of Oxfordshire's children and young people.

The conference was well attended by a number of our partners from all levels of responsibility in relation to children's workforce development. The delegates included members of the Children's Trust Board, representatives from the stakeholder groups working with children and young people including Health, Sport and Leisure, schools, Strategic Leads from Oxfordshire County Council and the Children, Young People & Families Directorate, and members of the current Children's Workforce Development (CWD) Sub-Group and Action Group.

The context for Oxfordshire's developing workforce for children's services was outlined by key staff within Oxfordshire, sharing data about the composition and new roles and relationships for the workforce, the range of sectors and partners needing to work together in different ways, and the current and imminent issues within the local and national agendas for the workforce.

Delegates had good opportunities for debate across deliberately "mixed up" table groups which supported introductions, networking and an understanding of the breadth of roles across the children's workforce plus the importance of integrated

working. As multi-disciplinary teams the table groups completed an analysis and a shared rating of ECM outcomes for children in Oxfordshire.

Professor Anne Edwards from Oxford University spoke about “The implications of collaborative multi agency working for all the professionals involved”. Her thoughtful, research-based insights triggered lively debate and thinking about the culture changes that are required to work successfully in an integrated way across the children’s workforce. Professor Edwards has agreed to join as a partner in Oxfordshire’s CWD Sub-Group from 2010.

Discussions extended into an exercise to help shape and consult on the development of the Children’s Workforce Strategy 2010- 2013. These issues and ideas have been recorded under each coloured arc of the rainbow and these will be built into the new strategy.



Conference delegates were also shown more detail on the national “One Children’s Workforce Tool” and the way it enables us to engage specific sectors of the workforce. The tool provides a practical analysis of progress with integrated working practices and gives the Children’s Trust a process for benchmarking our progress locally and nationally. This focuses on the key success criteria for the impact of effective integrated workforce development on our children and young people.

The outcomes of the conference were:

- a better understanding of the new context and multi-agency approaches for children’s workforce development for all participants
- a commitment to the work and priorities for 2010- 2013
- a first stage consultation on the shape and content of the CWD strategy
- a shared understanding of issues around ensuring the strategy is put into action

The enthusiastic feedback and the connections made seem to have fostered, and should continue to result in, a greater commitment from the partners to

stronger multi-agency approaches for this aspect of the work of the Children's Trust.

Oxfordshire's new draft Children's Workforce Development Strategy, growing out of this conference, will go to the next sub-group meeting in February before wider consultation prior to publication in March 2010.

TO FOLLOW - IDEAS FROM 'RAINBOW ARC THEMES' MULTI-AGENCY DISCUSSION GROUPS PLUS SUMMARY OF MULTI-AGENCY ECM REVIEW UNDERTAKEN AT CONFERENCE

High Quality, Appropriately Trained Workforce- Blue Arc

Links with other partnerships & plans, including the CYPP, to improve coherence.

Use Anne Edwards work (Oxford University CWD project) to share learning & investigate the value of supporting staff with the culture change that comes with integrated working.

Pathways & Qualifications within an integrated framework

Create qualifications and training that enables movement across children's services and that has flexibility.

Other notes

Need to define clear pathways through volunteering into work experience especially for vulnerable people which will be a win-win as a large employer. Play workers – we need to acknowledge the core skill in play work (recognised in the Cambridge review).

Need to think longer term, what do we need the children's workforce to know & train it accordingly.

Accept working in the 21st Century is about IT skills, being flexible in location etc and that requires skills and competencies.

Schools asked "a workforce appropriately trained for what?" - academic achievement balanced against vocational skills. It's easy to get bogged down.

Need to identify the skill required in giving advice (it's difficult for trainers)
All workers should have a common core of skills.

From a social care perspective we should take the identification of the training needs back to what the community needs. There are loads of para-professionals

who understand local needs but families should have a choice who to deal with (GPs, home/school link workers, schools etc).

We should supply a number of different solutions to families (after consulting them on needs).

Not always face to face training (expensive) but need to accommodate different learning styles.

Managers and Leaders

They are the most influential group of people & they need to be encouraged to be proactive and to innovate.

They need more support to get through the “old attitudes”.

Induction

Time should be spent in other locations e.g. Teachers and Social Workers visit each others' places of work for a day to share personal experience and use the time to its very best value.

This strategy should be aiming to influence the training content of Teachers and Social Workers courses. For example, in Health the post graduate training at the University is commissioned by Health so the content is well targeted.

“**Day in the Life**” – should be formalised as it pays huge dividends.

We must involve children and young people and get the benefit of their creativity.

The Children's Trust should explore where we have achieved the “best learning” and use the access to internal consultancy/expertise and establish **panels** to explore really tough areas of work (where we are struggling).

Complementary Roles focussed around children & young people (indigo Arc)

Midwifery Services should work with Health Visitors at least part time to get the early interventions established.

FACEIT central team should be social worker leading the team.

Other points

Cross Agency training should include inducting new staff.

We need flexibility (as appropriate) to local context (to facilitate complimentary working).

Developing joint working to include healthy schools and YOS and FACEIT teams.

Looking AND listening.

Joint assessment (e.g. CAMHS and PCAMHS, PCAMHS and FACEIT).

Integrated Working Practices (Green Arc)

Common Language (will support a shared vision& improve understanding)

Communication between school and external agencies/families/medical services etc).

Family & Child centered.

One fundamental assessment body (CAF).

Shared Training.

Behaviours focussed on positive outcomes for Children (yellow arc)

Level 3 workforce with focused behavior & communication.

Ensure that induction for all staff in the children's workforce using the common core/induction standards.

Skills are needed to really listen to the needs of the child and what they are saying.

Every Child Matters

Red/orange arc -

* shared identity, purpose and vision

* common values and language

These 'arcs' go together in helping people to work in an integrated way and in seeing themselves as part of a wider children's workforce. The common focus is on the 5 outcomes for every child, to which we all contribute.

Building shared values and emphasising these (around the 5 outcomes) matters in creating shared purpose and language - we agreed this point made by Professor Anne Edwards in her talk.

There is a challenge in learning each others' language e.g. the 4 levels/tiers are very new to schools and are much more complex than this 4 level structure looks.

We need a common approach to Induction focused on Every Child Matters - the core competences will also help in achieving shared identity and language. Everyone should know, and have a copy of, the core competences - and check (how) these are in the relevant national standards for their job.

Keywords and multi-agency groups targeted through L & D opportunities will help to develop these things. Shared training and common information and signposting should be developed.

We can help to embed these 'arcs' through learning from work shadowing, work placements etc in other settings. Nurse training and medical training takes this approach.

It would help to develop shared protocols e.g. for sharing training information, how training is charged/paid for, etc. We need an overview and pooling of resources/training where possible. Joint recruitment and retention activities would help to reinforce these things.

Every Child Matters exercise from the conference

	S	H	A	P	E	Key
Looking Good	2.2 2.3 2.3 2.2 2.6 2.1 2.5	1.2 1.1 1.4	3.5. 3.2 3.2	4.2 4.1 4.4	5.2 5.4	<p>1.1 Parents, carers & families promote healthy choices</p> <p>1.2 Physically healthy</p> <p>1.3 Mentally & emotionally healthy</p> <p>1.4 Sexually healthy</p> <p>1.5 Live healthy lifestyles</p> <p>1.6 Choose not to take illegal drugs</p> <p>2.1 Parents, carers & families provide safe homes & stability</p> <p>2.2 safe from maltreatment, neglect, violence & exploitation</p> <p>2.3 Safe from accidental injury and death</p> <p>2.4 Safe from bullying & discrimination</p>
Underway	2.4 2.6 2.1 2.1 2.2 2.4 2.5 2.4	1.5 1.1 1.3 1.4 1.4	3.5 3.1 3.3 3.5 3.3 3.4 3.1 3.6	4.4 4.3 4.6 4.5 4.1 4.2	5.6 5.1 5.3 5.2 5.3 5.1	<p>2.5 Safe from crime and antisocial behaviour in & out of school</p> <p>2.6 Have security, stability and be cared for</p> <p>3.1 Parents, carers and families support learning</p> <p>3.2 Ready for school</p> <p>3.3 Attend and enjoy school</p> <p>3.4 Achieve stretching national educational standards at primary school</p> <p>3.5 Achieve personal & social development & enjoy recreation</p> <p>3.6 Achieve stretching national educational standards at secondary school</p> <p>4.1 Parents, carers and families promote positive behaviour</p> <p>4.2 Engage in decision making and support the community & environment</p> <p>4.3 Engage in law-abiding & positive behaviour in & out of school</p>
Not really happening yet		1.3 1.6	3.6		5.5	<p>4.4 Develop positive relationships & choose not to bully or discriminate</p> <p>4.5 Develop self confidence & successfully deal with significant life changes & challenges</p>

		1.3			5.5	<p>4.6 Develop enterprising behaviour</p> <p>5.1 Parents, carers & families are supported to be economically active</p> <p>5.2 Engage in further education, employment or training on leaving school</p> <p>5.3 Ready for employment</p> <p>5.4 Live in decent homes & sustainable communities</p> <p>5.5 Have access to transport & material goods</p>
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S = Stay Safe
H = Be healthy
A = Achieve & enjoy
P = Make a positive contribution
E = achieve Economic well – being

Summary of the exercise

Looking Good – 31% of the outcomes were ranked as looking good. This included the majority of the safety and healthy indicators (1 & 2).

Underway – 58% of the outcomes were ranked as underway including the remainder of the healthy and safe indicators. Many of the achieving and enjoying learning and education standards were put into this group as were most of the making a positive contribution and achieving economic wellbeing outcomes.

Not really happening – 11% of the outcomes were ranked as not really happening including 3 of the healthy indicators around mental health and drug taking. Access to transport and material goods were put into this category by a couple of groups.

Children's Workforce Development Strategy For 2010-2013

Draft Schedule For Planning, Consultation and Commitment

Autumn 2009	Review/refresh of current strategy plus review of provision and capacity and discussions and engagement with multi-agency partners in Oxfordshire.
December 2009	CTB/children's workforce development conference across partners to share information and discussions and to further develop thinking on multi-agency and integrated working towards the strategy for the next phase.
January 2010	First draft of 2010-13 Strategy.
February and March 2010	First draft to be sent for views to: <ul style="list-style-type: none"> • Head of Service, Chair of Sub-Group • Children's Workforce Development Sub-Group members • OCYPT Board Then
Early Summer 2010	<ul style="list-style-type: none"> • Children's Workforce Development Conference invitees and attendees • Oxfordshire County Council Strategic Leads (and teams) • Other interested parties e.g. OSCB, WFRSG/L&D at SSC, DLT & DST in CYPF, etc? • Via children and young people, those linked to workforce development (e.g. schools' councils in Training Schools ? as well as other participation groups, Youth Parliament ? – as appropriate and proportionate..... • Families and parents? e.g. through Children's Centres, LOCOs etc.
Summer 2010	Later draft to Children's Workforce Development Sub-Group and Children's Trust Board members and others to be part of consultation and commitment processes.
Autumn 2010 For implementation January 2011 onwards?	Confirmation of Strategy and draft delivery plan, linked to: <ul style="list-style-type: none"> • Children and Young People's Plan priorities and workforce delivery plan • levels of commitment plus commitments made • capacity • resources available

Checks have been made for:

Any common format or essential requirements for Children, Young People & Families and/or Children's Trust Strategies?

Any common approach to consultation processes for Children, Young People & Families and/or Children's Trust Board strategy documents

GLOSSARY

CAF	Common Assessment Form
CPD	continuing professional development
CWDC	Children's Workforce Development Council
CYPF	Children, Young People and Families (Directorate in OCC)
CYPP	Children and Young People's Plan
EQIAs	Equality Impact Assessments
EY	Early Years
IQF	(national) Integrated Qualifications Framework
NVQ	National Vocational Qualification (current system)
OCC	Oxfordshire County Council
OCVYS	Oxfordshire Children's and Voluntary Youth Services
QCF	Qualifications Credit Framework
TAC	Team around the Child