



HM Government

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# Children's Workforce Strategy

Update – Spring 2007

Building a world-class workforce for children,  
young people and families

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Every Child Matters

Change For Children



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# Ministerial Foreword



Last year we set out our ambition for transforming the children's workforce in the *Children's Workforce Strategy – building a world class workforce for children, young people and families: The Government's response to the consultation*.

The Government's drive to improve the schools system has seen a transformation in achievement which the workforce has helped to drive, shape and support. We want to mirror these achievements for the wider children's workforce.

We have set an ambitious agenda, and we are clear that we must be realistic about the pace of change. Developing a world-class workforce cannot be achieved overnight. Nor can it be achieved by a single Government Department or a single agency. However, we are not working alone. This is a necessary cross-government agenda and we rely on the support of other Departments to deliver it. Equally important has been the enormous contribution of the CWDC and CWN. And we depend crucially on local authorities and their partners to deliver and implement their workforce strategies locally.

During the past year we have made considerable progress in a number of areas. In the Early Years, we are raising the quality of the workforce with the development of the Early Years Professional Status (EYPS), which will help drive up quality of provision and support the delivery of integrated services for young children. This year the first graduates have been awarded EYPS.

The work of social workers and those in social care touches the lives of many children and families during difficult times in their lives. This is challenging and important work and we are committed to a high quality workforce. That is why we undertook with the Department of Health the Options for Excellence Review to consider how the social care workforce could be developed and supported in working in different and innovative ways.


There has been enormous progress locally to adopt more integrated working practices, supported by the new Common Assessment Framework and lead professionals. We want to see this progress continue and accelerate, with a workforce well equipped to achieve the culture change needed to make integrated working a reality for children and their families.

The development of the Integrated Qualifications Framework will have a fundamental impact on the sector, when fully implemented. It will make a real difference by providing for the first time an opportunity to the workforce to build up a portfolio of qualifications and skills that will enable them to take greater control of their careers and allow them to undertake a number of job roles.

This document is an interim progress report, an update of where we are now after twelve months of hard work. But this is only the start of the journey. Later this year we will publish a Children's Workforce Strategy *Refresh*, which will set out our future plans for the next stage of our reform. In Chapter 10 of this document we have highlighted the themes which might form the framework for the *Refresh* and we would like your views on these proposals. Please use this as an opportunity to let us have your thoughts.

The quest to improve the life chances for all our children – and the knowledge that we have contributed to this development – should I hope fill all of us with a sense of accomplishment as we lay solid foundations for the future.

I would like to send my personal thanks to each and every one of you for your contribution over the past year and in the future as we embark on the next stage of our reform.

A handwritten signature in black ink, appearing to read 'Beverley Hughes', written in a cursive style.

**Beverley Hughes**  
**Minister for Children, Young People and Families**

# Children's Workforce Development Council (CWDC) Perspective



The CWDC recognises how much has already been achieved in establishing our shared vision of a world class children's workforce which meets the needs of all our children, young people and families. Alongside our partners, over the past year we have established a set of firm foundations upon which we can build to make this vision a reality.

Last year's Children's Workforce Strategy was justifiably ambitious and far reaching in its intention to create multi-agency teams capable of working across traditional boundaries. We welcomed this aspiration and the intention to develop high quality provision that can be delivered through a fully integrated workforce. Our consultations with children and young people, employers and leaders have shown the importance and value of placing children at the centre of service provision. And over the past year we have worked with local, regional and national partners to begin to develop the workforce that children, young people and families want and need.

From this work we know how hard people are working to deliver better outcomes for children, young people and families. The workforce and their leaders are committed to change and have been imaginative, resourceful and successful in making real progress and they have shown us the way in delivering change. Children, young people and families have been clear about what they want from us.

We will continue to deliver on our commitments and play a central role in supporting the implementation of the Children's Workforce Strategy. In the coming months we will work with our partners to ensure the Government's "Refresh" of the strategy capitalises on the work that has been done and sets out a clear direction to meet the our shared ambition of a well-trained and well-supported children's workforce.

**Jane Haywood**  
**Chief Executive Officer**  
**Children's Workforce Development Council**

# Children's Workforce Network (CWN) Perspective



This update report demonstrates clear evidence of progress in integrating the children's workforce during the last year. Across the sector there is increasing recognition of the benefits to children and young people, and to the workforce itself, that comes from working together in different ways. One year ago there were some groups who felt anxious that the proposed programme of integration might dilute their separate specialisms; that anxiety is now largely dissipated. However, there is still a good deal of work to be done to ensure that the specialist skills, knowledge and values particular to each sector are not lost in the drive towards integration.

Locally we are seeing rapid progress towards closer joint working. Different staff groups are working together in teams, and the traditional role boundaries are starting to crumble, as services reshape around the needs of children, young people and families. Inspection reports are delivering positive early signs of improving outcomes. Joint training is becoming the norm rather than the exception.

The picture varies, of course, from area to area, and some sectors of the workforce have made less progress in integrating their training, structures and practices. But there is a strong appetite now for practical tools to help local practitioners and planners to deliver services in new joined-up ways, and there is pressure on central and local government to provide more support for this irresistible direction of change.

Nationally, the members of the Children's Workforce Network have demonstrated real personal commitment to partnership working. Progress against the headline milestones disguises much more progress behind the scenes – where agencies have learnt that by working together they can achieve more towards objectives which they discover they have in common. The regulatory bodies have found common cause with the sector skills

councils and other workforce development bodies, and a common language is emerging across our sector. Our shared challenge is to translate the goodwill and the rhetoric into real change on the ground; to embed the learning from groundbreaking local projects into practice that affects everyone; and to dismantle the remaining artificial barriers to joint working that still remain from the days before "Every Child Matters".

A handwritten signature in black ink, appearing to read "Paul Ennals". The signature is written in a cursive style and is positioned above a solid blue rectangular block.

**Paul Ennals**  
**Chair of CWN**



# 1. Introduction



In February 2006 we published the Government’s response document to the consultation on the Children’s Workforce Strategy.

In this strategy we presented a vision of a world- class workforce that:

- strives to achieve the best possible outcomes for all children and young people, and reduce inequalities between the most disadvantaged and the rest;
- is competent, confident and safe to work with children and young people;
- people aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers; and
- parents, children and young people trust and respect.

We called Chapter 3 of that document “What we will do now”. In it we listed the actions we would take with our partners to support the development of local workforce strategies, strengthen safeguarding and improve outcomes for children in care, tackle the key strategic challenges and make early progress against immediate sectoral priorities. This document updates you on delivery of those actions.

We will continue to develop the priority areas and will seek further to reinforce the Strategy and develop additional areas in the Children’s Workforce Strategy *Refresh* document, which we plan to publish in Autumn 2007.

## 2. Supporting the development of local workforce strategies



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### Support for local workforce strategies

#### *The commitment*

To support, through CWDC, the Government Office Directors for Children and Learners in their networking with Directors of Children's Services (DCSs) so that workforce issues were fully addressed.

#### *The response*

CWDC has now established a regional infrastructure with Regional Development Managers taking in most regions from June 2006. CWDC has provided substantial web-based guidance and consultancy to support workforce planning. They are now mapping children's workforce support networks in local areas and forming links with Regional Skills Partnerships, Directors for Children and Learners, Directors of Children's Services and regional Sector Skills Council (SSC) leads. Local LSCs and HE institutions have also been consulted throughout the process. They are planning a range of workshops and conferences to support local needs.

CWDC offered consultancy support to local workforce planners in the first part of 2006-07. Around 100 local authorities decided to take up the offer. CWDC's online toolkit supporting local workforce planning was updated in May and November 2006 and is well used. It can be found at <http://www.cwdcouncil.org.uk/advice/index.htm>

CWDC also published an analysis of local workforce planning in January 2007.

One of the key messages that came out of the first stage of consultancy support was the importance of engaging with the voluntary and private sectors in workforce planning. As a result of this CWDC launched a £3.3 million fund in order to support local areas engage with voluntary and private sector employers to enable them to deliver their local workforce strategy. CWDC will be reporting on this activity in April 2007.

The Improvement and Development Agency (IDeA) and the Local Government Employers worked with CWDC to produce the guidance for children's services on developing a local Children's Workforce Strategy (CWS) so that it is compatible with and links to the Local Government Pay and Workforce Strategy (LGPWS) guidance. Local Government Analysis and Research (part of the Local Government Association) have been working with CWN/CWDC on National Minimum Dataset for children's services compatible with the Local Government National Minimum Dataset. And IDeA with CWDC produced guidance available on both their websites on the links and overlaps between the LGPWS and the CWS and how they complement each other.

### **Streamlining workforce planning**

#### ***The commitment***

We said that we would aim to reduce and streamline demands on local partners, with DfES working with the Cabinet Office, HM Treasury, the Office of the Deputy Prime Minister, Department of Health, the Department for Culture, Media and Sport, the Department for Trade and Industry (as the sponsor Department for Regional Development Agencies), and the Department for Work and Pensions (as the sponsor of Jobcentre Plus), to agree a simplified, streamlined set of arrangements for strategies covering workforce planning and workforce development across health, social care and children's services.

#### ***The response***

We consulted our stakeholders at national, regional and local level, to seek their views on the best way forward to progress this commitment. They wanted practical support from the Government to implement their plans rather than further changes to the workforce planning process. We will work with a small steering group of key stakeholders to identify the priorities for this work.

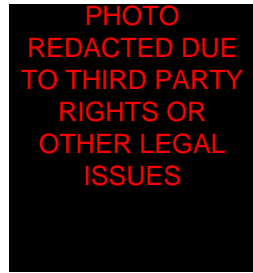
## Case study – Supporting the development of local workforce strategies

### Regional Workforce Networks – South East

Local area children's workforce strategy leads in the South East come together regularly at networking events facilitated by the Children's Workforce Development Council. These events offer a chance for those developing and implementing integrated children's workforce strategies to share the experiences of their local area, and to learn how others in the region are tackling similar challenges. This is felt to be particularly helpful in supporting local areas to maintain a focus on the bigger picture of integration as they bring together workforce planning across all children's services.

The network is not just about sharing experiences, however, but about practical collaboration, on the basis that what makes for effective integrated working locally applies just as much at regional level. Members have decided to pool efforts to tackle common challenges. They have agreed a handful of regional priority issues, and joint approaches to addressing them are being developed. This led to success in a collaborative bid to the Children's Workforce Development Council's "new types of worker" programme to develop a framework for a training module to support integrated working.

### 3. Strengthening safeguarding and improving outcomes for children in care



#### Issue revised “working together to safeguard children” guidance

##### ***The commitment***

To issue revised guidance by spring 2006.

##### ***The response***

In December 2005 the Government published the Local Safeguarding Children Board (LSCB) section of the new “Working Together to Safeguard Children” guidance. The full document, incorporating the LSCB guidance, was published online at: [www.everychildmatters.gov.uk/workingtogether](http://www.everychildmatters.gov.uk/workingtogether) in April 2006. It sets out how individuals and organisations should work together to safeguard and promote the welfare of children. Every local authority had established an LSCB that covered their locality by 1 April 2006.

In addition, we set out in spring 2006 revised guidance for safeguarding and promoting the welfare of children across the children’s workforce in a new version of *Working Together to Safeguard Children*, informed by the recent public consultation exercise. Also, in April 2006 we established a network of regional Allegations Management Advisers (AMAs), to help local areas put in place effective procedures for handling allegations of abuse against staff. In November, we published *Safeguarding Children and Safer Recruitment in Education* – guidance for schools, pupil referral units, Further Education colleges and local authorities. This guidance sets out the safeguarding responsibilities for these bodies, and also provides recruitment best practice for use by these and other organisations, such as supply agencies that supply staff to the education sector, contractors and other Learning and Skills Council-funded providers. Much of the guidance is underpinned by regulation. The guidance came into force on 1 January 2007.

Fifteen AMAs took up post in Government Offices in April 2006, with a further AMA taking up post in September 2006. They have developed working relationships with local partners and are helping to establish procedures for handling allegations of abuse against staff and

safe recruitment practices. In October 2006 we published a consultation on proposed changes to the regulations made under section 142 of the Education Act 2002 (List 99). This consultation closed on 2 January 2007. We aim to publish the results of the consultation at the end of March and introduce the new regulations on 28 February.

In April 2006 the Roles and Competences for Health Care Staff: Intercollegiate document, was published by the Royal College of Paediatrics and Child Health in collaboration with the Royal College of Nursing, Royal College of Midwives, Royal College of General Practitioners, Community Practitioners and Health Visitors Association and Amicus, supported by the Department of Health.

### **Introduce new legislation to ensure those working with children and young people are safe to do so**

#### ***The commitment***

To consult early in 2006 on a more wide-ranging set of proposals for transforming outcomes for children in care.

#### ***The response***

The Green Paper, *Care Matters: Transforming the Lives of Children and Young People in Care* was published on 9 October 2006. It set out a radical package of proposals to transform the lives of children and young people in care. The Green Paper was expanded from the original commitment in the Schools White Paper to cover not just the educational achievement of children in care but wider outcomes, such as health, and longer-term outcomes. It contained substantial proposals for the care workforce, including the creation of a tiered workforce of foster and residential carers. The tiered model, structured around the needs of a child and the skills/competences needed by carers, would offer a ladder of career progression, with carers being able to gain the skills, training and opportunities to equip them to move within the workforce.

The Green Paper consultation ended on 31 January 2007. We are now in the process of analysing responses and will publish a response to the consultation in the Spring, which summaries the feedback that we have received and sets out our spending plans for 2007-08. In the Autumn we will be publishing a 'next steps' document detailing our plans for taking forward the proposals in the Green Paper.

## Increase effectiveness of the workforce in securing better outcomes for children in care

### *The commitment*

Review practice and recommend new approaches towards delivery.

### *The response*

Following on from the Green Paper we have set up four working groups to explore some of the big ideas in more detail with relevant stakeholders. One of these groups is exploring the radical idea of social care practices, which are small groups of social workers undertaking work with children in care commissioned by, but wholly independent of the local authority.

We have also continued the implementation of the Integrated Children's System (ICS) across all local authorities with children's services responsibilities, as a business process and practice tool that delivers a focus on outcomes and enables best practice for all children's social workers and their managers. We have led on building the key components of the ICS and the Children Act legislative framework into the Social Work degree and the post-qualifying framework. We have also worked to develop piloting budget-holding by the lead professional for children in care, and are linking this work with the existing pilots on Budget-Holding Lead Professionals (BHLP).

## Support foster carers

### *The commitment*

To work with key stakeholders – including local authorities – to develop proposals for a national minimum allowance for foster carers and – following the recently published consultation – aim to issue a target rate or rates, and associated guidance, in July 2006.

### *The response*

The National Minimum Allowance was announced in July 2006. We have made clear that we expect fostering providers to work towards these rates from April 2007 and we shall be monitoring progress. It is therefore too early to make an assessment of the impact of this policy. However, we estimate that foster carers in 34 local authorities will receive higher allowances as a result of the National Minimum Allowance.

The CWDC is producing Training and Development Standards for Foster Carers to provide employers with a framework to develop training and professional development plans for carers in their first two years of fostering. The consultation period ran from 1 February to 16 March 2007. The standards will be launched during Fostering Fortnight, which will run from 14 to 27 May 2007.

As a response to the Green Paper we have also set up a working group, chaired by Lord Laming, to explore the issue of placement reform – including how a tiered model of foster care might work in practice – and to consider implications for the workforce. CWDC is represented on the Group, which will report in March 2007. We would expect the tiered model to be underpinned by skills and qualifications incorporated within the Integrated Qualifications Framework. In addition, the group will consider how we will achieve a greater supply of foster and residential carers.



## 4. Improving recruitment, retention, and the quality of practice



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### Develop an Integrated Qualifications Framework for the children's workforce

#### *The commitment*

To put in place plans to develop an Integrated Qualifications Framework.

#### *The response*

There has been good progress in developing the Integrated Qualifications Framework (IQF), which will help provide improved career pathways and enable members of the workforce to develop their individual roles and have their skills and knowledge recognised. The IQF will support movement between and integration across the different sectors that make up the wider workforce.

The work to develop the IQF is being taken forward by the Children's Workforce Network. The project and programme management arrangements that have been established will ensure the active participation of all the member organisations that make up the CWN, and engagement and consultation with a range of other stakeholders. The project is being led by CWDC and is on target to deliver by 2010.

A detailed project plan has been agreed and a public summary of the plan; *Clear Progression towards an Integrated Qualifications Framework* was published on 1 November 2006.

Consultation and collaboration has been a feature of the work to date. Stakeholder conferences held in April and November have helped to shape the project's activities and these have been supplemented by regular newsletters. Copies are available for download on the CWDC IQF website

<http://www.cwdcouncil.org.uk/projects/integratedqualificationsframework.htm>

Formal arrangements have been agreed between CWN and QCA to ensure that developments complement wider qualifications reform, and new units, based on the Common Core of Skills and Knowledge, have been developed to be part of the QCA test and trials of the new Qualifications and Credit Framework (QCF).

### **Consider the future link between that framework and employee rewards**

#### ***The commitment***

To ask CWDC to investigate the extent to which recruitment and retention issues are linked to questions of pay, rewards and other terms and conditions.

#### ***The response***

In April 2006, Ministers commissioned CWDC to carry out work examining the evidence on pay and rewards in the children's workforce, to be carried out in two phases: a summary of evidence to be produced by the end of June 2006; and a final report including recommendations due by September 2006.

The final report of the work, which covered the CWDC footprint, was published in September 2006 and makes recommendations about undertaking activities and developing arrangements to support further reform and modernisation of the workforce. DfES is working closely with CWDC to explore further the options for establishing a mechanism to take forward modernisation.

The report also makes recommendations about promoting diversity in the workforce and developing strategies to encourage workforce mobility. Work to address those recommendations is being carried forward through the CWN and CWDC 07-08 workplans.

Recommendations about support for those seeking to achieve the new Early Years Professional Status will be informed by the ongoing evaluation of the Transformation Fund and further consultation with employers.

The summary of evidence and the final report is available on the CWDC website.

## Disseminate best practice in working with parents and carers through a new national parenting academy

### *The commitment*

To explore ways of developing a national parenting academy, which could deliver training in modern evidence-based programmes on working well with parents and carers.

### *The response*

The commitment to increase and improve work with parents nationally was made by the Prime Minister at the launch of the Respect Action Plan on 10 January 2006. To enable existing professionals to access rigorously evaluated and evidence-based training in specific techniques for supporting parents and carers, delivered by properly qualified trainers, we will establish a National Parenting Academy, which will deliver training in modern evidence-based programmes on working well with parents and carers.

Work is under way to enable us to meet this commitment. We have completed the following:

- Ministers announced the intention to establish a National Academy for Parenting Practitioners (NAPP) on 13 November 2006.
- Widespread media announcement/call for Expressions of Interest was issued on 4 December 2006.
- We conducted a Supplier event on 18 December to inform the parenting sector of the NAPP's remit and detail the Sourcing Stage of the NAPP Project.
- We are now entering into dialogue with three shortlisted consortia, following which we will evaluate final proposals and select our preferred supplier.
- We are working to award the grant to deliver the business of the NAPP in April 2007.
- In the meantime we are delivering training to the parenting workforce through two key Respect initiatives: Family Intervention Projects and Parenting Early Intervention Pathfinders.

## 5. Bringing services together around the needs of young children and their families



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**Implementing the Childcare Bill duties for providers to work together to offer integrated early childhood services which will improve outcomes for young children**

### *The commitment*

Implementing the duties of the Childcare Bill.

### *The response*

The Childcare Act, which received Royal Assent on 11 July 2006, places a duty on local authorities, working with their NHS and Jobcentre Plus partners, to improve the five ECM outcomes of young children in their area, and reduce inequalities between them. This is to be secured through the planning and delivery of early childhood services that are integrated to maximise access for and benefits to parents and their young children; that identify and actively encourage the engagement of families who need support but do not readily use the services; that involve Private, Voluntary and Independent (PVI) providers and parents; and that take account of the views of young children themselves.

The new duties will commence on 1 April 2008 and will be supported by statutory guidance, which managers and staff in all local authorities, PCTs, Strategic Health Authorities and Jobcentre Plus must have regard to. We will shortly publish a draft of this guidance for consultation, with the aim of publishing the final guidance later this year, well in advance of commencement.

### **Maximising the opportunities of extended schools**

#### *The commitment*

To continue to expand the extended schools programme.

### ***The response***

The target of 2,500 schools offering access to the full core offer<sup>1</sup> of extended services by the end of 2006 was exceeded. We are well on the way to achieving the target of 6,000 schools providing access to the full core offer by September 2007 and all schools doing so by 2010.

We have also been producing a wide range of guidance for local authorities and schools on extended services, including: guidance on planning and funding extended schools; extended schools “know how” leaflets; and have in the pipeline a toolkit on school improvement; a toolkit for governors on extended services; a revised extended schools prospectus; and guidance on governance and management of extended services in schools and children’s centres.

## **Developing a workforce with a common core of skills and knowledge**

### ***The commitment***

CWN to incorporate the Common Core of Skills and Knowledge into National Occupational Standards for the workforce by 2008.

### ***The response***

Sector bodies are reviewing the National Occupational Standards for which they have responsibility, as part of the development of the Integrated Qualifications Framework. This includes agreeing arrangements with UK-wide partners for the development of common transferable units to facilitate movement and progression across the UK.

## **Support for integrated working**

### ***Our vision for integrated working***

We want to see services delivered around the needs of the child, not around the specialism of a particular practitioner or agency. Increasingly this will involve practitioners working in a multi-agency setting, where they are part of an integrated children’s service rather than an individual service for children. Reflecting this, we want to see them working in a new way, where working across professional boundaries and sharing information about a child’s needs is the norm. We want them to understand how and when they can share information lawfully and be confident in doing so. Where practitioners are assessing the needs of a

1 The core offer includes:

- A varied menu of activities (study support) – including activities before and after school, such as homework clubs, sport, music, arts and crafts or other special interest clubs, volunteering or business and enterprise activities;
- Wraparound childcare available 8am-6pm;
- Parenting support;
- Swift and easy referral to specialised support services;
- Wider community access to services and facilities.

child, we want them to take account of the full range of the child's needs, using the holistic Common Assessment Framework (CAF), and use it to work with the family and other practitioners as necessary to develop a comprehensive support plan. Where they are the Lead Professional (LP) for a child, we want them to work in partnership with the family, acting as the lead contact with services and helping ensure that the provision is focused on achieving the right outcomes for the child.

### ***The commitment***

We said that we would develop, on a national level, a range of practical tools to support local areas in joining up services for children and young people across agency and professional boundaries and that we would offer a range of support to assist local authorities and their partners to enable coherent implementation.

### ***The response***

The CAF will enable practitioners from different professional backgrounds and agencies to complete a holistic, initial assessment of a child's needs for support. A draft CAF was trialled alongside the LP role in 12 local areas from April 2005. Trialling involved a range of sectors including schools, health settings, social services, Connexions and youth offending teams, and the results were used to develop a revised version of the CAF issued in April 2006.

Since April 2006, local authorities nationally have been implementing the CAF as part of their new arrangements for more integrated working practices through children's trusts.

We have also started work on a strategy for IT-enabling the CAF. An initial assessment indicates that a national eCAF system would provide the best solution – in order to assess more fully the costs, benefits and feasibility of such an approach, we are currently supporting five local authority-based pilot sites to develop exemplar local eCAF systems. Assessment of these pilots, together with further work to develop the business case, will inform a decision in summer 2007 about whether and how to proceed with a national eCAF system.

During 2006-07 CWDC is leading a "light-touch" review of CAF/LP/ Information Sharing (IS) implementation. Information from the review will contribute towards reviews of the CAF/LP Guidance documents, and be used to inform discussions with CWDC about future action to promote implementation of Integrated Working within the children's services workforce.

## Further developments in the lead professional role, including testing a new budget-holding role

### *The commitment*

To introduce a second phase of trialling of the generic Lead Professional role and also to pilot the Budget-Holding Lead Professional role.

### *The response*

The Lead Professional role was trialled, alongside the CAF, in 12 areas from April 2005 and the results used to refine guidance on the role issued in April 2006. The new guidance is now being implemented nationally by local authorities. We are also now piloting the concept of Budget-Holding Lead Professionals, with the aim of testing whether better service packages for core groups of children and families could be delivered by giving lead professionals a budget with which to procure goods and commission services directly from providers. We have established 15 BHLP pilots in 16 local authorities to trial the BHLP concept. The pilots were established in June 2006 and will run up to April 2008. Five of the BHLP pilots are also Targeting Youth Support (TYS) pathfinders. Following publication of the Green Paper, *Care Matters: Transforming the Lives of Children and Young People in Care*, we are also adding a new strand to four of the pilots to focus on children in care.

## Developing Integrated Youth Services and Targeted Youth Support

### *The commitment*

To establish a framework to deliver effective Integrated Youth Services and Targeted Youth Support.

### *The response*

Integrated Youth Support Services (IYSS), as set out in the Youth Matters Green Paper, are intended to bring together the planning, commissioning and delivery of young people's services with young people at the centre. Positive activities, voluntary action, information advice and guidance and integrated targeted youth support will form the core of these integrated services, with a range of additional services in each area dependent on local need.

These services will require more flexible ways of working – maintaining the unique professional competences of each occupational group whilst melding staff together into strong effective teams. There are already many examples of this in existing services, and it is recognised that the leadership skills required to manage such teams require specific attention<sup>2</sup>.

<sup>2</sup> "Championing Children", DfES

A programme has been set up to deliver what is possibly the most challenging element of IYSS i.e. the reform of targeted youth support services. We will be working with this programme at national and regional levels to share learning and experience, and to ensure local areas benefit from a coherent approach to support joined-up working across services. Government Offices, supported by the Training and Development Agency for schools (TDA), are offering a range support to local areas to achieve the structural, workforce and cultural changes necessary to implement targeted youth support reforms.

This support is based on the proven targeted youth support change process used in 14 local authority pathfinders during 2006, as well as in the development of extended schools. The change process has been strongly endorsed by the pathfinders.

Also within the workforce development strategy of each local children and young people's trust there will be specific requirements for those working with young people. These requirements will build on the Common Core of skills and knowledge for the children's workforce, initial professional training including the Connexions Personal Adviser qualification, and delivering joint training and development across the relevant professions, disciplines and agencies.

## **Progress on the cross-Government guidance on Sharing Information on Children and Young People**

### ***The commitment***

To promote Information Sharing as a tool for early intervention.

### ***The response***

We want to encourage practitioners to share information by helping them understand how they can do so lawfully. To that end, we developed cross-Government the *Information Sharing: Practitioners' guide* which was published in April 2006. The guidance is supported by further guidance on legal issues, training materials and case examples, and a nationally endorsed local information-sharing protocol and privacy statement. Since publication we have sought and obtained widespread endorsement for the guidance from a range of professional bodies (see below).

The *Information Sharing: Practitioners' Guide* has won widespread endorsement from professional bodies including: The Information Commissioner; Association of Chief Police Officers; Association of Directors of Social Services; Barnardo's; General Medical Council; Royal College of General Practitioners; Royal College of Paediatrics and Child Health ; Royal College of Midwives; Nursing and Midwifery Council; and The Children And Family Court Advisory Support Service.



## **Practical support for joined-up working across services**

### ***The commitment***

To put in place an infrastructure that would support and challenge local change programmes, while continuing to invest in and build the capacity of the CWDC and CWN.

### ***The response***

CWDC offered consultancy support to local workforce planners in the first part of 2006-07. Around 100 local authorities decided to take up the offer. CWDC's online toolkit supporting local workforce planning was updated in May and November 2006 and is widely used. It can be found at <http://www.cwdcouncil.org.uk/advice/index.htm>, CWDC also published an analysis of local workforce planning in January 2007.

To date we have published Lead Professional guidance and CAF forms and guidance on the ECM website along with relevant training materials and an Integrated Working implementation roadmap.

The CWDC has now taken responsibility for implementation of integrated working tools.

During 2006 and 2007, the CWDC website is being developed to support these areas; in the meantime all guidance and resources continue to be available on the Every Child Matters website.

The CWDC has continued to hold a series of Integrated Working events in the early part of 2007 to share good practice between practitioners and managers.

## Case study – Bringing services together around the needs of young children and their families

### Case Study 1

#### A local areas experience

In Shropshire we (the County Council) used a modified PRINCE 2 project management approach for developing and producing our integrated children and young people's workforce strategy. Dedicated time and administrative support was provided for this through a co-ordinator who reported to a strategy steering group headed by a Children's Trust member. A strategic focus was supported by providing regular progress reports on the work streams back to the Trust Board.

Having accessed the CWDC Toolkit<sup>3</sup> *Advice on Developing and Implementing an Integrated Local Children's Services Workforce Strategy*, which is available on [www.cwdcouncil.org.uk/advice/index.htm](http://www.cwdcouncil.org.uk/advice/index.htm) – early on in our planning, bringing in more “champions” stood out for us as a strategy to enable the ownership of the four strategic workforce challenges, and what they meant for us from our own research, experience and priorities within the infrastructure /differing levels and services of partner organisations. A multi-agency Core Group was set up through the project co-ordinator and County Council HR lead. All representatives were given the necessary authority by their Children's Trust representative in order for them to speak for their organisation and/or have work achieved and disseminated.

<sup>3</sup> CWDC has produced a web-based toolkit to support local planners with the workforce planning aspects of their Children and Young People's Plans. It is available at <http://www.cwdcouncil.org.uk/advice/index.htm> See pages 8-9.

## Case Study 2

### ***Managing continual exclusion through common assessment and discussion***

#### **Common assessment process**

Alana had continual exclusions from school since the start of Year 8. The decision to complete an assessment was taken by a project worker and co-worker in a voluntary organisation who had visited both Alana and her family at their home, and their manager.

Separate sessions were held with Alana and her mother, and with consent, some information was gained from the school. Alana's mother provided a lot of information and once the form was written up, both Alana and her mother read through it and gave consent to share the information.

Both mother and Alana were happy to go through the process of completing the CAF, and the result was a detailed assessment full of information in all the child domains and clear information about parents and carers and about family and environment in each of the domains.

Alana clearly had a close relationship with both parents. Boundaries were in place at home and even though Alana may test them, she does accept them. No additional needs were identified at that time, but Alana talked with the practitioner about why and when her behaviour changed. Parents, school and children's centre have a copy of the CAF. Recommendations and actions were confirmed at a multi-agency exclusion meeting at which a lead professional was also chosen.

#### **Lead Professional**

The lead professional felt the process gave a clearer picture of what was going on and that, instead of an additional service, those already involved needed to work more effectively together. It revealed that Alana did not have significant mental health issues, but some flaws showed in the working together system. It helped to get to grips with unresolved matters like the reasons behind the exclusions.

#### **Outcome**

The assessment showed that it was vital that services and family needed to work together to establish a clear plan for supporting Alana's behaviour at school. There was no need for another service but there was a need for the professionals involved to communicate better and to work together much better to support Alana's behaviour in school. Actions were agreed by all and contributed to by Alana and her parents.

## Plans to implement ContactPoint (formerly information sharing index)

### *The commitment*

ContactPoint<sup>4</sup> will be available to support children's services across England by the end of 2008.

### *The response*

ContactPoint is being developed as a key component of the Every Child Matters programme. It will be a quick way for those working with children and young people to find out who else is working with the same child or young person, making it easier to deliver more co-ordinated support and improve outcomes for children. It will be available to authorised staff who need it to do their jobs.

It will store very basic information for all children living in England – no case information – and it will be a national system to enable a more complete record for a child who accesses services in more than one local area.

## Planning and commissioning

### *The commitment*

To develop and publish an agreed framework to explain and support the practice of joint planning and commissioning.

### *The response*

We published the "Joint Planning and Commissioning Framework for Children, Young People and Maternity Services" in April 2006, and in 2007 will be following this with a number of supporting documents, including effective practice case studies.

4 ContactPoint was previously known by the working title of 'Information Sharing Index'.

## School health services

### *The commitment*

To strive to increase the capacity of school health services and publish a practical guide for headteachers.

### *The response*

As promised there was a Ministerial launch of "Looking for a School Nurse" in March 2006. Accompanying guidance for school nurses, their managers and commissioners was also published in March 2006. This represents an update of the "School Nurse: Practice Development Resource pack" originally produced in 2001. It identifies the key national policies shaping developments in children's services and outlines a child-centred public health approach for school nursing teams.

A School Nurse Stakeholder group was convened and inter-departmental work is developing data systems that provide an accurate picture of the numbers, qualifications and modes of employment of school nurses.

## 6. Strengthening leadership, management and supervision



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### The work of Leadership Centres through the Public Services Leadership Consortium

#### *The commitment*

To develop a vision of leadership.

#### *The response*

Our vision for leadership in children's services is to have:

“resilient, well-informed, creative and innovative leaders with the requisite skills, knowledge and experience to lead effectively the delivery of children's services at the local level”.

Although these attributes might be most visible in senior leaders such as Directors of Children's Services, they apply to all members of the workforce who are in leadership positions or exercising leadership functions. The aims will vary for each level of leadership and each project/programme but do encompass some generic themes, such as ensuring we have leaders and managers who:

- Can develop a vision for children's services in their area/sphere of responsibility and communicate that clearly and persuasively to others;
- Are able to create a culture of multi-agency working whereby the needs of children, young people and families transcend traditional professional perspectives;
- Encourage reflective professional practice through their own behaviour and management style;
- Are committed to the personal and professional development of the workforce;
- Are able to plan, commission and deliver services effectively in partnership with others, including third and private sector providers;
- Have a firm focus on safeguarding and improving outcomes for children, young people and families and design, plan and configure services accordingly;

- Build and motivate effective, high-performing teams in the context of leading and managing the change required to secure reformed children's services; and
- Build and motivate multi-disciplinary teams with the ability to work effectively across existing and future organisational boundaries.

### **A shared set of skills, knowledge and behaviours for those leading and managing within integrated services**

#### ***The commitment***

To implement a shared set of skills, knowledge and behaviours for those leading and managing within integrated children's services.

#### ***The response***

Following successful field testing, the second edition of *Championing Children* was published in October 2006. The framework provides a shared set of skills, knowledge and behaviours specifically for leaders and managers of integrated children's settings. CWDC is promoting *Championing Children* within the workforce and will develop resources to help managers use it. CWDC has published a summary report of the field testing and a resource book which provides ideas and tools for use by children's services managers and professionals working with the *Championing Children* framework.

Many of the issues relevant to leading and managing integrated services also apply in single agency ('specialist') settings. We have asked the CWN to analyse the key leadership and management issues and challenges in each part of the children's workforce and develop a programme of work to address them. CWDC will play a key role in this work.

### **Work to improve the quality of frontline management and supervision, especially in children's social care**

#### ***The commitment***

To examine urgently the promotion of better frontline supervision for the workforce dealing with the most vulnerable children, including those who are in care, children in need of protection and disabled children with complex needs.

#### ***The response***

Skills for Care and CWDC have developed and tested a unit of competence in providing effective supervision. The unit is relevant for managers and supervisors in adult social care, children's social care, early years and integrated services. The unit is applicable to all managers, but will be particularly relevant to first-time managers. It will also inform the current work to develop a National Occupational Standard that will eventually be included in a range of different qualifications.

This new unit of competence in providing effective supervision is being published jointly by Skills for Care and CWDC as a workforce development tool, with supporting guidance and other resources.

CWDC will be asked to evaluate the unit's impact on supervision in the children's workforce and make recommendations to DfES on further work necessary to improve supervision.

## The development of indicative career pathways

### *The commitment*

To ensure that this work is reflected in the development of improved career pathways.

### *The response*

Work to develop the IQF is taking account of the need to reflect the common elements of skills and knowledge at all levels across the children's workforce, including leadership, management and supervision. It will also reflect the joint agreement on inter-professional values.

## Case study – Strengthening leadership, management and supervision

### *Case Study 1*

#### **Leading for children in Essex – a matrix of leadership skills and behaviours**

- Essex has developed a matrix that maps the kinds of leadership skills and behaviours required of those involved in services for children and young people. The matrix helps develop effective leadership so that children and young people in the county are well served and can flourish. It builds on *Championing Children* but is more specific about what it means for people with different levels of responsibility – it covers whole system, manager and practitioner roles as well as family members and children and young people as leaders.

#### The format

- The vertical axis of the matrix lists the **different roles of integrated leadership** (whole system, team leader, practitioner etc). The wide range of these roles reflects the distributed model of leadership being developed for young people and children in Essex. Along the horizontal axis are the **distinctive features of integrated leadership** (visioning, guardianship and accountability, change facilitation for example).



- Each of the cells of the matrix contains short statements describing the kinds of **dispositions, skills and behaviours** required of each role for each of the features of leadership. Each cell contains some statements that are common to all roles, followed by statements that specifically relate to each role. The content of each cell is set out as a personalised description and should be read as continuing the statement: *“As someone involved in integrated leadership, I...”*

How the matrix can be used

- The material can be used in a number of ways. In providing **rich pictures of distributed leadership** in integrated settings and practice, the matrix can be used by individuals and groups to help **plot and analyse** their particular leadership role and contribution.
- The matrix can also be used as a **tool for planning** when initiating development and change in integrated practice – it provides a very helpful checklist to ensure a range of leadership participation.

The material also has potential to be used as a **training resource** which stimulates debate and enquiry into integrated leadership and helps to develop appropriate approaches, skills and behaviours.

The *Leading for Children in Essex* matrix is published by Essex County Council and can be obtained from [graham.handscomb@essexcc.gov.uk](mailto:graham.handscomb@essexcc.gov.uk).

## *Case study 2*

Staff working within Youth Offending teams and the secure estate have the opportunity to complete qualifications within the Youth Justice Board National Qualifications Framework. This framework allows staff through the Open University to access academically accredited qualifications, starting with an introductory course through to a Professional Certificate and then a Foundation degree in Youth Justice. The qualifications are designed specifically to train staff within the Youth Justice setting and to equip them to work with young people at risk of offending and to prevent reoffending. The framework is built upon evidence-based practice and incorporates effective practice principles.

Since the introduction of the integrated qualifications framework, YJB has been working to align its National Qualifications Framework with the essential elements of the common core to ensure that all staff working within Youth Justice are compliant. The qualifications have been mapped to the common core and all new staff will complete an induction course with the Gateway programme, which will contain all the common core competences. YJB workforce development advisers and regional managers are working with local authorities to design regional plans to undertake that all staff within the Youth Justice workforce have access to identified common core competences and skills training.

## 7. Establishing a more professional workforce in early years



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### Developing Early Years Professional Status for those leading practice in full day care settings, particularly in private, voluntary and independent settings

#### *The commitment*

Developing a new Early Years Professional (EYP) role for those leading professional practice in Sure Start Children's Centres and full day care settings, including work- and study-based routes to gaining this status.

#### *The response*

Our aim is to have EYPs in all Children's Centres offering early years provision by 2010 and in every full day care setting by 2015. We asked the CWDC to lead this reform work and, over the past year, they have worked in partnership with the Training and Development Agency for Schools (TDA) and with other early years stakeholders to define the standard of skill, knowledge and practice experience required for EYP Status. Following extensive consultation in April and May 2006, CWDC developed a set of Standards, equivalent in level to qualified teacher status, together with a set of requirements relating to the suitability, entry qualifications and experience of candidates. These Standards were published in July 2006.

The Standards set out national expectations for those wishing to gain EYP Status and work as EYPs. They cover working safely with babies and children from birth to age 5 in time for the new Early Years Foundation Stage, which comes into effect from September 2008. The Standards and their guidance will continue to be refined and enhanced as the EYP role becomes more established.

The first training and assessment pathway began in October 2006 and around 400 candidates on it achieved EYP Status by the end of February. For the second phase, of the programme, over 1,700 candidates have begun their training and assessment towards EYP

Status this spring, and there will be more opportunities to begin training and assessment later this year. CWDC will continue to lead this work and will provide further advice to Government on the future development of the programme.

### **Significant new investment through the Transformation Fund to improve the qualification levels of both those leading professional practice in settings and the workforce as a whole, without passing the cost to parents**

#### ***The commitment***

Through local authorities, and the CWDC, provide additional funding for a range of measures to recruit, retain and develop a more professional workforce.

#### ***The response***

We have made nearly £16 million available to the CWDC through the Transformation Fund in 2006-07 for them to stimulate the supply of graduate level professional leaders. They are doing so by developing training and assessment routes to EYP Status and by paying candidates' fees, bursaries, supply cover and mentor costs. In parallel, around £64m to create and sustain demand for EYPs is being channelled to private, voluntary and independent settings through local authorities (LAs) during 2006-07.

This LA funding can also be used to increase the number of the workforce gaining qualifications at Levels 3 to 5, and for staff training in supporting children with additional needs – children with disabilities, Special Educational Needs, or English as an Additional Language – thereby helping to achieve our commitment that a higher proportion of the workforce should be qualified to at least Level 3 by 2008.

We know from the most recent survey of the workforce – the 2005 Early Years and Childcare Providers Survey – that the number and proportion of those with Level 3 qualifications continues to increase. Around 2,000 people a year from the early years workforce are successfully completing the Level 5 Early Years Sector Endorsed Foundation Degree, and many of these are continuing on to EYP training and assessment.

We will be evaluating the effectiveness of the fund in supporting the professionalisation and upskilling of the early years workforce, and this evaluation will inform its future shape and direction.

## Case Study – Establishing a more professional workforce in early years

### **Hazel Bramley – Nursery Assistant and under 3s leader**

#### **Noah's Ark Pre-school, Newhaven**

"I heard about EYPS at an early years forum meeting. I wanted to gain confidence in my abilities and be able to do more for the setting. The first briefing in Birmingham was very intensive, you were given so much information and I was exhausted by the end. Then there was a half-day needs assessment and, after that we had to wait for feedback. When I got the feedback I was really pleased and quite surprised they felt I was so far along. I had a lot of self-doubt but the assessment has been brilliant for my confidence and boosting the support for my colleagues, especially those studying for national vocational qualifications. The biggest challenge is just having the time to get it all together. The assessment was right at the end of term, which was quite hectic. The hardest part was getting my folder sorted and I stayed up all hours to make sure I had everything relevant in the file. But I did enjoy it because the assessor was easy to talk to and interested in everything. I believe that the whole process has been a positive one. It's made me look at my working practice to identify strengths, but also areas where I need more training and support. It has also helped other staff members look at the way they work and build their self-esteem. If I get EYPS I hope I can support my manager, so she can do other things. On reflection, although, it is a lot to get done in three months and I would not have been able to do it without the support of my husband, family and the people I work with."

## 8. Tackling the problems facing the social care workforce through Options for Excellence



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### Present and future social care workforce supply

#### *The commitment*

To work with the Department of Health (DH), Skills for Care and Children's Workforce Development Council to conduct an analysis of present and future social care worker (including social worker) supply and recommendations for action.

#### *The response*

Following extensive work involving a wide range of stakeholders, the Government published the final Options for Excellence report on 20 October 2006. The report contains an analysis of supply issues affecting social care and makes a number of recommendations ("options") for action in the short and long term. It also sets out a vision to 2020, which has been endorsed by the stakeholders that were involved in the process. The Review also developed a case for future investments in social care. We will continue to work with our partners as we develop an implementation plan to deliver on this commitment – this will be included in the Children's Workforce Strategy *Refresh* that will be published in autumn 2007. CWDC are building work to support the recommendations into the 2007-08 business plan.

## 9. Conclusion



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Respondents to the Children’s Workforce Strategy consultation demonstrated overwhelming support for the vision that the Government had set for the workforce. We with our partners have made an excellent start in delivering that vision of a world-class workforce.

In the five priority areas highlighted in the Strategy we have achieved a great deal.

On **safeguarding** we have, with the establishment of Allegations Management Advisers, started to put in place the infrastructure across the regions that will make a real difference on the ground. And the Green Paper, *Care Matters: Transforming the Lives of Children and Young People in Care*, has set out a radical package of proposals to transform the lives of children and young people in care.

The progress we have made in **developing new roles and opportunities in the early years** has resulted in the first 400 or so Early Years Professionals (EYP) acquiring EYP status and another 1,700 beginning their training and assessment towards EYP Status. It has also led to an increasing proportion of the workforce gaining, or studying towards, qualifications at levels 3-5.

Our commitment to **improving stability and a high quality service delivery in social care and foster care** has led to the publication of the Options for Excellence report in October 2006, as a culmination of extensive work conducted by a wider range of stakeholders. The work of the social workers and those in social care is a demanding one and this report will enable us to analyse what steps might be put in place to make a difference to the lives of children, young people and their families.

Work on **building an Integrated Qualifications Framework** has progressed rapidly. This is a far-reaching proposal that when fully implemented will have a significant impact on the sector. We will continue to work with our stakeholders to ensure what is developed is fit for purpose and is agreed with partners.

**On developing the infrastructure that will support local Change for Children programmes through the Children's Workforce Development Council** – CWDC has taken a number of steps forward over the past year in terms of gathering information on data collection, supporting change, recruitment, retention and rewards for example. We will continue to explore next steps with our partners and these will form part of the *Refresh* document that we will publish in Autumn 2007.



# 10. The Children's Workforce Strategy *Refresh*



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This present update document is a stepping stone towards a more forward-looking document, the Children's Workforce Strategy *Refresh* which we aim to publish in Autumn this year. In it we will set out our agenda for taking forward our vision for the Children's Workforce for the following 12 months. It will demonstrate how we intend to move further towards our vision of a world-class workforce and through that vision the achievement of the five aims of Every Child Matters so that every child, whatever their background or their circumstances, will have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

In the intervening period, we would welcome your views on what should be covered in the Children's Workforce Strategy *Refresh*. For example some questions we might seek to answer are:

- Should we do more on integrating the youth and children's workforces?
- Should we develop the agenda on Parenting?
- What should be the future role for Sector Skills Councils (SSCs) in promoting workforce reform?
- Should the *Refresh* consider how best local change can inform and influence national developments?
- How might we develop the calibre and diversity of the young people's workforce – including ways in which we could take forward the professional development of managers, leaders and future leaders and introduce programmes to boost the recruitment of new talent into the sector at different levels?

- How do we ensure that we develop the capacity across the voluntary and community sector to ensure that the workforce, including the many volunteers, have the necessary skills to work with young people from a diverse range of circumstances and backgrounds?
- How could we better support the delivery of Integrated Working?

You may, of course, have other issues you would like to see included in the *Refresh*. In order to make it the thorough forward-looking document that it needs to be to deliver this challenging agenda, **we are keen to have your views by 30 June 2007**. Please see the attached questionnaire or visit [www.everychildmatters.gov.uk/childrensworkforcestrategy/](http://www.everychildmatters.gov.uk/childrensworkforcestrategy/). If you have any queries, you may contact Alistair McMillan on 020 7925 6964.

# Annex on Children's Workforce Network (CWN)



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## Who makes up CWN?

CWN brings together 11 key national agencies charged with developing different parts of the children's workforce:

Children's Workforce Development Council (CWDC)  
Creative & Cultural Industries SSC (CCI)  
General Social Care Council (GSCC)  
General Teaching Council for England  
Improvement & Development Agency (IDeA)  
Lifelong Learning UK (LL-UK)  
Nursing & Midwifery Council (NMC) (representing the health regulators)  
SkillsActive  
Skills for Health  
Skills for Justice  
Training & Development Agency for Schools (TDA)

## What has brought the agencies together?

CWN members recognise that collaboration will help them achieve the more effective implementation of their individual and joint roles. Network members share a vision of a children's workforce that:

- Supports integrated and coherent services for children, young people and families
- Remains stable and appropriately staffed, whilst exhibiting flexibility and responsiveness
- Is trusted and accountable, and therefore valued
- Demonstrates high skills, productivity and effectiveness
- Exhibits strong leadership, management and supervision.

## How Does CWN work?

CWN activity is guided by an annual workplan (which can be downloaded from the CWN website at <http://www.childrensworkforce.org.uk>). CWN members come together in bimonthly Board meetings and six Policy Groups covering:

- Integrated Qualifications Framework (led by CWDC)
- Integrated Working (led by IDeA)
- Leadership and Management (led by GSCC)
- Workforce data (led by CWDC)
- Encouraging mobility within the children's workforce (led by Skills for Justice)
- Specialised 14-19 Diploma (led by SkillsActive)

Paul Ennals, Chief Executive of National Children's Bureau, is the independent Chair of CWN. The CWN National Reference Group has 130 agencies and organisations in membership who share an interest in the development of the children and young people's services workforce. These include different Departments and bodies of Government, institutions of education, national voluntary organisations, independent and private sector organisations, trade unions and staff associations and other specialist agencies working in the field. The Reference Group and its Ebulletin provide a virtual channel for sharing information and dialogue.







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