

Sector Skills Agreement

Stage 1 – A Skills Needs Assessment for the children’s workforce
May 2007

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1. Executive Summary

Context

Over the last decade there has been an increasing recognition that 21st century living demands services that reflect the varied needs of our complex and interdependent society. The changing expectations of children, young people, families and carers and the improved quality of life, demographic trends and changing economic circumstances have all contributed to the need for a 'modern' workforce which is highly skilled, well trained, flexible and well supported.

This workforce has experienced a number of wide-ranging changes in recent years alongside significant amounts of government investment. It is supporting and developing individuals in their personal, family and community contexts and promoting the positive outcomes set out in *Every Child Matters; Change for Children*.

Current characteristics of the workforce

The Children's Workforce Development Council (CWDC) is engaged with over 500,000 employees and self-employed people plus an estimated 250,000 volunteers making up our footprint.

These individuals work in a wide range of roles which, in the main, fall into three areas:

Occupational sub-sectors	Proportion of workforce
Children and Family Social Care	15%
Early Years and Childcare	70%
Advisory and Education Support	5%
Other occupational groups	10%

A full outline of the roles covered by the work of CWDC can be found on CWDC's website www.cwdcouncil.org.uk under 'What We Do', whilst detailed information about the roles themselves can be found on the research pages under 'Recruitment Retention and Reward'.

This workforce is engaged by a range of organisations including independent or private, local authorities and other public service organisations and voluntary organisations. There are also a large number of individuals who are self-employed.

The workforce is predominantly female although at management level there are a higher proportion of men. People with disabilities are poorly represented (approximately 1% compared with 10% across the working population). The proportion of the workforce coming from black and minority ethnic backgrounds ranges from 5% in early years to 12% in some social care occupational groups. The total percentage of those from black and minority ethnic groups in work is 8% across the workforce.

CWDC's earlier work on 'Recruitment, Retention and Rewards' suggests that qualifications

are the principal barriers to moving between jobs in the children's workforce, as well as into the workforce from elsewhere. Career progression appears to be easier for those with higher-level qualifications, and those working in larger organisations.

What skills are needed?

The skills needed by managers, workers, self-employed and volunteers vary considerably across different parts of the workforce and these will be discussed in detail in the SSA. However, there are a number of key generic skills required by the whole workforce. In addition, children, young people, their families and carers have a range of ideas about what skills they want those who work with them to have.

Generic skills required include:

- literacy and numeracy;
- communication and interpersonal;
- information and communication technology (ICT).

In addition, the workforce needs skills to:

- ensure the safety of children and young people;
- raise aspirations and encourage children and young people to fulfil their potential;
- help individuals to work in multidisciplinary teams which make connections between different agencies;
- prepare staff for work with children, young people and families.

Those in management roles need additional generic skills including:

- leadership and management;
- commissioning and negotiation.

Many of these skills are embedded in the Common Core of Skills and Knowledge for the Children's Workforce, which was developed by Government in consultation with the sector. In future, the statements within the Common Core will form part of qualifications for working with children, young people and families. Further details on the Common Core can be located on CWDC's website¹.

Provision of training and development

The Sector Skills Agreement (SSA) Stage 2 reports on the large number of public, private and voluntary sector organisations providing skill development to the children's workforce across England. At the moment, there is a complex range of qualifications on offer, while the nature and sources of funding that are available are also unclear. This leads to confusion both within the sector and amongst training providers.

There is a comprehensive range of training programmes across the country. However within this provision, there are regional gaps to be addressed. Many programmes lead to qualifications - ranging from Skills for Life to degree and postgraduate awards - although there are discrepancies in relation to which of these are nationally recognised and which are

¹ www.cwdcouncil.org.uk

not. In addition, there is a wide range of training provision, often delivered through 'short courses,' which does not lead to recognised qualifications but does address specific skill needs.

The SSA and the forthcoming Sector Learning Strategy (SLS), including the Integrated Qualification Framework (IQF), will help employers and individuals work within a demand-led system. CWDC will work with partners to reduce the number of qualifications to those that are key to the sector and will pursue the simplification of funding arrangements for these qualifications. This will help those in the children's workforce to develop the skills and attributes they need to support their businesses and the services they offer, and achieve qualifications which endorse these skills and attributes.

Next steps

The challenges and ambitions for the workforce, set out above, will be explored in further detail through the different stages of the SSA. A formal consultation with employers and members of the workforce in May – June 2007 will begin to identify a number of solutions to the issues identified in these reports. These will then go on to form the basis of a shared action plan which will be published in October 2007.

2. Introduction

2.1 Background

The Children's Workforce Development Council (CWDC) exists to improve the lives of children, young people, their families and carers by ensuring that those working with them have the best possible training, qualifications, support and advice. It helps children and young people's organisations and services to work together so that the child is at the centre of all services. CWDC works closely with the Department for Education and Skills (DfES), other Sector Skills Councils (SSCs) and similar bodies with responsibilities in related fields in order to achieve this.

CWDC² is part of Skills for Care and Development (SfC&D), the UK wide SSC for social care, children, early years and young people's services. Where there are issues in common, CWDC works closely with Skills for Care, which is responsible for the strategic development of the adult social care workforce in England.

CWDC co-ordinates the Children's Workforce Network (CWN) in England, which brings together relevant SSCs, standard setting bodies and inspection and regulatory bodies, who have within their remit responsibilities for people working with children, young people their families and carers.

High quality services depend upon a well-trained and well-supported workforce. CWDC's Sector Skills Agreement (SSA) will be the plan of action to make this a reality, identifying the range and level of skills needed to make a world-class workforce.

2.2 Context

Over the last decade, there has been an increasing recognition that 21st century living demands services that reflect the varied needs of our complex and interdependent society. The changing expectations of children, young people, families and carers, the improved quality of life, demographic trends and changing economic circumstances have all contributed to the need for a 'modern' workforce which is highly skilled, well trained, flexible and well supported.

This workforce has experienced a number of wide-ranging changes in recent years alongside significant amounts of Government investment. The workforce is supporting and developing individuals in their personal, family and community contexts, promoting the positive outcomes set out in *Every Child Matters; Change for Children*.

2.3 Purpose of the SSA

The SSA is about action, not words. It will be designed ultimately to benefit children, young people, their families and carers. The SSA is intended to increase awareness of training and skills needs among employers and employees, encouraging greater investment and transparency in the system of training and qualifications. By incorporating analysis of future skills demand, the SSA will draw attention to the breadth of learning needs across the

² See www.cwdcouncil.org.uk

workforce. It will seek to address issues of recruitment and retention and encourage a workforce that is more representative of the society it works with.

The SSA aims to encourage:

- A **highly skilled and professional workforce** which is accessible, effective and accountable.
- **Leadership and management** which promotes excellence in the workforce.
- A more **diverse** workforce which is flexible and integrated in its working practices, putting the needs of children, young people and families at the centre of how services are delivered.
- **Continuing professional development** which enables workers, the self-employed, managers and volunteers to develop additional skills.
- A **demand-led system** of skill development that connects the skills that are needed with the ones that individuals are able to access.
- A **simplified** system of qualifications and funding.

The children's sector requires its SSA to improve the delivery of services to children, young people, their families and carers.

The SSA has five stages of development:

Stage 1: Assessing current and future skills needs of the workforce (Skills Needs Assessment).

Stage 2: Identifying and assessing current training and development provision

Stage 3: Analysing gaps and engaging employers, workers, people who use services, and carers in market testing options for change, solutions and priorities

Stage 4: Developing collaborative agreements between the Sector Skills Council, employers and other partners

Stage 5: Developing action plans

Stage 1 is a **Skill Needs Assessment** that provides a single, authoritative evidence-based analysis of the current and future skills needs of the children's workforce and underpins the final SSA. The next sections summarise the key issues identified that the sector wants this SSA to address. It sets out some observations on the impact of economic conditions and productivity and performance issues on employers and the workforce.

2.4 The sector's vision

The children and young people's workforce in England needs to be effective, professional, skilled and knowledgeable. It should be supported to work flexibly in a modern multi-agency environment, delivering services that secure the well-being and enhance the lives of children, young people, their families and carers.

Careers need to be attractive with appropriate remuneration, training and development available to ensure the workforce feels valued and rewarded. Workers should be able to develop their careers by having opportunities to move across occupational boundaries within the wider integrated children's workforce.

The development of the SSA is being guided by the vision in the *Children's Workforce Strategy: building a world-class workforce for children, young people and families*. This sets out a vision for a world-class children's workforce which:

- 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.
- parents, children and young people trust and respect.

2.5 Key principles

The SSA will identify the skills that will be needed in the future across the private, maintained and voluntary, community and faith sectors, and of employers, the self-employed, employees, volunteers and others in this workforce.

The SSA will be:

- driven by the voice of the employer and the self-employed.
- based on sound evidence.
- comprehensive, defining short and medium-term priorities.
- focused on a positive, inspiring and creative vision.

2.6 Methodology

The methodology underpinning this SSA has been determined by Government policy developments and the direction in children's services over recent years. For many years the sector has been in the grips of national debate primarily focused on the direction of delivery and additionally how to put the people whom use its services at the heart of strategy, planning, commissioning and delivery.

There has been considerable Government attention paid to children's services in England as a result of Lord Laming's report into the death of Victoria Climbié. This has resulted in extensive research being undertaken into the workforce and skills issues relating to children's services. Wide consultation with the sector, including employers, practitioners and service users has led to conclusions being drawn on future skills needs.

In 2003, the Government published a green paper called *Every Child Matters*. The green paper sought to improve accountability and integration across services for children, young people and families and ensure that the children's workforce is valued, rewarded and trained.

Following consultation on the green paper, the Government published *Every Child Matters: the Next Steps* and passed the *Children Act 2004*, providing the legislative spine for developing more effective and accessible services focused around the needs of children, young people and families.

Every Child Matters: Change for Children was published in November 2004 and the *Every Child Matters* website was launched soon afterwards - www.everychildmatters.gov.uk as the website for the Cross-Government Change for Children programme. It aims to support everyone working in services for children and young people, from frontline practitioners to those who shape local strategies.

The starting point for this SSA process has been, therefore, to take the underlying analyses of service and workforce issues contained in the green and white papers and to use these as the basis for setting out need and action on skills.

The SSA has been built up through an iterative process involving the appointment of a 5 strong external team of consultants to work with both CWDC and Skills for Care on the development of stages 1 and 2. This team has taken responsibility for researching prime material from across the Skills for Care and Development UK-wide constituent organisations, from English regions, from programme leads, from other key SSCs and from other key agencies to ensure that the SSA findings are based on the knowledge and experience of section experts.

In terms of workforce data there are caveats to be made regarding the accuracy and currency of available data. Historically, the children's workforce has been hard to quantify.

CWDC recognises that there are these gaps and has a project within the 2007/08 Business Plan to address this short fall. The project will:

- Update the occupational summary data held on each part of the workforce.
- Work with the Children's Workforce Network to align workforce data collection systems through development of core data items and a set of principles.
- Support local and regional projects to develop innovative ways of harmonising data collection across the whole children's workforce.

The National Minimum Data Set (NMDS) has also now been introduced and data is being collected across all nine of the English regions. However, it is still in its infancy and only collects data across social care occupations (adult and children's services combined). This initiative has the support of all relevant social care agencies and the Commission for Social Care Inspection (CSCI) - the social care sector's inspection and regulatory body in England who have incorporated the completion of NMDS into their inspection regime.

The main data used to underpin this report is therefore taken from the information collated as part of the Recruitment, Retention and Reward (RRR) project. On 31 March 2006, the DfES commissioned the CWDC to produce two reports on the role of the total rewards package in improving workforce recruitment and retention across the children, young people and families sector³ in the CWDC footprint. The first report was an interim factual analysis of the data available up to June 2006 whilst the second report considers the role rewards, terms and conditions play in recruitment, retention, training, career development, perceptions of the workforce, and the ability of occupations within the children's workforce to work effectively with each other and with other agencies.

³ Including childminders; daycare workers; nannies; nursery workers; sessional care workers (including playgroup workers); CAFcASS workers; child and family social workers; children's residential care staff; Connexions personal advisers; Educational welfare officers; foster carers; learning mentors.

In compiling these reports, CWDC worked with a national steering group, which included trade union and employer representative organisations and members of the Children's Workforce Network (CWN) as well as CWDC's Strategy and Diversity Committee. The report focuses on the largest occupational groups within CWDC's footprint and covers paid and unpaid staff in the public, private, voluntary, independent and community sectors.

The data collection exercise comprised a substantial trawl of published literature, reports and journal articles, receipt of related reports from the Steering Group members and location and receipt of unpublished reports from a wide range of sources. The findings were then outlined in a table of Workforce Characteristics as well as a series of Occupational Summaries.

The RRR project provided the most recent assessment of data available on the occupations within CWDC's footprint. It was therefore determined that the occupational summaries would be the definitive source of data for the SSA, as these are accepted as the most robust source of knowledge about the sector by both employers and government.

To support the both the Stage 1 and Stage 2 processes, CWDC also undertook some primary research in the form of an online workforce skills and training survey. The survey was live between December 2006 and February 2007 and provides employer and worker perceptions on skills and training issues within the sector. The responses provided by the sector have assisted CWDC in identifying existing skills gaps as part of the Stage 1 work as well as issues on the training and qualification supply side, which will be explored in more detail in the Stage 2 report. The survey report is detailed in Appendix 2 and outlines further details on the mythology undertaken.

In addition, a number of focus groups were held with members of the workforce to raise awareness of the SSA and to test the perceptions on skills needs and training requirements for particular occupations. Workshops were held with Connexions Personal Advisers, Education Welfare Officers, Local Authority Workforce Development Leads as well as at the National Conference for Directors of Social Services to ensure coverage across the whole footprint. The views expressed in these focus groups have been used to inform the analysis of skills needs and training issues.

The SSA is also supported by the findings from additional research work, which provide employer and sector perceptions on skills and training. For example, 3 reports were produced as part of the Early Years Foundation Stage scoping work. The National Childminders Association, National Day Nurseries Association and the Pre-school Learning Alliance provided results of consultations with their members on the potential training issues associated with rolling out the EYFS training. The responses included employer and employee perceptions on training and development and these have been taken into account when identifying issues for both the Stage 1 and Stage 2 SSA reports.

CWDC, in partnership with the Government Office South East (GOSE), South East England Development Agency (SEEDA) and the Learning and Skills Council (LSC) commissioned the Education Policy Evaluation Unit (EPEU) based with the University of Brighton (UoB) to report upon the current and future needs and priorities of the children's workforce in the

South East (CWSE), with a particular focus on the future needs and skills gap. Early findings from this work are also taken into account within the SSA development as will the information from the final report which is due to be published in July 2007.

3. Sector definition and characteristics

3.1 Definition of CWDC sector workforce

CWDC has responsibility for addressing the skills, workforce and productivity challenges of this footprint amounting to around 500,000 (80% employees, 20% self-employed). In addition, it is likely that there are at least 250,000 volunteers in the sector, though accurate estimates are hard to establish.

The CWDC has a ‘footprint’ of occupations⁴ within the children’s workforce which fall within its remit as laid out by the DfES when the organisation was first established. It is this list that has formed the basis of the research done for the CWDC’s SSA.

3.2 Workforce Intelligence

As one of the partner organisations that form the Sector Skills Council, Skills for Care and Development (SfC&D), CWDC’s occupations fall under the broad sector description of social care, children, early years and young people’s services which is also defined by the Standard Industrial Classification code of 85.3 as follows:

SIC code	Description
85.3	Social work activities
85.31	Social work activities with accommodation
85.31/1	Charitable social work activities with accommodation
85.31/2	Non-charitable social work activities with accommodation
85.32	Social work activities without accommodation
85.32/1	Charitable social work activities without accommodation
85.32/2	Non-charitable social work activities without accommodation

In addition, there are a number of other areas where CWDC has an interest. These codes are:

SIC code	Description
74.5	Labour recruitment and the provision of personnel (nurse agencies)
75.12	Regulation of the activities of agencies that provide health care, education, cultural services and other social services excluding social security
80.10	Primary education (nursery schools)
85.11/3	Nursing home activities
95	Childminding as activity of household as employers of domestic staff

⁴ For a full outline of the footprint, see: <http://www.cwdcouncil.org.uk/whatwedo/cwdcfootprint.htm>

The SIC codes are the classification often used in the process of data collection, especially national data sets such as the Labour force survey. It is evident that some of CWDC's professions fall fully within the SIC codes and some partly. The lists below indicate the approximate coverage of CWDC's remit based on the SIC code:

Included:
Children's homes Care homes (care only) Adoption and fostering services Social, counselling, welfare, refugee and advice services, including probation guidance services, community and neighbourhood services Domiciliary/home care work Day care services Childcare: day nurseries, crèches, childminders, playgroups and pre-schools
Not fully included:
Local authority social services departments Care homes with nursing Some private long-stay mental health facilities Domiciliary care staff agencies (i.e. employers of agency staff) Nursing staff agencies Social work staff agencies Nursery schools and nursery classes in primary schools Nannies and au pairs employed by households Personal assistants and other staff employed by recipients of Direct Payments

The current unavailability of an appropriate data collection relating to social care and allowing for a break down into children and adults' workers has been recognised. In October 2005, Skills for Care, with CWDC's support, launched the National Minimum Data Set for social care (NMDS-SC). This data set will enable a coherent approach to information collection which has relevance to employers and the ability to provide an up-to-date picture of the social care sector.⁵

For employers the NMDS-SC will provide accurate labour market information to assist in the strategic planning for the future needs of people who use social care services and will identify employee skills, needs and achievements. The NMDS-SC sets up 27 categories of job role which provide a comprehensive 'list' of social care and associated roles and activity in England:

NMDS Number	Role
1	Senior management
2	Middle management
3	First line manager

⁵ See <http://www.nmds-sc.org.uk/> for a full explanation and guidance on Skills for Care Skills Research and Intelligence and the NMDS

NMDS Number	Role
4	Registered manager
5	Supervisor
6	Social Worker
7	Senior care worker
8	Care worker
9	Community support and outreach work
10	Employment support
11	Advice, guidance and advocacy
12	Educational support
13	Youth offending support
14	Counsellor
15	Occupational therapist
16	Registered nurse
17	Allied health professional (other than occupational therapist)
18	Nursery nurse
19	Childcare worker or childcare assistant
20	Teacher (qualified)
21	Educational assistant
22	Technician
23	Other job role directly involved in providing care
24	Managers and staff in care related but not care providing role
25	Administrative/office staff not care providing
26	Ancillary staff not care providing
27	Other job role not directly involved in providing care

The above definitions were derived through major consultations with sector partners, Government and employers over an extended period of time. Implementation of NMDS-SC will provide the first opportunity to review their applicability or new roles that emerge, but they are expected to prove reasonably robust given the extent of the support for the classifications.

Historically, data on professions within the CWDC footprint has not been collected on a regional basis. For the purposes of this report, national data has been taken to apply generally across England. During stages 3 to 5 of the SSA process, regional data collection systems will be investigated as part of a wider programme to improve workforce intelligence. This will include use of emerging NMDS data being produced.

The issues around workforce intelligence have meant that it has not been appropriate to use the recognised data sources to undertake benchmarking exercises. This is partly due to the fact that CWDC footprint occupations are too often included within much broader categories such as 'Health and Social Care' or 'Personal Services'. Analysis at sector level either by Standard Industrial Classification (SIC92) or Standard Occupational Classification (SOC2000) is not appropriate in an assessment of a complex and varied footprint. The

difficulties of describing and analysing the care workforce are explored in an ONS report⁶ which highlighted that:

- Using SOC2000 the care workforce is defined by both social care workers and childcare workers.
- Using the SIC92 the care workforce is defined by the social work industry..
- Not all of the care workforce when identified by occupation, are also recognised within the social work industry. Childcare workers especially are less well represented.
- Using SIC92 as the method for definition meant that more than half of nursery nurses and a third of childminders and playgroup workers would be excluded from results.
- Although the SOC2000 approach includes more of the workers involved in direct provision of care, the lowest level of classification are specific occupations grouped together on the basis of tasks performed plus associated qualifications and training. This means that the occupations include care for children as well as adults which is broader than the CWDC footprint. For example, unit group 6114 house-parents and residential wardens is as follows: 'House-parents and residential wardens are responsible for the care and supervision of children, young offenders and the elderly within residential homes and nurseries, schools or institutions for young offenders'.

CWDC recognises that this is a significant gap in the analysis of the workforce and is working to address the shortfall through projects and initiatives outlined earlier in this report. In the meantime our ambitions are aligned with those expressed in the Leitch report and will help us move towards a world-class workforce:

- 95% of adults to achieve the basic skills of functional literacy and numeracy by 2020.
- 90% of adults to be qualified to Level 2 by 2020.
- Shifting the balance of intermediate skills from Level 2 to Level 3 by :
 - Increasing the number of Level 3 attainments, and
 - Increasing the number of Apprenticeships.
- 40% adults qualified to Level 4 by 2020.

It is not yet possible for CWDC to quantify by what proportion we will contribute to these targets however, mechanisms are being put in place to increase the number of Level 3 attainments.

CWDC also aims to increase the number of apprenticeships in the sector but initial work needs to be undertaken to explore why current achievement rates are so low. This will be looked at in more detail as part of the Stage 2 report and developed further via the Sector Learning Strategy (SLS).

3.3 Workforce characteristics - an overview

In order to provide some clarification of the scope of CWDC's Sector Skills Agreement a basic analysis of existing data has been carried out to offer broad workforce characteristics.

⁶ Using the Labour Force Survey to map the care workforce, Antonia Simon and Charlie Owen, Institute of Education, 2005

These fall largely along demographic lines, but provide additional context to the later policy documents.

The key documents are the 2006 CWDC report '*Recruitment, Retention and Rewards*' in the *Children's Workforce*⁷; the 2006 DfES report on the *2005 Childcare and Early Years Providers survey*⁸, where information is derived from other sources, these are noted. This section explores the whole social care workforce and specific characteristics of the children's workforce will be explored in the following section, 2.4. A narrative is provided here that draws upon the main findings of this research.

Labour Market Information showing workforce characteristics of the whole SfC&D workforce compared to the whole economy illustrates that, while the workforce broadly follows the average trends for employment, those in the social care workforce are more likely to work part-time, and less likely to work full time, than average. Additionally, the workforce has a smaller than average temporary workforce. Information such as this can have implications in terms of Continuing Professional Development and training opportunities, and the ways in which both of these need to be made available.

Compared with the total labour force in England, the children and young people's workforce:

- is predominantly female although at management level the proportion of men is higher.
- has a higher proportion of part-time workers.
- works lower than average weekly hours – a reflection of its part-time nature.
- is more likely to have dependent children.
- is highly heterogeneous – some parts are aging, others are relatively young; some parts have proportions of black and minority ethnic workers which reflect the local population, others do not.

The children and young people's workforce is employed and engaged by a range of organisations including those which are independent or private, local authorities and other public service organisations and voluntary organisations. There are also a large number of individuals who are self-employed.

As noted above, CWDC has recently completed research to identify and evidence the issues on recruitment and retention in the children's workforce. CWDC's RRR work also explored a number of other issues relating to the children's workforce. These are more concerned with the conditions and types of work rather than those performing the roles. The conclusions that can be drawn have significant implications for the SSA.

Across the whole children's workforce there is an element of ambiguity arising from the breadth of job titles and the range of work an individual might carry out under a single job title. An example of this is the Family Support Worker role – although there are relatively few nominal Family Support Workers, there are numerous other roles that support families, such

⁷ All definitions and data taken from Children's Workforce Development Council (CWDC), 2006; *Recruitment, Retention & Rewards in the Children's Workforce*, unless otherwise stated.

⁸ Department for Education and Skills, May 2006; *Childcare and Early Years Providers survey: Overview report 2005*

as 'parent support worker' or 'parent educator', while other professionals such as CAFCASS workers and health visitors provide family support in practice.

This complexity can lead to some uncertainty about the work individuals undertake and the competences they need. The lack of a clear and consistent way of describing the work can lead employers to be restricted to a limited pool of potential employees. This is particularly evident when recruitment is through "word of mouth" procedures. This lack of clarity over job titles may be exacerbated through the creation of new roles, which relate to integrated children's services such as "parent development worker" and "family health advisor".

3.3.1 Pay

The evidence does not indicate that there is a direct link between the levels of pay and rewards, and recruitment and retention across the children's workforce. There are other influencing factors, including non-financial rewards and the satisfaction or work and the enjoyment derived from working with children, provided they receive sufficient recognition. One way in which this can be achieved is potentially through higher levels of pay. This would also impact on the candidates applying for the roles. Other benefits include, for some jobs, flexibility, home-working, non-financial rewards, variety of work, location of job and the team environment. The overall package is what will contribute to an individual's contentment within a job and each individual will place a different emphasis on different aspects. However, lower pay is regarded as a factor in the high turnover of staff in some occupations, with individuals regularly moving in search of higher pay. This issue is not restricted to lower paid jobs.

Whilst there is a wide range of qualification levels in the workforce, it is generally characterised by low levels of educational qualifications. There is some evidence to directly link pay and qualification levels, for example CAFCASS workers, and child and family social workers.

3.3.2 Workforce Mobility

Training and qualifications appear to be a significant barrier to moving between jobs in the children's workforce and into the workforce from other, possibly similar, occupations. In most cases jobs require a specific qualification, although some do accept relevant related qualifications. Therefore an increase in opportunities does not mean increased opportunities for all. This is compounded by the plethora of qualifications and awarding bodies, professional institutes and registration bodies operating in the sector, leading to confusion and a lack of clarity about the value and relevance of qualifications and registration. The need for an integrated qualifications framework (IQF) was identified and is in the process of being developed with the children's workforce network.

Career progression appears to be easier for those with higher level qualifications. Larger settings are able to offer more progression opportunities than smaller establishments. However, in both these instances, progression is offered vertically, but rarely horizontally to alternative jobs.

In many of the occupations covered by this research private sector employers train staff who subsequently move to the public sector where wages are usually higher. This occurs when the pay structure and the opportunities to progress in the private sector provide fewer

incentives to stay. For some the path to progression is from the private sector to agencies to the public sector. However there are exceptions to this general trend as for example foster carers are currently moving from the public to the private sector.

3.3.3 Sector employment

Although the high numbers of the children's workforce jobs are employed through the public sector. There are also high numbers employed by private, voluntary and community service providers. There is evidence which points towards variations between public and private employers in terms of remuneration and working hours, which could affect mobility between employers. However, shifting the balance to less public sector employment through increased contestability would not necessarily increase recruitment or retention of the children's workforce.⁹

The breadth of roles within CWDC's remit means that many of its characteristics vary from setting to setting and from profession to profession. To provide a more detailed picture of the workforce, a number of the key areas are highlighted below, and examined more completely. As sector specific data has been utilised to ensure footprint coverage, companion to national data sets have not been drawn. See section 2.2 for discussion on this

3.3.4 Early years and childcare

The Childcare and Early Years Providers Survey¹⁰ suggests that over a quarter of a million people work within early years and childcare settings. These are predominantly women. Around half work part-time (less than 30 hours a week), although this varies by sector, ranging from 88% of those in sessional care settings to 30% of those in full day care settings. The most recent survey suggests that the workforce appears to be becoming better qualified. According to the survey 58 per cent of childcare staff have at least a Level 3 qualification (up from 48% 2003), and 74 per cent have a relevant qualification of some type (compared with 71% 2003). Four per cent of staff have a Level 6 qualification or above.

However, because this survey does not cover all the early years and childcare workforce, and because the methodology has changed over the years, it is difficult to determine trends accurately. More significantly it is not based on a common understanding of what constitutes a full, relevant and appropriate Level 3 qualification. A summary of data relating to Early Years Childcare is shown in Table 1 overleaf.

⁹ Research commissioned by the National Audit Office on competition and contestability in the delivery of public services to report in 2007, may be useful in informing these issues for the children's workforce.

¹⁰ Department for Education and Skills, May 2006; Childcare and Early Years Providers survey: Overview report 2005

Table 1: Workforce Data - Early Years and Childcare Sector

Job Title	Numbers Employed	Private	Public	VCS	Other	Female	Male	BME	Disability	Age
Nursery Worker	182,550 (UK)	26%	4% local authority 2% school / college 4% other (Surestart)	68%	N/a	97%	2%	8%	1%	32 average (DayCare Trust) Nursery Schools 1% 16-19; 6% 20-24; 7% 25-29; 27% 30-39; 32% 40-49; 23% 50+
Childminder	75,500 England		None	None	Most self-employed, 57%, just break even	99%	2%	7%	1%	9% 16-29 72% 30-49 18% 50+ (DfES, 2006)
Daycare Worker	111,100	78%	6% local authority 7% school / college 4% other	9%	N/a	No data available	No data available	No data available	No data available	11% 16-19 30% 20-24 18% 25-29 17% 30-39 13% 40-49 7% 50+ (SureStart)
	111,484	100%	N/a	N/a			>1% (est.)	No data	No data	No data

Nanny								available	available	available
Sessional Care Worker	79,000	30%	7% local authority 2% school	60%	N/a	98%	1.5%	6%	3%	12% 16-29 69% 30-49 18% 50+ (DfES, 2006)

3.3.5 Children and family social care

The social care workforce encompasses not only social workers, but also residential care staff, foster carers and family support workers. These professions are estimated to comprise 13% of the 900,000 'core' social care workers.

The nature of these roles is very varied in terms of training and qualifications pay and work type and the figures reflect this variety. Table 2, overleaf, provides a summary of workforce data in children, family and social care.

The highest vacancy rates are for care staff in children's homes (15.1%). Turnover levels are high for children's social workers. 49% of local authorities have scored their retention difficulties for children's social workers as being difficult or very difficult. While all new social workers require a degree, social workers' pay levels are among the lowest of the professional occupations.¹¹ The proportion of qualified managers in children's residential care appears to be steadily increasing.

¹¹ Skills for Care; March 2005, *The State of the Social Care Workforce in England, 2004*

Table 2: Workforce Data - Social Care Sector

Job Title	Numbers Employed	Private	Public	VCS	Other	Female	Male	BME	Disability	Age
Child & Family Social Worker	24,340	5%	95%	0	-	81%	19%	11%	No data	16-24 2% 25-39 37% 40-49 32% 50-59 25% 60+ 3% (LA Social Care Workforce Survey 2005)
Foster Carer	27,075 registered with local authorities 37,000 foster care homes (est.)	0	0	0	100% self employed for tax purposes	No data	No data	No data	No data	No data
Children's Residential Care Staff	10,495	1,196 care homes	683 care homes	101 care homes	-	64%	-	12.5%	No data	Managers / supervisors 16-24 1% 25-39 31% 40-49 42% 50-59 24% 60+ 2% Care staff 16-24 6%

										25-39 39% 40-49 30% 50-59 21% 60+ 4% (LA Social Care Workforce Survey 2005)
CAFCASS Worker	1,835	-	1,365	0	470 self employed	75%	25%	6.6%	No data	60% over 50 (CAFCASS 2006)

Advisory and Education Support Services

The advisory and education support services area of the CWDC footprint includes Connexions Personal Advisors, Education Welfare Officers, Educational Psychologists and Learning Mentors. A summary of work force data for the occupation is shown in table three over the page.

There are approximately 25,500 people employed in these services. The qualifications that are required depend on the level of the post and vary from an induction programme for Learning Mentors, to a postgraduate award in the case of Educational Psychologists.

Turnover rates are generally low, apart for Educational Psychologists where it is about 11%, and is higher in metropolitan districts. Few problems of recruitment have been reported

Table 3: Workforce Data - Advisory and Education Support Services

Job Title	Numbers Employed	Private	Public	VCS	Other	Female	Male	BME	Disability	Age
Connexions Personal Advisers	7,905	0	100%	0	0	78%	22%	12%	2%	No data
Education Welfare Officers	4,000	0	100%	0	0	No data	No data	No data	No data	No data
Educational Psychologists	2,700 (England & Wales)		100%			75%	25%	6%	No data	45 (average)
Learning Mentors	10,000	0	100%	0	0	81%	-	No data	No data	No data

The Voluntary Sector

While the public sector is the largest employment sector in the children's workforce, a significant and vitally important part is played by the voluntary sector.

Although not representing all children's organisations, the National Council for Voluntary Child Care Organisations (NCVCCO) has around 100 members, all of which are registered charities working with children, young people and their families. They range from large national organisations to small locally-based charities. Between them they invest over £500 million in direct services. There is huge variety in what services these organisations offer, and how they are delivered, in and across various disciplines and with different groups of children. The NCVCCO also has regional networks linking into hundreds of partnerships and organisations across all sectors.

The Charity Commission identifies thousands of organisations working with children, but no definitive list of all children's charities is available at this stage of the SSA. This is perhaps not unsurprising, given the different definitions in use for what constitutes a childcare setting or organisation providing services to children and young people can be open to interpretation. For example, a key word search on the Charity Commission website¹², identified 443 organisations with 'childcare' in their name or objects and 451 for 'child care' organisations. There are undoubtedly many more that will provide direct services to children and young people but which may not be clear from their name or objects.

Volunteers

Children's services settings often need and use the skills of volunteer workers to complement the work of paid employees or to deliver services in their own right on behalf of micro-providers. Volunteers work across all sectors, but mostly within the charitable/voluntary sector – ranging from large national charitable bodies with significant numbers of staff to small community-based organisations managed by voluntary trustees.

While many voluntary organisations employ staff to manage and deliver services, all involve volunteers in some way, e.g. as trustees or members of management committees. Many voluntary organisations provide children's services at a local level, by deploying a mixture of voluntary and paid workers. Volunteers provide a varied input to the delivery of effective childcare in a range of settings. For example, a survey of voluntary sector child care organisations¹³ identified 40 different jobs performed by volunteers, who were found to work an average of 13½ hours each week in roles as varied as: accounts, advocacy, befriending, catering, family liaison, management committee work, playwork and respite care.

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http://www.charitycommission.gov.uk/registeredcharities/search.asp?words=childcare&searchby=keyword&keyType=B&limit=500&position=2&submit=+Run+Search+&OpArea=K&area_of_op=

¹³ NCVCCO, 2000; A Portrait of an 'Umbrella Body' and its Members at the Turn of the Century

It is difficult to accurately calculate the numbers of volunteers working in the sector. A 2003 report identified 46,000 volunteers working in early years, 71,500 working for voluntary child care organisations, over 10,000 working in family youth and criminal justice (this included CAFCASS), and small numbers working in children's residential care. However, until the size and scope of the voluntary sector delivering services to children, young people and families is properly determined, there is insufficient data available on the composition of the volunteer/unpaid workforce. This will be taken forward as part of the SSA work and within CWDC's future business planning activity.

4. Context for Change

4.1 Introduction

The value of the workforce's contribution to improving outcomes for children and young people is not in doubt. The DfES and HM Treasury's January 2007 publication, *Policy review of children and young people - a discussion paper*, concludes by noting,

“the quality and effectiveness of services depends on those who deliver them. Not just the ability of those at the very front line of delivery, but also those in charge of managing the strategies and priorities for local delivery.”¹⁴

In March 2007, the DfES and HM Treasury published *Aiming High for Children: supporting families*, which set out the Government's intention to work in partnership with parents and communities. The report emphasises the importance and value of early intervention, and the need to build children's resilience in order for them to fulfil their potential in life. The workforce is key to supporting parents and communities in helping children and young people meet the challenges of the 21st century. Additional training, more relevant qualifications and greater levels of skills will be important ingredients in developing further the competences that the workforce will require in the coming years.

Many factors and policy changes affect the children's workforce. The sector's skills needs are broadly driven by the following interdependent factors:

Government policy.

Societal expectations.

The way services are delivered.

The way the workforce is managed.

In recent years there has been a move to quantify the productivity of the sector. SfC&D has recently published a report¹⁵ that deals with the issue of productivity and the public sector. It argues that measuring productivity in the public sector generally is highly problematic, though with Government interest there is a greater awareness of the issues involved. Use of traditional measurement methods showed an alarming decline in public sector performance. In response, Government set up the Atkinson Review¹⁶. This provided detailed guidance on statistical methods, building on existing Office of National Statistics (ONS) work. It highlighted the great difficulties in the

¹⁴ Department for Education and Skills and HM Treasury, 2007; *Policy review of children and young people - a discussion paper* (page 92)

¹⁵ Skills for Care and Development, March 2007; *Productivity in the Social Care, Children's and Young People's sector*

¹⁶ Atkinson, T, 2005, *Atkinson Review: Final Report - Measurement of Government Output and Productivity for the National Accounts*

valuation of public services and emphasised the need to capture improvements in the quality of outputs.

In the SfC&D context, there is still considerable additional work needed at both the children's services sector, and national, levels before conclusions can be made about productivity. Even then, these measures will need refinement before they can be considered for assessing sector performance, let alone for policy evaluation. SfC&D plans to consider this in more depth with other SfC&D public services SSCs in 2007/08.

Elsewhere, there are models that can be worked with to develop appropriate means to measure productivity in these sectors. A recent report published in Washington State, USA¹⁷ has calculated the economic impact of its childcare industry, not only in terms of revenue directly produced, but also indirectly, given the increased productivity of those, for example, able to access appropriate childcare for their own children.

There are some broad conclusions that can be drawn, for example educational underachievement affects the relative performance of the UK economy. The UK has between 10 and 25% lower output per hour than France, Germany and the US and much of this can be attributed to a poorer level of skills and a shortfall of capital investment. There is much evidence to highlight the vital role those professions in the children's workforce make to prepare children for school, addressing the mentioned shortfalls, and for supporting children outside of the school system, and so impacting on reducing crime levels and social exclusion.

Although the traditional productivity measures such as competitive markets are not wholly relevant for children's services, and there are no current measures to provide a baseline, CWDC will build on the SfC&D report and look at what measures could be established to demonstrate the quality and success of the sector and its impact on its own and the wider economy. In the meantime, there is anecdotal evidence to support the argument that the services delivered by the sector's workforce have a positive impact on the wider economy.

This chapter examines the four factors in more detail, beginning with Government policy. The key policies and legislation are outlined and their impact explored.

4.2 Government Policy

The Government's agenda is based on wider considerations, including national productivity. These factors are taken into account and play apart in providing valued

¹⁷ *Child Care is not Child's Play: The Economic Impact of the Child Care and After-School Industry in Washington* (2004), ed. Jill Nishi, published by the Office of Economic Development, City of Seattle

information that contributes to achieving its policy and legislative programme, which is the primary driver of the SSA. The following section goes through the key pieces of policy and legislation in detail, exploring the implications they have for the children's workforce and the potential impact that they will have. Each of these policies not only set the direction for the future, but have also undergone extreme consultation with the sector. A summary of each sector is shown in the purple box at the end of each section.

4.2.1 Every Child Matters

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

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

All organisations involved with providing services to children will be expected to work in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

There are several key elements of *Every Child Matters*, which are the central actions being taken to realise the agenda it lays out.

The Common Core of Skills and Knowledge

The Common Core of Skills and Knowledge for the children's workforce sets out the common, transferable skills and knowledge needed by those whose work brings them into regular contact with children, young people and families. The skills and knowledge are described under six main headings:

- Effective communication and engagement with children, young people and families.
- Child and young person development.
- Safeguarding and promoting the welfare of the child.
- Supporting transitions.
- Multi-agency working.
- Sharing information.

The Common Core will inform qualifications for working with children, young people, families and carers and it will provide a basis of generic, transferable units of skills and knowledge for the children's workforce. DfES expect all National Occupational Standards relating to the children's workforce to be common core compliant by

Autumn 2007. This will support the implications as outlined in 2.3 in relation to workforce mobility.

4.2.2 Children's Workforce Strategy: Building an Integrated Qualifications Framework

The *Children's Workforce Strategy* sets out action to be taken nationally and locally to ensure that there are the skills, ways of working and capacity in the children's workforce to deliver change for children.

4.2.3 The Common Assessment Framework

The Common Assessment Framework (CAF) and the Common Risk Framework (CRF) represent key developments with implications for the ability of the workforce to work in an integrated way. This is particularly highlighted by the structural changes within the delivery of children and young people's services which are now integrated with education with the key aim of putting children at the heart of services, surrounded by multi-agency teams to enable early intervention as needed. *Every Child Matters* proposed the introduction of a national Common Assessment Framework to help practitioners to assess children's needs for services earlier and more effectively.

The CAF is founded on widespread multi-agency training. This maximises the opportunity to share resources, work with colleagues from other services and begin the process of building a shared understanding, language and culture. An awareness and understanding of the wider field of work is required by all practitioners if building a common understanding of 'concern' and that leads to 'concern'. This requires significant commitment in both time and resources, and has clear implications for workforce development planning across agencies. CAF assessment training will need to cover:

- when to complete a common assessment.
- situations where a common assessment might be initiated.
- a description of the CAF process.
- issues to consider when completing a common assessment.
- determining interventions and follow-up action.
- monitoring and review.

For CWDC, the integrated working agenda will lead to support for the workforce by implementing¹⁸:

- the transfer of the integrated working portfolio from DfES.
- the CAF to a set of agreed standards.
- the lead professional to a set of agreed standards.
- multi-agency working to a set of agreed standards.
- Youth Matters reforms.

¹⁸ CWDC, 2007; CWDC Outline Business Plan, 2007-08 (Strand F)

The Integrated Qualifications Framework

The *Every Child Matters* agenda also sets in place a programme for the development of an Integrated Qualifications Framework (IQF) for the children's workforce¹⁹, to be completed by 2010. The aim is to ensure that key qualifications for the sector are rationalised, include the Common Core of Skills and Knowledge and support mobility across the whole of the children's sector as well as service integration.

Workforce development implications – *Every Child Matters*

The Every Child Matters (ECM) agenda has had huge implications for the children's workforce as it has been the driver for widespread reform. The significant principles are integration, joined-up working and strengthening of the skills and knowledge of the workers themselves.

The ECM programme sets out a number of clear objectives that are intended to be achieved over the coming 10 years designed specifically to achieve these aims.

4.2.4 The Early Years Workforce

The Early Years Foundation Stage

The Government's 10 Year Strategy for Childcare *Choice for Parents, the best start for children* promised to establish a single coherent development and learning framework for all young children from birth to five. The Childcare Act 2006 converted that commitment into law, and from September 2008 establishes a new Early Years Foundation Stage (EYFS)²⁰.

The EYFS will be a single framework for care, learning and development for children in all registered early years and childcare settings, and schools from birth to the end of the reception class (the academic year in which the child turns five.) The EYFS builds on and replaces the existing statutory Curriculum Guidance for the Foundation Stage, the non-statutory Birth to Three Matters framework, and elements of regulatory frameworks in the National Standards for Under 8s Day Care and Childminding.

¹⁹ Department for Education and Skills, 2006; Children's Workforce Strategy: Building an Integrated Qualifications Framework

²⁰ The Early Years Foundation Stage is a new statutory framework for childcare and education in the early years. It will apply to all settings offering provision for children from birth to compulsory school age – including day nurseries, childminders, pre-schools, playgroups and maintained and independent schools. The EYFS aims to raise the quality in the early years by removing the existing artificial distinction between care and education, to better reflect the way young children learn and develop.

All providers across the maintained, private, voluntary and independent sectors including day nurseries, childminders, playgroups, children's centres, pre-schools and maintained and independent schools will need to deliver the EYFS.

Early Years Professionals

Evidence from the Effective Provision of Pre-School Education (EPPE)²¹ study shows that improving the quality of the early years experience is directly related to better outcomes for children. Key factors contributing to the quality of this experience are well-qualified leaders, trained teachers working alongside and supporting less qualified staff, and staff with a good understanding of child development and learning.

The Government's response to the national consultation on the future of the children's workforce highlighted the need for further reform of, and support for, the early years workforce. In particular, the response identified the benefits of developing the role of Early Years Professional (EYP) and confirmed the Government's aim to have EYPs in all children's centres offering early years provision by 2010 and in every full day care setting by 2015.

The Early Years Professional role is new. EYPs will lead practice across the new Early Years Foundation Stage in a range of settings. They are change agents to raise the quality of provision and improve practice by modelling the skills and behaviours that promote good outcomes for children. CWDC believes that over time, only those with EYPS should lead practice across the EYFS.

Early Years Professional Status

To become an Early Years Professional it is necessary to achieve Early Years Professional Status (EYPS). In order to achieve EYPS candidates have to demonstrate they meet a set of 39 national Standards at Level 6. These Standards, together with a set of requirements relating to the suitability, qualifications and experience of candidates were developed by CWDC and its partners in consultation with early years stakeholders. The standards are organised under six related headings:

- Knowledge and understanding
- Effective practice
- Relationships with children
- Communication and working in partnership with families and carers
- Teamwork and collaboration
- Professional development

The Standards are outcome statements that indicate what candidates must know, understand and be able to do. They cover working safely with babies and children from birth to the end of the new EYFS. The Standards are specific, explicit and assessable, and are designed to provide a clear basis for the award of EYPS,

²¹ Sammons, Sylva, Melhuish and Blatchford, 2003; *The Effective Provision of Pre-School Education Project: Findings from the Pre-School Period*

regardless of the type of training. To achieve this purpose, each Standard has been set out discretely. However, being an EYP implies more than meeting a series of discrete Standards. It is necessary to consider the Standards as a whole to appreciate the skill, creativity, commitment, energy and enthusiasm that leading practice in the early years requires, and the intellectual and leadership skills required of the effective EYP. The CWDC own the assessment process for EYPS and act as the guardian of the Standards.

The introduction of EYPS will have implications for the rest of the EY workforce and the Government (and CWDC) will be evaluating its impact on raising the quality of settings, particularly in the PVI sector, and consequently on improving outcomes for children.

Workforce development implications: Early Years Workforce

Early Years Professionals will be key to raising the quality of early years provision. They will lead practice across the Early Years Foundation Stage, support and mentor other practitioners, and model the skills and behaviours that safeguard and promote good outcomes for children.

CWDC will be working in partnership with the Training and Development Agency for Schools (TDA) and with early years stakeholders to:

- define the standard of skill, knowledge and practice experience required for EYPS.
- develop a robust process for conferring EYPS on those who meet the required standards.
- develop proposals for additional training solutions for those whose existing skills, knowledge and experience of practice needs some enhancement to meet the EYP Standards.

4.2.5 Extended Schools / Extended Services

Within the context of how and where services are located, and developing integrated working, schools are well placed to take up the challenge of making Every Child Matters a reality for children, young people and local communities. A key consideration for extended schools is to decide who should be responsible for the delivery of extended services.

Workforce remodelling will have provided schools with the skills to create a staffing structure appropriate to the extended services they wish to deliver. Schools will look at the expertise both within the school and locally to determine the best person to deliver each aspect of extended services. Often this involves working effectively with other statutory services and with the voluntary, community and private sectors. Schools will want to take a strategic view of staff training and development needs when developing extended services. They will want to ensure that appropriate skills and knowledge are spread throughout the whole school team – both teachers and support staff.

The 'core offer' is a menu of services which include:
quality childcare either on site or through local providers.
swift and easy referral to specialised support services.

The integration of children and young people's services with education provides a sharper focus on meeting the needs of the whole child. However, this requires new ways of working and a broadening of the school team to include those delivering out of hours and extended services, as well as effective and responsive links into specialised support.

4.2.6 Options for Excellence

*Options for Excellence*²² sets out the actions that the Government, with partners across the children's (as well as the adult) social care workforce, will take forward to build a social care workforce of the future. In order to deliver the improvements during the period from now to 2020, the workforce we have now will need to be better led, supervised, supported and managed to meet the demands the 2020 vision makes.

Key outcomes:

- A positive perception of a well recognised social care workforce.
- A workforce promoting participation from users and carers.
- Partnership working across the workforce, and with other professionals and sectors.
- A professional workforce, where all workers are trained, skilled, appropriately qualified, held accountable for their actions and committed to delivering an excellent standard of care.

The specific actions that are intended to achieve this include:

Increase the supply of all workers within the sector, such as domiciliary care workers, residential care workers, social workers and occupational therapists and look at measures to tackle recruitment and retention issues.

Improve the quality of social care practice.

Define the role of social workers (including training and skill requirements).

Develop a vision for the social care workforce in 2020 and a socio-economic case for improvements and investment in the workforce.

Options for Excellence identified a wide range of early actions which will drive future skills requirements including:

Recruitment and Retention:

²² Department of Health & Department for Education and Skills, 2006; *Options for Excellence* – Building the Social Care Workforce of the Future

- To promote working in the sector, extend career pathways and develop simplified and streamlined qualifications and development frameworks.
- To support the workforce development of the third sector.
- To provide more support and training for informal and formal carers.
- To meet the full cultural, professional induction and mentoring support needs of social care workers from other countries.
- To develop reward systems to provide incentives to workers to enhance skills and performance and progress their careers.
- To reduce temporary staffing, with actions to promote a lead professional approach to improve continuity of care.

New ways of working:

- To produce a definition of the role of social workers, consider standards for interagency working and a shared set of core values between professions.
- To develop effective workload management systems and standards.
- To develop skills in ICT in learning and use of assistive technology.
- To enable personal assistants to access training and support.

Leadership and Management:

- To provide effective manager induction by promoting Management Induction Standards and implement a unit of competence on supervision.
- To promote leadership and management skills, with a framework for training, development and qualifications for managers.
- To improve HR practice through promoting the Investors in People (IiP) standard.

Commissioning:

- To increase the quality and standards of commissioning skills for those commissioning social care services.
- To enable commissioners to commission for quality by meeting National Minimum Standards before contracting with a provider.
- To use the National Minimum Dataset (NMDS) to inform workforce commissioning at all levels eventually developing a more systematic analytical model of the social care workforce.

Workforce development implications – Options for Excellence

- Learning organisations demonstrating a commitment to continuing professional development (CPD)
- Improved recruitment and retention and steps to increase the status of those already in the workforce.
- New ways of working, including the development of new roles, increasing use of new technology and workforce development for personal assistants.

- Improved leadership and management and human resource (HR) processes.
- Improved commissioning skills.

4.2.7 Youth Matters: Next Steps

Youth Matters sets out a vision to transform the lives of every young person through a radical re-shaping of provision. The vast majority of people consulted strongly supported its main theme – the engagement of young people in shaping local services. This impacts on the advisory and education support workforce.

Over recent years the *Transforming Youth Work* agenda has strengthened the contribution which youth work can make. The skills of the Connexions workforce will be essential in providing expertise in a range of areas including delivering Information, Advice and Guidance (IAG) and targeted support.

Four main challenges are identified in Youth Matters:

Engaging more young people in positive activities and empowering them to shape the services they receive.

Encouraging more young people to volunteer and become involved in their communities.

Providing better information, advice and guidance (IAG) to young people, to help them make informed choices, including education, employment and training.

Providing better intensive support for young people with serious problems.

Workforce development implications – Youth Matters

Youth Matters will work to:

- Build on the work already done to improve leadership and management skills.
- Develop multi-agency working, supported by CWDC's toolkits and publication of examples of good and emerging practice.
- Increase the skills and deployment of the Lead Professional.

4.2.8 Care Matters

The Government's proposal set out in this Green Paper²³ on looked after children focuses on seven themes:

Intervening earlier and more effectively with children on the edge of care and their families.

Strengthening the role of the corporate parent.

Improving the quality and stability of placements.

Ensuring a first class education.

Improving life outside school.

²³ Department for Education and Skills, 2006; Care Matters: Transforming the Lives of Children and Young People in Care

Easing the transition to adult life.
Making the system work – robust accountability.

The Green Paper proposes a new 3-tiered model for placing looked after children.
The model would be underpinned by:

A new framework of skills and qualifications.

A new Foundation Degree in working with children in care to ensure that care is seen as a key part of the children's workforce.

A degree-level qualification as an extension of this foundation degree for those wishing to build on it.

Revised National Minimum Standards for fostering services and residential care linking explicitly to this new framework.

A revised framework for fees building on the national minimum allowances for foster care and setting out the level of fees which might be associated with each tier.

A mandatory national registration scheme for foster carers

A significant part of *Care Matters* deals with foster carers and the ways in which they can be better trained and supported, with the ultimate goal of professionalisation.

Workforce development implications – *Care Matters*

Care Matters is focused on the Looked After Child, and is designed to improve the support for those children and young people by encouraging a skilled and professional workforce around them. This will be done with changes to available qualifications, as well as structural change for those in fostering and residential care.

4.2.9 The integrated children's services agenda – Integrated Children's System: assessment and recording

The Integrated Children's System (ICS), a framework for working with children in need and their families, is a driver of skills needs. The practice and case record keeping processes are supported by information technology designed to handle a large amount of information on individual children. The aims of ICS are that all practitioners and managers responsible for children in need should work in accordance with the ICS conceptual framework, from case referral to case closure.

4.2.10 National Service Framework for children, young people and maternity services

The Children's National Service Framework (NSF) sets out a series of standards for children's health and social services, and the interface of those services with education. Below is a selection of the standards which represent the types of commitments that are expected according to the framework.

- **Standard 3** is underpinned by the Common Core of Knowledge and Skills. It identifies specific training requirements for children's services workers to ensure competence in relation to such aspects as assessing children's needs,

understanding the impact of disability on the child and family, and issues of confidentiality and consent.

- **Standard 8** requires training in the needs of disabled children to be delivered to all staff working in specialist and mainstream settings in health, social care, early years and education. It is also essential that training programmes ensure links are made between the Learning Difficulties Award Framework (LDAF) and training of staff working with children with learning difficulties.
- **Standard 9** addresses joint agency and specialised training. Continuing professional development is needed to ensure that staff have the necessary skills and competences to work across agency boundaries, and within a variety of settings and engage children, young people and their families who have difficulty accessing services.

Workforce development implications – National Service Framework

The NSF will have an impact across the workforce as it represents a cohesive structure to ensure the needs of children, young people and families are met, and are the priority of the system. The framework will allow for ease of evaluation and clarity across the diverse workforce by setting out clear, universally applied standards.

4.2.11 The Leitch Review of Skills

The final report of the *Leitch Review of Skills*²⁴ states that:

More than a third of adults do not hold the equivalent of a basic school-leaving qualification.

Almost one half of adults (17 million) have difficulty with numbers and one seventh (5 million) are not functionally literate.

Continuing to improve our schools will not be enough to solve these problems. Today over two thirds of our 2020 workforce has already completed their compulsory education.

Where skills were once a key driver of prosperity and fairness, they are now the key driver.

Basic skills are essential for people to be able to adapt to change. People lacking basic skills will be most at risk of exclusion in a global economy.

The Leitch Review makes eight main recommendations, the chief of which build on the commitments in the *FE Reform White Paper, Further Education: Raising Skills, Improving Life Chances*, to move to a system which is demand led. The system must be designed and delivered to meet the needs of the customers, individuals and

²⁴ HM Treasury, 2006; Prosperity for all in the global economy - world class skills

employers, and supply only high-quality provision to increase productivity and employability.

The Leitch Review also sets challenges by recommending an acceleration of change, so that by 2010 all public funding for adult vocational skills in England, apart from community learning and programmes for those with learning difficulties and/or disabilities, is routed through Train to Gain or Learner Accounts. The funding consequences of Leitch are being worked through in the Comprehensive Spending Review (CSR) and the speed of transition is partly dependent on the outcome of the CSR. Nevertheless, the direction of travel is clear and the current DfES/LSC consultation is about how the FE system can be reformed in such a way that it makes a reality of a demand-led approach.

The SSA will help drive other developments. In common with many other sectors, CWDC will need to develop a Sector Learning Strategy that meets the needs of people who use services and the Leitch Report's objective of rationalisation and simplification. This will involve further review in order to both reduce duplication and to ensure that gaps for workers do not exist. Rationalisation will greatly assist in the need to continue to increase the percentage of the workforce with a relevant qualification. Qualification development, design, and delivery need to lead to simpler routes to qualifying, ones that meet the needs of a rapidly changing workforce.

4.3 Societal Expectations

Service users, including children and young people, their families and carers, have become more vocal about their needs. The drive for improved quality together with recognition of the need for service users and service providers to work together, provide an additional force for change. In particular:

Parental expectations are a key driving force in the implementation of the 10 year childcare strategy.

Individual budgets for users of services reflect a growing recognition that they are best placed to determine, and sometimes also manage their own care. However, this is likely to apply to only a small proportion of children and young people.

There is increasing recognition of the value of unpaid carers of vulnerable adults and children with disabilities as a vital part of the workforce.

The views of children and young people and their representatives, and their champions.

In addition, enlightened expectations of the way children and young people's services are delivered, reinforced by the *UN Convention on the Rights of the Child*, also inform what skills, qualities and attitudes the workforce needs.

4.4 The way services are delivered

The successful implementation of the vision and the outcomes set out in *Every Child Matters* requires agencies and organisations to work together to develop more

integrated and responsive services for children, young people and families. The current vision set out by Government means a continued focus on redesigning services and improving the training and development of the workforce, driven both by the Every Child Matters ambitions and by wider reforms across public services.

This affects everyone who works with children. New roles and ways of working within and across services for children and young people will emerge. Delivering increasingly personalised support will require a different mix of skills, different combinations and blends of expertise, with professionals, para-professionals and others working together in new teams and in different ways.

4.5 The way the workforce is managed

*Championing Children*²⁵ has been developed in recognition of the difficulty of managing complexity in an evolving policy context, and specifically in response to requests from existing managers of integrated children's services for more clarity about expectations, and more training provision that is relevant to the particular challenges of the job.

It highlights seven aspects of management and/or leadership, all but one of which map directly onto either the Leadership and Management Standards or the Common Core for the frontline children's workforce.

Effective management and inspiring leadership are essential to bring about new arrangements in children's services, especially in the management of multi-disciplinary teams. If children's services are to be delivered by learning organisations, all managers need to value workforce development. This requires all managers to:

be accountable for service standards and outcomes for children.

develop improved management and leadership skills.

recognise their responsibilities for influencing the culture of learning within their work setting.

influence best practice through the standards they set and expect from themselves and their staff.

become qualified, with in-house workforce development linked to externally accredited qualifications.

4.6 Implications for the workforce

The workforce faces continual change. Creative, inspirational change management of the current and future workforce is therefore required. This has implications for the skills needed by the workforce, in particular: new ways of working, flexibility and

²⁵ Department for Education and Skills, 2005; *Championing Children*, a shared set of skills, knowledge and behaviours for those leading and managing integrated children's services

adaptability, information sharing and communication, responsiveness to people who use services and multi-agency colleagues, and virtual team working.

The Children's Workforce Strategy²⁶ clearly sets out what is proposed to deliver effective integrated services:

The Common Core of Skills and Knowledge is for everyone who works with children and young people, including those for whom this is just part of their job

New career pathways, built on a more coherent set of qualifications, must be open to all in the workforce.

All those working with or in contact with children and young people recognise their responsibilities to take action to safeguard and promote children's welfare whilst carrying out their normal duties.

Continued transformation of early years – with new professional roles to raise the status of the work and the quality of services delivered.

In both health and social care a need to develop a workforce which finds new approaches to meet the challenges of the National Service Framework for Children, Young People and Maternity Services²⁷, *Choosing Health*²⁸, and the white paper *Our health, Our Care, Our Say: a new direction for community services*.

The integrated youth services proposed in the *Youth Matters* green paper²⁹ will build on the existing skills of the workforce but will require changes to their roles and practices if more effective and co-ordinated services for young people are to be delivered.

For looked after children, reforms, as proposed in *Care Matters*³⁰, are needed in order to improve outcomes.

4.7 National infrastructure in England

There are a number of national organisations and networks whose roles impact on the development of skills in the children's workforce:

4.7.1 The Children's Workforce Network in England (CWN)

The Children's Workforce Network (CWN) is an alliance committed to creating and supporting a world-class children's workforce in England. The CWN is a strategic body, bringing together the relevant Sector Skills Councils (including the CWDC). It is

²⁶ Department for Education and Skills, 2006; Children's Workforce Strategy Building a world-class workforce for children, young people and families; The Government's response to the consultation

²⁷ Department of Health, 2004; National Service Framework for children, young people and maternity services

²⁸ Department of Health, 2004; *Choosing Health: Making healthy choices easier*

²⁹ Department for Education and Skills, 2005; *Youth Matters: Green Paper*, and Department for Education and Skills, 2006 *Youth matters: Next Steps*

³⁰ Department for Education and Skills, 2006; *Care Matters: Transforming the lives of Children and Young People in Care*

a voluntary grouping of independent partners, who recognise that collaboration will help them to achieve the more effective implementation of their individual and joint roles.

The Network's vision is 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 thereby valued;
demonstrates high skills, productivity and effectiveness; and
exhibits strong leadership, management and supervision.

4.7.2 The Office for Standards in Education, Children's Services and Skills (Ofsted)

The new Ofsted comes into being in April 2007. It will take on responsibilities from four existing inspectorates: the Adult Learning Inspectorate (ALI); the work relating to children of the Commission for Social Care Inspection (CSCI); the work relating to the children and family courts of HM Inspectorate of Court Administration (HMICA); and the work of the current Ofsted. It uses evidence to advise on approaches to caring for and supporting children, and on the effectiveness of different types of educational provision. It carries out inspection and regulatory visits in accordance with statutory regulations covered by National Minimum Standards (NMS) and National Day Care Standards, helping professionals in education and childcare make a difference to the lives of children and young people.

The National Standards for Under 8s Day Care and Childminding:³¹ There will be a new Inspection Framework from 2008 simplifying the learning and development and welfare requirements, and ending the sometimes unhelpful distinction between care and learning and between birth to three, and three to five provision, covering:

Full day care.

Sessional day care.

Crèches.

Childminding.

National Minimum Standards (NMS)³² for social care apply to:

Children's Homes.

Adoption.

Residential Family Centres.

Fostering Services.

³¹ SureStart, 2003; National Standards for Under 8s Day Care and Childminding: and also Ofsted, 2005; Day care and childminding: guidance to the National Standards revisions to certain criteria

³² See: www.ofsted.gov.uk

4.7.3 General Social Care Council (GSCC)

The GSCC is the regulatory body for the social care workforce. Its aim is to improve standards and public confidence and to give those working in social care, including children's social care, a new status which fits the work they do. The GSCC develops standards and approves Higher Education Institutions (HEIs) to offer social work degrees and Post-Qualifying qualifications, including for Children's Services and Residential care for looked after children.

4.8 Workforce Future Trends

As mentioned earlier in this report, there is a significant gap in the availability of current and accurate workforce intelligence. It has proved very difficult to create a picture of what the workforce looks like at the moment, which has meant that it was equally difficult to project what the workforce will look like in the future, particularly in quantifiable terms.

Workforce projections for the whole of the Skills for Care and Development sector are provided in the Working Futures 2004 - 2014 Sectoral Report³³. However, the report makes clear that as well as including the occupations relevant to CWDC, the scope of the work includes adult social care roles plus additional workforces included in some of the statutory remits of the country organisations concerned with secure and offender accommodation, community justice and supported housing. Therefore, while the projections are a useful indication of future trends for the entire sector, it is not valid to automatically apply the forecasts to the CWDC footprint occupations.

The key projections contained in the Working Futures report are as follows:

- The composition of employment in the sector is projected to remain fairly constant over the next decade, with a workforce that is 85% female and 50% part-time by 2014.
- In terms of the SOC2000 major groups, by which all occupations in the report are classified, Personal Service Occupations and Associate Professional and Technical Occupations dominate the employment structure of the Skills for Care and Development SSC, accounting for 57% of all jobs. Working Futures foresees a slight increase in Personal Service Occupations staff by 2014 and a continuing reduction in Elementary Occupations, which perhaps reflects the statutory training requirements now in force for the sector.
- The report indicates that replacement demands for the next decade are typically five to 10 times greater than any forecast structural increase or decline in employment in any SSC. That said, at 40% of current employment over the next 10 years, Skills for Care and Development has the highest replacement demand ratio of all the SSCs, matched only by Lifelong Learning UK.

³³ Working Futures 2004 – 2014: Sectoral Report

- Employment in the sector is forecast to expand by almost 10% in the next 10 years. The high replacement demand ratio, together with the forecast expansion in employment, gives this SSC a total recruitment requirement for the next decade of almost 50% of current employment levels. Among Managers and Senior Officials, Professionals and Personal Service Occupations the requirement for the period is projected to be more than 60% of current levels.

4.8.1 Future Scenarios

To support the analysis of future skills needs CWDC commissioned a piece of work in November 2006, to scope out the likely changes to the children's workforce over the next 10 years.

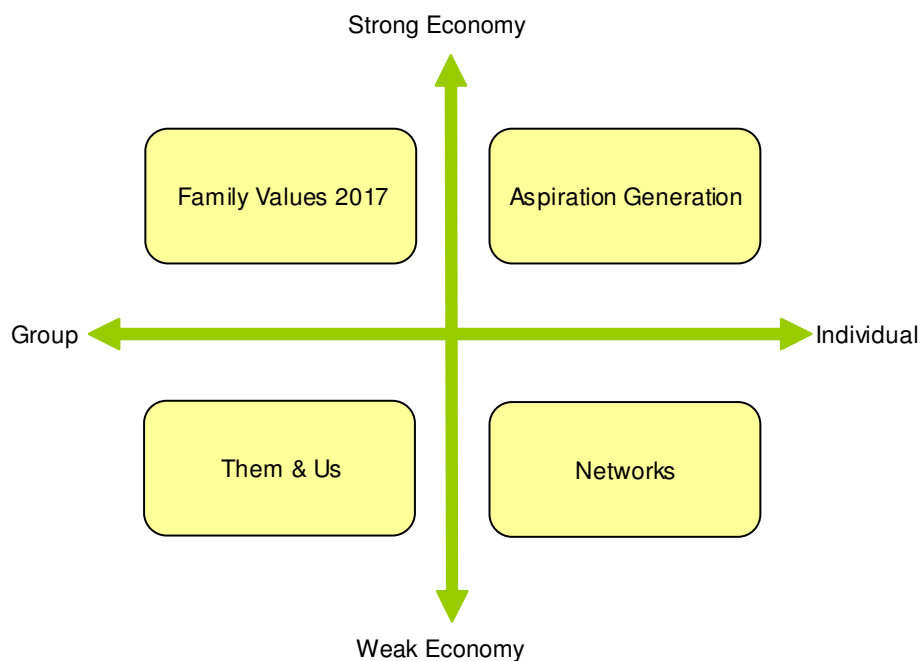
The project used a future scoping methodology known as scenario planning that looks at important trends and events, and imagines how they might interact in different ways to produce different results. The scenarios developed do not predict the future; instead they assist in preparing for any number of possible futures.³⁴

Within the panoply of national and international trends that could potentially affect the children and young people's workforce, the project focused on the following as likely to have a significant impact:

- the UK's ageing population;
- the development of more integrated working;
- the needs of black and minority ethnic communities;
- the gender imbalance in this workforce;
- the demand for services offered by the workforce;
- tensions arising between the Government skills objectives, market forces and education behaviours;
- young peoples' changing attitudes towards employment.

Having identified these key trends, consideration was given to the economic and social environment in which the children and young people's workforce operates. This led to the development of four possible scenarios with a view to exploring the implications of present trends and future possibilities, for the next ten years.

³⁴ Currently unpublished report undertaken by DEMOS, 2006 on behalf of CWDC



Family Values 2017 (Group Identity/Strong Economy)

This scenario sees the dialogue of family values pervade the political climate. Care has risen up the political agenda, though it is seen more as a personal rather than state responsibility, leading to an emphasis on supporting informal care support.

- Early years workforce shrinks due to informal care and flexible working, and staff are in demand for personal attributes rather than qualifications.
- Learning support staff work closely with parents acting as family advocates in the education system and act as a bridge between social care, education and families.
- Child and Adult social care divisions are merged into early intervention focused family units working across disciplines, creating tensions in agency boundaries.

Aspiration Generation (Individual Identity/Strong Economy)

This is a story of an optimistic and aspirational culture, focused on achievement and happiness. Qualifications, education and personal success are highly valued and the population is independent, affluent and mobile.

- Formal childcare use increases as grandparents enjoy 'second youths'. A trained, user rated, childcare workforce sees childcare considered as an important educational intervention.
- Social care workers focus personal development, helping children in their care develop life skills. 'Care First' brings in graduates to disadvantaged areas, but sees under investment in less qualified staff.
- Learning Support staff act as 'Education Ambassadors' working across sectors, based mainly in primary schools for early intervention. The sector becomes highly valued and respected.

Them & Us (Group Identity/Weak Economy)

People group together to compete for limited resources in a tough economic environment. Insularity, exclusion, distrust and localism characterise this scenario.

- Informal childcare will be prevalent with lower income groups utilising maintained provision. Early years workers act as community outreach, offering childcare and parenting advice.
- Child social care workers are in demand as social problems increase. Cross agency working becomes more important, but qualification requirements are relaxed due to lack of available funding for training.
- The learning support workforce is reduced and merged into child social care, offering assistance with learning, social cohesion and wider personal support.

Networks (Individual Identity/Weak economy)

Networks is characterised by a reliance on peer-based support. Financial pressure, mobile populations and a culture of self expression means that people create support networks of friends and interest groups in place of traditional family relationships.

- 'Network families' emerge as childcare costs rise. The early years workforce shrinks due to falling demand and a skills gap emerges. Co-care centres emerge, with elderly and pre-school provision on one site.
- 'Wild tribe children' place strain on the social care sector but staff lack resources for active interventions. Social care instead becomes an alternative social network which children access voluntarily.
- Learning support becomes standard in every school. Learning support will be required to adapt to new technology providing out of hours assistance via web tools and mobile phones.

Further work will be undertaken to refine these scenarios and to explore the likely and preferred elements within them as part of Stage 3 of the SSA process.

5. Skills Needs – current and future

5.1 Background

As indicated above, skills demand for children’s services is broadly driven by:

- Government Policy as expressed in *Every Child Matters* and the *Children’s Workforce Strategy*.
- Changing work patterns and practices e.g multi-agency working (Children’s Centres), extended schools etc.
- Enhanced expectations and career aspirations of existing and potential members of the workforce.
- Enhanced employer expectations of their workforce.

This means that a number of projects and initiatives are already underway, or are being planned, to develop understanding of the skills and qualification needs of the workforce. These initiatives, many of which appear in CWDC’s Business Plan³⁵, employ pioneering sector thinking and innovative approaches which challenge and drive the workforce towards the vision of a world-class status.

Activities include:

- Piloting CWDC Induction Standards within our footprint and with the wider workforce.
- Taking forward Youth Matters implementation with Lifelong Learning UK,
- Researching, developing and advising on a training framework with tiered placements,
- Taking forward the workforce implications of *Care Matters*,
- Building on existing diversity campaigns with a focus on the areas of disability, age, ethnic minorities and gender.
- Developing common generic transferable units for the IQF as well as taking part in the test and trials of the Qualifications and Credit Framework (QCF).
- Developing sustainable new types of worker opportunities across the footprint.

The demand for both generic and specialist skills across the children’s workforce have increased and is likely to continue to rise. In this section, we highlight some of the demand-led skills identified and why they are important.

5.2 Current key generic skills

Skills needed by managers, workers, self-employed and volunteers vary considerably across different parts of the workforce and these will be discussed in detail. However, there are a number of key generic skills that are relevant across the whole workforce, which can be drawn from extensive work undertaken in the work outlined in sections two and three

³⁵ see www.cwdcouncil.org.uk/aboutcwdc/whatwedo.htm

These include:

- Skills that children and young people value;
- Literacy + numeracy skills;
- Communication and interpersonal skills
- Information and communication technology;
- Leadership and management;
- Commissioning, registration and procurement

We then consider the specific skills as part of our footprint.

A key aspect of the analysis of skills needs of the workforce is the expectation of children, young people, families and carers in relation to the skills and qualities of the workforce. Every Child Matters says workers need to ensure they have the skills that children say they need. The generic 'good people' skills that children and young people want the workforce to have are identified in a number of consultations with children³⁶ covering a wide range of job roles. These major skills apply across all age ranges:

- Listening skills;
- Skills relating to understanding children and young people's needs;
- Health and safety knowledge and skills;
- First aid skills;
- Skills in safeguarding children.

The most important skills and qualities to help people who work with children young people to do even better job are:

Communication skills – being able to relate and interact with children and young people, listening, ability to work in teams.

A positive attitude and life experience - including liking children and young people, real empathy and understanding of children's and young people's needs, inherent personality traits and aptitude required, not learnt skills. The same goes for understanding parents' needs. Looked after children particularly highlighted the ability to really understand what its like to be a child in care.

Organisational and management skills were raised many times; workers being organised, doing what they said they would when they said they would, and following things through.

36 Department for Education and Skills (commissioned by), 2005; 4Children, Consulting Children and Young People on the Children's Workforce Strategy; Reports from CWDC Induction Standards consultation, March 2006 and Children and Young People's Creative Workshops, June 2006

Necessary technical skills.

Source: Children, young people and parents' responses to the proposed CWDC 2006-07 Business Plan

5.3 Literacy and numeracy skills

The effect of reduced literacy and numeracy skills on individuals is severe. But there is a cost to society which is just as great. Employers, in particular, cannot compete in an increasingly global, knowledge-based economy without a workforce able to add real value at every level. One in five employers has reported a significant gap in their workers' skills³⁷. The Needs Survey³⁸, a national needs and impact survey of literacy, numeracy and ICT skills which forms a key part of the research on which the Skills for Life strategy is based, found that:

1.7 million (5%) of adults aged 16-65 have literacy skills below Entry Level 3 (the standard expected of 11 year olds), and 5.2 million (16%) below Level 1 (less than a D-G GCSE).

6.8 million (21%) of adults aged 16-65 have numeracy skills below Entry Level 3, and 15 million (47%) below Level 1.

men and women have similar levels of literacy, but men appear to have higher levels of numeracy, with one in three or 32% of men achieving Level 2 (an A*-C GCSE) or above, compared to one in five or 19% of women.

many respondents had a high level of awareness of, and practical skills in ICT applications and terminology, with 50% achieving Level 2 or above in an awareness assessment, and 47% achieving Level 1 or above in a practical skills assessment.

lower levels of literacy and numeracy were associated with socio-economic deprivation, with adults in more deprived areas tending to perform at a lower level than those in less deprived areas.

good literacy and numeracy skills tended to be associated with good wages with 68% of full-time workers with Level 2 or above in numeracy skills earning more than £20,000 a year before tax.

parents with lower literacy and numeracy skills were less confident in helping their children with reading, writing and maths.

Noting some of the characteristics above, it is possible to make judgments about and map, literacy and numeracy skills needs across the children's services workforce, which is mainly made up of women, and includes low-paid workers. The sector also needs to bear in mind the challenging targets that the local LSCs, with their major partners such as Jobcentre Plus, are charged to deliver: 750,000 adults to achieve national certificates by 2004, and for 1.5 million to achieve the same by 2007. The

³⁷ Adult Literacy and Basic Skills Unit, 1993; Making it Happen: Improving the Basic Skills of the Workforce

³⁸ Department for Education and Skills, 2003; The Skills for Life survey; a national needs and impact survey of literacy, numeracy and ICT skills

2004 target was met, but the next stage presents huge challenges in terms of training up sufficient adult literacy teachers and persuading enough adults with low-level skills of the benefits of taking action to improve their literacy and achieve a nationally recognised qualification.

The sector needs literacy and numeracy skills to improve both personal performance and job performance, as well as to contribute to improving positive outcomes for children and young people. In addition, English language skills needs for speakers of other languages (ESOL) have to be met for both migrant workers, as well as people whose first language is not English.

There are functional literacy and numeracy skills needs across the whole workforce which must be met. Skills levels need to be reflected in employers developing plans to ensure that all their employees have Level 2 training in literacy and numeracy.

There is also some anecdotal evidence of an increased number of migrant workers from Eastern Europe entering the children's workforce particularly as nannies and au pairs. Many require additional Skills for Life training, particularly English for Speakers of Other Languages (ESOL). It has not been possible to quantify this but it is a trend that is likely to continue with the expansion of the European Union (EU) and its laws pertaining to the movement of the workforce across the EU.

The workforce must be competent in meeting the specific needs of children and families from black and minority ethnic communities, so appropriate multi-lingual skills are necessary.

Current and developing models of integrated working such as Extended Services, multi-agency teams and the pooling of resources within localities and clusters could act as excellent vehicles for meeting the numeracy and literacy needs of the sector. With the increase of satellite FE colleges throughout communities it may be possible for them to work in partnership with local employers to deliver bespoke sessions in numeracy and literacy to employees. However, this is reliant on strong multi-agency working across organisations that may have had limited contact previously. Potential solutions will be explored as part of the Stage 3 work and ongoing engagement with employers and key partners.

5.4 Communication and interpersonal skills

The Government's green paper *Every Child Matters* and the subsequent DfES paper the *Children's Workforce Strategy* stress the need for all members of the children's workforce to be able to communicate with children, young people, their families and carers. Statements of the requirements have been expressed in the Common Core of Skills and Knowledge for the Children's Workforce (Common Core). Other aspects of the Common Core include team working, communicating with other disciplines and other agencies, all of which require high levels of communication and interpersonal skills.

The requirement for the children's workforce to be trained in the Common Core has resulted in an increased demand for training in this area. By 2008 all qualifications for the children's workforce must reflect the Common Core which ensures that the review of existing qualifications and the development of new qualifications incorporate the relevant communications skills detailed in the Common Core.

Specific communication skills and qualities are required to support effective integrated and multi-agency working. They are addressed within the Common Core, but need to be underpinned by openness between workers, based on a common language and built upon mutual respect.

5.5 Information and communication technology (ICT) skills

This is about skills in a wide range of applications, including formal use of ICT across all work settings, managing assistive technologies where relevant, and e-learning. Some workers will require a basic level of ICT training, whereas for others it will involve comprehensive skills training in the use of specific tools and resources, such as the Integrated Children's System and the Information Sharing Index.

People working with disabled children will need to develop skills in using assistive technology as a means to promote innovative ways of meeting service users' needs. The use of assistive technology is about helping people retain their independence within the community. Many disabled children rely on equipment (or assistive technology) in order to achieve everyday activities that non-disabled children take for granted³⁹. The Government has committed to ensuring that children and young people are provided with, or have access to, all the assistive technology or equipment they need, when and where they need it. This includes in places other than at home where they typically spend time, such as respite care.⁴⁰

As more learning is delivered on-line, there will be greater demands on the workforce to have the skills to use ICT for continuing professional development to support qualification achievements across all levels, including e-learning and other interactive programs.

5.6 Management skills – leadership and management

A key initiative to improve management and leadership skills is CWDC's (jointly with Skills for Care) Leadership and Management Strategy. This work incorporates a framework to ensure appropriate training, development and qualifications are available for managers, which include the views and input of service users. It also

³⁹ Office for Disability Issues, 2006; Improving the Life Chances of Disabled People - the first annual report

⁴⁰ In line with Our health, our care, our say and Standard 8 of the NSF for Children, Young People and Maternity Services

incorporates career signposting and ongoing development for senior managers. It provides the key areas for developing, supervising and inducting individuals into their first line management role in social care.

The Children's Workforce Strategy identifies the leadership and management skills the sector needs:

- a shared set of skills, knowledge and behaviours for those leading and managing within integrated services;
- work to improve the quality of front-line management and supervision, especially in children's social care;
- and the development of indicative career pathways for managers.

The key target groups for this strategy are:

- Leaders and managers delivering multi-disciplinary children's services across the range of settings and across different professional backgrounds
- Leaders and managers who enable provision of multi-disciplinary children's services across the range of settings and across different professional backgrounds.
- Those aspiring to be leaders and managers as above.
- Those seeking to appoint leaders and managers as above.
- Those seeking to support personal and professional development for these leaders and managers.

A great deal of evidence is available relating to the need for managers of early years, social care and multi-agency settings, such as Children's Centres, to have appropriate training in the skills of management and leadership. The evidence for this includes the Ofsted thematic report published in 2004, *Children at the Centre*, which states that management staff of centres should have access to high quality in-service training that includes management development and curriculum matters. Additionally, the DfES publication *Championing Children* identifies a shared set of skills, knowledge and behaviours for those leading and managing integrated children's services:

- Safeguarding and promoting the welfare of the child.
- Providing direction.
- Leading and managing change.
- Working with people.
- Managing information.

Options for Excellence: Skills will be further enhanced by the promotion and implementation of the post-qualifying framework for leaders and managers qualified in social work. There is a need to develop an understanding across the sector of practice-focused management and the skills required by new managers.

Skills in change management and performance management are required to ensure that managers, both running their own small businesses and within organisations, can effectively lead, manage and support their workforce - both new and existing - and can facilitate retention and recruitment. Skills will be identified through a new unit of competence in 'Providing Effective Supervision' and new manager induction standards will be launched early in 2007. The CWDC has consulted with the workforce widely on the issues of Integrated Working, the findings of which inform the organisations work.

In the context of the Integrated Working (IW) agenda, training and development needs to be offered to managers and leaders of integrated, multi-agency teams to ensure that they are able to deliver truly effective integrated working. CWDC consultations found that front line workers felt that it was imperative that their managers were able to disseminate a clear vision of IW. These principles of IW need to be clearly laid out and built into the fabric of the workplace and form part of multi-agency training.⁴¹ The IW principles also need to form a fundamental part of both apprenticeships and training of those managing and leading them.

Moreover, those CWDC spoke to suggested training of managers and leaders should encourage working outside of traditional silos and ignore bureaucracy.⁴²

Due to the high cost of CPD and training, coupled with the short-term nature of funding, managers of VCF organisations will have to be fully committed to IW if they are to invest money in their workforce. It is therefore essential that the VCF sectors are engaged fully through out the whole workforce reform process.⁴³

The developing role of the Lead Professional was identified by many as needing considerable support and additional training. Given the new tasks the role will require of them, such as chairing meetings, report writing and budget management. Managers must ensure that this is offered to all staff taking on the LP role.

Consultation suggested that practitioner's wanted to develop at local level, management capacity and skills, using such tools as the Championing Children' resource book and Action Learning sets across agencies.⁴⁴

5.7 Commissioning, negotiation and procurement

The increase in the commissioning of services is being used as a tool to raise quality across children's services. In line with this, however, those who commission services must have the necessary skills and this applies to self-employed people, lead professionals, managers, and across small businesses & large organisations.

⁴¹ CWDC Consultation; Progress on Integrated Working, 2007

⁴² CWDC Focus Group, Health Professional: Children with disabilities, 2007

⁴³ CWDC, Strengthening the children's workforce, 2007

⁴⁴ NACP, Bringing Inter-agency Working to a new level, 2007

Skills are required that lead to competent commissioning of services based on what people who use services want, that improve delivery for the whole workforce, and that ensure stimulation of a diverse local market of services. Commissioning and procurement should not be seen as separate activities but integrated elements of the same life-cycle and interacting iteratively. The critical early contribution of procurement expertise in the development of what is usually referred to as the Commissioning Strategy in local authority children services departments, will relate to the engagement with the supply market, as supplier capacity is a key driver in the manner in which services will be delivered.

There will be development of commissioning career pathways and professional networks, led by regional representatives of SfC and CWDC, working closely with Higher Education Institutions and employers. Social care partners will be improving the quality and standard of skills for those commissioning services in social care. More guidance and information will be made available as part of the current Department of Health commissioning framework consultation, and as part of the ongoing work to implement the *Joint Planning and Commissioning Framework* for children's services.

As greater moves are made towards developing commissioning roles, skills needs include⁴⁵:

- data analysis;
- needs assessment;
- user engagement;
- strategic thinking;
- influencing/negotiating;
- procurement;
- market analysis;
- service remodelling;
- workforce development;
- financial management;
- legal awareness;
- partnership working;
- project management;
- leadership;

For the future, *Options for Excellence* proposes the development of a qualifications framework for commissioning. The skills and qualifications framework will cover the three levels of individual, local and strategic commissioning, and will be focused on how to achieve the best outcomes for people who use services.

⁴⁵ Department for Education and Skills and Department of Health, 2006; Options For Excellence: Building the Social Care Workforce of the Future

The move to increased commissioning of services also has implications for service deliverers themselves as they will require skills associated with the production of bids in order to secure contracts for delivery. These skills may include business planning, risk management, forward planning and resource management and contract negotiation, for example. This is especially relevant for voluntary and community sector (VCS) service deliverers. As part of the national *VCS Engage Programme*⁴⁶ CWDC is leading on a piece of research looking into skills needs within the children's VCS to support more commissioning of services by the public sector. The work is being done via three main tasks

- Desk research looking at research already undertaken and what the findings were.
- A telephone questionnaire of people working within VCS around skills needs.
- A series of focus groups and one-to-one meetings with public sector commissioners and purchasers of services asking for their perspective of the skills needs of the VCS to increase the amount of commissioned services.

Much of the emphasis of the *VCS Engage programme* is around commissioning. This is a sensitive topic within the VCS and a significant amount of activity is also being funded through the *ChangeUp* programme⁴⁷ and taking place at a strategic level on how to influence commissioning and purchasing processes to ensure a level playing field for the VCS. Indeed, at a national level the Office of the Third Sector has just commissioned the Improvement and Development Agency for local Government (IdeA) to develop and roll out a national programme to train 2,000 of those who commission public services on how to involve the third sector.

5.8 Skills to prepare staff for work with children, young people and families

Induction is about making sure that staff are inducted into the skills, knowledge and behaviours as they start working directly with children and young people. Starting with the needs of children and young people, initial training should develop an understanding of the desired outcomes in Every Child Matters and how practice impacts on bringing about those outcomes for people who use services.

The CWDC Induction Standards have been developed, and implemented initially within social care services but have been designed for wider application which is being tested with other parts of the workforce for which CWDC has responsibility, such as Learning Mentors and Early Years. All new and returning workers must

⁴⁶ see <http://www.vcsengage.org.uk/>

⁴⁷ ChangeUp is a programme of capacity building for the infrastructure of the voluntary and community sector, developed in partnership with the sector.

receive effective induction, including training, supervision, mentoring support, workload management and skills development.

Any frontline worker moving into management, as a matter of good people management practice, should receive a comprehensive induction and appropriate management training.

5.9 Skills in managing equalities and diversity

This has two dimensions:

- the strategic and human resources (HR) skills needed to improve the representation of minority ethnic groups, gender, age representation, and disability within the children's workforce.
- the skills the workforce needs to operate competently with diversity.

Data on ethnicity, gender, age, and disability at all levels is available to support the skills drive⁴⁸. The finding of this initial research has informed CWDC about existing effective diversity practices, and lessons learnt from the success and failure of other organisations. A project is included in CWDC's Business Plan for 2007/08 to investigate initiatives to help increase the diversity of the children's workforce.

The workforce needs to have knowledge and understanding around working with children and young people with disabilities. This stems from the 2005 revision to the *Disability Discrimination Act (DDA)* and the resulting *Disability Equality Duty*. Workers under the CWDC footprint will need to be aware of the DDA and what the implications will be for them. CWDC is leading on a programme of work to address the workforce issues linked to children and young people with disabilities. This has been agreed with the CWN. The next stage will be to undertake some scoping studies to explore the potential key skills and competencies required for this type of work and to link this to the developing work around the IQF.

5.10 Specific skills needs: Early years and childcare

Improving the early years workforce skills, knowledge and competencies will be key to delivering the new Early Years Foundation Stage (EYFS).

CWDC Early Years Strategy

CWDC's strategy is for a graduate-led workforce delivering a high quality EYFS to improve outcomes for children.

CWDC aim to:

- Identify a clear early years career structure, understood and supported by the workforce, employers and partners.

⁴⁸ The baseline figures for the CWDC footprint were established within the 2006, Recruitment, retention, rewards paper - see www.cwdcouncil.org.uk/projects/rrr.htm,

- Ensure there is an Early Years Professional in every Children's Centre by 2010 and in every full day care setting by 2015.
- Ensure improved quality and outcomes for children as measured by Ofsted.

CWDC will achieve this by:

- Investing to make Early Years Professional Status (EYPS) the 'gold' standard.
- Ensuring the provision of sufficient and appropriate routes to EYPS to meet existing and future needs.
- Developing a support package for those with EYPS to drive improvement of practice in settings
- Defining a full, relevant and appropriate Level 3.
- Supporting the inspection system to monitor and measure quality improvement.

Raising the proportion of the early years workforce with Level 3

CWDC are currently consulting on whether:

- The minimum qualification for the early years workforce should be Level 3.
- There is a role for an early years worker at Level 2.
- By 2010 at least 70% of the early years workforce should have a relevant and full Level 3 qualification.

Certificate in Early Years Foundation Stage Practice

CWDC and DfES believe it is important that existing practitioners are provided with an opportunity to gain accreditation for the training and development they will undertake to deliver the new EYFS and for the new EYFS to underpin training and qualifications for the sector going forward.

For this reason CWDC are supporting the development of EYFS units at Level 3 to be included in the test and trial phase of the development of the Qualification and Credit Framework and for inclusion in the Integrated Qualification Framework. These units could be used to support continuing professional development and over time could be combined with other units to develop a full Level 3 qualification. A nationwide consultation on the content of the units has been undertaken with a view to delivery of the Certificate in Early Years Foundation Stage Practice by September 2007.

Leadership and management

A 2004 Ofsted thematic report⁴⁹ notes that management staff should have access to high quality in-service training that includes management development and curriculum matters.

The Workforce Development Survey for workers in Early Years and Playwork settings⁵⁰ was a review of the training needs of all workers in the field, including managers and supervisors. It covered both full time and sessional workers. It recommended that all managers in early years settings should be given access to appropriate management training which should include aspects such as business planning, financial management and staff management, procurement etc.

5.11 Children's social care - specific skills needs

Social Workers

All newly qualified professionals and new and returning entrants to children's social care must be provided with a structured induction package offering supervision, mentoring, workload management and the development of wider skills. This will be supported by the implementation of the CWDC induction framework of children's social care workers. Further skills needs are likely to arise out of recommendations which emerge from the evaluation of the social work degree, which will report in 2007.

It is intended that in the longer term there will be established a Newly Qualified Social Worker (NQS) status, similar to the Newly Qualified Teacher (NQT) status in teaching. This will provide for a full induction programme, build on initial training and set the tone for future career development. It will reinforce the move towards a fully graduate profession.

The *Options for Excellence* review of the social care workforce determined that a partnership of organisations, led by the General Social Care Council (GSCC), including Social Care Institute for Excellence (SCIE), CWDC, Skills for Care and Commission for Social Care Inspection (CSCI), should produce and publish a statement describing the role and tasks of social work. An early report on work undertaken to date⁵¹ identified a list of key skills and competences for social workers, and the linked challenges:

⁴⁹ Ofsted, 2004; Children at the Centre - an evaluation of early excellence centres

⁵⁰ Department for Education and Skills, 2004; Early Years Childcare and Playwork Workforce Development Research Report

⁵¹ Moore Insight (for General Social Care Council), 2006; Describing Social Work Roles and Tasks, Record of the work of the Reference Group

Key skills and competences

Pre-requisite: that everyone is clear about the role and functions of social workers include values embedded in definitions of social work e.g. respect, valuing contributions of others.

Customer service	Advocacy
Networking	High level communication skills
IT competent	Self evaluation/awareness
Team worker	Cultural sensitivity
Analytical skills/critical thinking	Challenge
Problem solving	Appropriately assertive

There are a number of **challenges** that those responsible for skills development need to address:

- There are types of skills for different functions built upon a core set .
- There should be a distinction between personal and professional skills, and a description of the interaction between these different skills.
- Analytical and relationship skills can be quite different; social workers need to operate a wide range of skills at the same time.

The new Post-Qualifying framework will also support formal Continuing Professional Development requirements for social workers. In addition to the above, training will need to address skills development required for:

Restriction of Social Work title and registration: all the social workers need to keep their skills up-to-date with the post registration training and learning.

Taking on a Lead Professional role.

Increased use of assistive technology.

Increased multi disciplinary working.

Effective management of the Early Intervention agenda.

Managing the statutory role in relation to child protection and Looked After Children.

Residential care staff

Care Matters proposes a tiered framework and underpinning national qualification which will apply to residential carers as well as foster carers (whilst acknowledging the differences in skills and training needs). The consultation responses report provides further evidence on what employers and the sector wants around training and qualifications.

For care staff, the level 3 NVQ in Caring for Children and Young People still remains the core qualification. NVQ targets have been identified within National Minimum Standards (NMS) for children's homes. NMS require that all children's home staff, including any agency, temporary, volunteer, and student staff, receive an induction programme and CWDC's Induction Standards apply. NMS specifically address procedures to be followed in relation to:

Emergencies;
health and safety;
child protection (prevention of abuse, recognition of abuse (including its recognition in non-verbal children), dealing with disclosures or suspicions of abuse) and notification of incidents.

Similarly, the Common Core should underpin any training. The skills needs of this group will be reinforced by their future legislation with the General Social Care Council.

Managers in Residential Children's Services

Skills needs for managers are underpinned by the NMS for children's homes and GSCC registration requirements. NOS for registered managers in residential services describe best practice in the management of residential childcare and reflect the requirements placed on managers by regulations and workforce development strategies.

Foster carers

In relation to foster carers, there are a number of key skills needs, yet there are several other issues that must be addressed:

Shortage of foster carers – between 8,000 and 10,000 short in England.

Need for wider diversity of carers, especially black and minority ethnic (BME), and gay and lesbian carers.

Need a mix and choice of placements as a more professionalised service is developed – there is already pressure on what is available, so there is a need for a greater range of skills and expertise in carers.

Recruitment drives in 2007-08: the green paper identifies the fact that many very troubled children will need highly specialised care. While most areas undertake frequent local recruitment drives and these are often quite successful but on a small scale, more needs to be done.

Move to develop therapeutic foster care (multi-dimensional treatment foster care) which has now been piloted in 19 areas and which will lead to the requirement for higher level skills in therapeutic and psycho-social support.

There is a need for Foster Carers to be recognised as part of the wider social care workforce, and so in need of access to the same range of training and development as other social care professionals.

There is a lack of range and choice of foster care placements which detracts from positive outcomes for children. This is of particular concern for BME children cared for away from home who as young adults will feature disproportionately in prison, failing in school, as unemployed, as pregnant teenagers, homeless and misusing drugs, with mental health problems and suicidal (even in comparison with the numbers in these situations of all children and young people who have been in care).

In the future, foster carers' training and learning must be underpinned by the skills and knowledge identified in the new Training, Support and Development Standards for Foster Care which covers preparation through to CPD stages, as follows:

Standard 1: understand the principles and values essential for fostering children and young people

Standard 2: understand your role as a foster carer.

Standard 3: understand health and safety, and healthy care.

Standard 4: know how to communicate effectively.

Standard 5: understand the development of children and young people.

Standard 6: safeguard children (keep them safe from harm).

Standard 7: develop yourself.

Specialist skills training as part of continuing professional development for foster carers needs to be as follows:

Training relevant to specific placements (e.g. remand fostering, health conditions of children and young people placed, preparing young people for adulthood).

Refresher courses on core topics such as safer caring, understanding behaviour, record keeping, sex and sexuality.

Training that helps to increase a carer's effectiveness i.e. assertiveness training, court skills, managing stress, finance, benefits, and taxation issues.

Advanced training in understanding behaviour/dealing with trauma/dealing with abuse.

Advanced training on moving children and young people on.

New Types of Worker

CWDC and Skills for Care have been leading a pilot programme in New Types of Workers (NTOW) which is modelling new ways of working. The development and promotion of New Types of Workers (NTOW) will have significant implications for education, skills and training of the children and young people's workforce⁵²:

Key needs for NTOW:

Skills in flexible ways of working.

Skills in cross-sector working.

Communication skills.

Key needs for senior staff:

Managing innovation.

Contracting staff.

Leadership.

⁵² Department for Education and Skills and Department of Health, 2006; Options For Excellence: Building the Social Care Workforce of the Future

5.12 Advisory and Education Support Services – specific skills needs

With regard to Education Welfare Officers, Learning Mentors and Connexions Personal Advisers, there is less information available on the workforce characteristics of these particular occupations and therefore the specific skills needs associated with these roles either now or in the future. CWDC plans to address this as part of its wider work around improving workforce intelligence and further developing the Occupational Summaries during 2007/08.

Educational Psychologists

This is an ageing workforce and there is a forecast shortage in the supply of Educational Psychologists.

From September 2006, the one-year Master's degree courses in professional educational psychology were discontinued and replaced with three-year doctorate-level courses. This means that there will be a gap in the numbers of qualified educational psychologists as the first DEdPsys will not be coming into the profession until 2009.

The new training course includes significant time in placement during the 2nd and 3rd years. These trainees are likely to perform the role of Assistant Education Psychologist to the fully qualified professionals. This change in training route has provided an opportunity to examine the current and potential role of Educational Psychologists in the children's workforce.

5.13 The Voluntary and Community Sector

Both paid workers and volunteers who deliver services are included in our footprints. The skills needs of those working in voluntary sector are broadly parallel the same as for the workforce in local authorities, and the private sectors. However, existing information on the voluntary and community sector is not as comprehensive as other sectors. This is particularly so for volunteers. We have included in this report what we currently know about the voluntary workforce and what we can easily collect from the voluntary and community sector. We will work closely with voluntary sector partners to collect this information. We will include within the Stage 5 Action Plan a section covering recommendations for action to ensure that, from 2008, data collection and skills needs of this workforce are addressed.

One report has identified the general managerial skills required in this sector, but as it did not specifically address children's services, care is need in extrapolating the outcomes for this workforce.⁵³

⁵³ UK Workforce Hub, 2006; Report on Project Pilot Phase and Feasibility Study

- strategic management;
- project management;
- planning;
- change management;
- budgeting;
- ethics;
- equal opportunities;
- IT;
- contract management ;
- performance and quality management;
- accounting and financial reporting;
- relationships with other organisations and Government.

Regardless of the service provided or activity, there are also some specific skills which are needed within the VCS which are not necessarily required or as prevalent in the general workforce. They are:

- Fundraising/income generation skills.
- Ability to recruit, manage and retain volunteers.
- Specific skills needs for trustees / governing body members.
- Communicating and working with stakeholders.

There will continue to be a demand for the specialist skills required for working with children, young people their families and carers and how these skills needs can be met will be included in subsequent SSA phase reports. However, there is one area of specialism which is becoming recognised as an increased demand led requirement: working with children with disabilities. CWDC sees this as a priority area for the development of appropriate learning support and/or qualifications, to meet the increasing demand for specialists in this area.

6 Conclusion - Summary of skills needs, priorities and themes

6.1 The Workforce

The extensive research undertaken in support of this SSA has shown very clearly that the children's workforce, with its historic legacy of under-skilling and low levels of qualification achievement, must continue to modernise. It will need to continue to make considerable progress in terms of the acquisition of skills, knowledge and qualifications if it is to meet a new service culture in which the needs, views and aspirations of children, young people, their families and carers drive thinking and developments.

Improving levels of skill, knowledge and qualification within the workforce is not the only challenge. The sector must continue to recruit new people into children's services and needs to become far more successful in developing and retaining people so that they can work ever more effectively to make a real difference to the life chances of children and young people. The ambition to make a difference is one of the main reasons why people choose to work in services for children and families in the first place. Many often feel constrained by unnecessary bureaucracy and perceived meaningless rules. So, in addition to enhancing skills and qualifications the sector must refine and simplify processes and ways of working so that people are empowered to shape improvements in the services they deliver.

6.2 International workforce

Changes in national policy with regard to immigration (particularly of people with low skills) will have a relatively large impact on social care, particularly if there are also trends in UK staff migrating abroad to work, which appears to be the case. This would mean that the UK social care workforce is effectively operating within an international market in a way not seen previously, and will need to respond accordingly.

In June, 2004, the UK Department of Trade and Industry completed a public consultation on a draft European Union (EU) directive. The resultant EU directive⁵⁴ affects many sectors, including health and social care and has profound implications for such provision in all 25 EU member states because it has to be transposed into national law. At the heart of the directive is a set of prohibitions or limitations on governmental rules and regulations affecting a range of issues from the requirement to recognise member countries' training and qualifications, to the way services are described, as either public services or economic activities. The inclusion of health and social care in the economic activity category is the first explicit statement by the

⁵⁴ See DfES web page on EU directive and qualifications recognition <http://www.dfes.gov.uk/europeopen/>

Commission that it views them as commodities, which can and should be traded across the borders of the Union.

The European Directive 92/51/EEC makes provision for the designated Authority (GSCC) to test the ability of an applicant to the register against substantial gaps identified in their formal qualifications supplemented by their professional experience.⁵⁵

The GSCC has responsibility for social work registration and qualification recognition and has introduced an aptitude test to meet the Directive. Where necessary, additional training as a period of assessed practice in the UK is required, supervised by a senior officer in a social work setting and can include taught input through in-service training or links with HEI modules. It will allow international workers to acquire the knowledge and skills which they lack but which are considered essential for the practice of the profession in the UK. It is the responsibility of applicants to secure these arrangements and guidance is given on what would be acceptable to the GSCC⁵⁶.

6.3 Policy

Although the policy contexts for children's services appear highly complex and its interaction with other big economic players - education, social care and health most notably - make for additional challenges, the overall direction of travel seems clear. Not only are people who use services becoming more demanding in terms of service provision, standards, flexibility, respect and responsiveness⁵⁷ but society as a whole seems more understanding of the issues involved.

6.4 Qualifications framework

The SSA framework will help drive other developments. The sector has done much to increase the range of qualification opportunities available to its workforce. In common with other sectors, however, integrated services mean there is an imperative for an Integrated Qualifications Framework (IQF). This will need to be part of the development of a Sector Learning Strategy (SLS) that meets the needs of children and young people and their families and fit with the Leitch Report's objective of rationalisation and simplification. This will involve further review in order to both reduce duplication and to ensure that gaps for workers do not exist. Rationalisation will greatly assist in the need to continue to increase the percentage of the workforce with a relevant qualification. Qualification development, design, and delivery need to lead to simpler routes to qualifying, ones that meet the needs of a rapidly changing workforce. There are short, medium and long term implications for this work; for

⁵⁵ For more information about the European Directive go to <http://www.dfes.gov.uk/europeopen/>.

⁵⁶ For more details see the GSCC web site www.gsc.org.uk and its information on the [EU Directive](#)

⁵⁷ CSCI, 2006; Real Voices, Real Choices: The qualities people expect from care services

example, there are short term imperatives to deliver the common core as a high priority, a medium term need to ensure all the children's workforce in appropriately trained and a longer term need to monitor this and continuously improve on it.

The SLS will need to address the link between skills level and qualifications and recognise the needs of the whole workforce, including the self employed, micro-providers, and the third sector, and ensure standards are met that are not always the traditional NVQ qualification route.

6.5 Regional activity

The sector intends also to look at the impact of the workforce strategy at local and regional level. A great deal has been done regionally to improve workforce planning and make it less of an ad hoc activity. These developments will need now to be set within the SSA and processes established to ensure that it brings about the greatest possible benefit in terms of resources and outcomes. Local workforce planning activity led by the CWDC regional committees will be greatly enhanced by the development of more robust regional models.

6.6 New Types of Workers

To shape skills development the sector will become more sophisticated in the way in which it identifies and plans for new and integrated ways of working across children's services. Whilst recognising that pilot site activity is limited, learning to date is already yielding a good deal of information about what works best and good practice guidelines. Sharper focus within funded activities arising from the SSA will accelerate and add legitimacy to the development of new ways of working, the acquisition of new skills and the development of new types of children's services worker.

6.7 Retention and Recruitment

The SSA will also increase the status of children's services sector as both a critical set of services and a key economic player whose employers provide work for large numbers of people. Such an increase in status is vital if the sector is to move forward in terms of developing its image as an attractive and rewarding place to work. The need to attract and retain skilled enthusiastic people and widen diversity in the workforce will remain a central priority for the sector. Moves to enhance recruitment and retention skills and practices will be key to this, while recognising that there are different retention and recruitment issues for different parts of sector.

Within this strand of development will be action to greatly improve the perception of the sector by young people and to project it as a workplace that welcomes young people in and cares for their continuing development. The use of apprenticeship programmes, the new 14-19 diploma and innovative ideas such as the Care Ambassadorship scheme will be important components of this.

The continued drive to improve and embed induction will be another priority action area. The sector will benefit from the new Common Induction Standards and a strategy to improve induction for new workers. This needs to continue and to bring in other issues around literacy and numeracy skills and English as an additional language.

6.8 Leadership, Management and Commissioning Skills

Action dealing with leadership and management skills will be central to driving services and workforce reforms forward. The great changes in employer patterns have moved on without necessarily taking forward new modes of management and leadership with the skills needed to implement them. These skills will be needed at local employer level in order to drive business and service success. But they are needed also at regional level where new partners have to find new and more effective ways of working with each other. Nowhere will this be truer than in looking at the leadership and management partnership implications once the consequences of the extended schools and extended services begin to be understood.

The skills involved in commissioning services will be at a premium with an emphasis on commissioning services that people want rather than buying more of the same. Effective commissioning for the workforce is an important aspect of this. The sector needs to be aware of what the new commissioning framework announced in March 2007 will require, across social care and health especially, skill and confidence, and knowledge of what people who use services really want. For professionals to open up the debate about the nature of services is a challenging especially with limited resources. To achieve a meaningful and genuinely two-way debate will require high order skills. The commissioning role needs to stimulate the local market, otherwise services will not be available locally that people actually want to buy. The SSA needs to address this.

6.9 Core Skills

The acquisition of core skills – highlighted within the Common Core - at all levels and across the entire spectrum of children's services will continue as a high priority concern. The need to visibly increase skills in the workforce is clear though this will be affected by the need to ensure that specialist skills such as those required by the working with children with disabilities, for example, are recognised and developed.

6.10 Next Steps

The policy drivers above impact upon CWDC's workforce and skills reform agenda across the private, voluntary and maintained sectors. This includes⁵⁸:

⁵⁸ CWDC, 2007; CWDC Outline Business Plan, 2007-08

- Developing an integrated qualifications framework (IQF), in partnership with other SSCs and agencies responsible for the wider children's workforce.
- Promoting and supporting integrated working particularly through the common assessment framework, lead professional and information sharing activities.
- Developing initiatives arising from the Youth Matters agenda.
- Support for those working with Looked After Children.
- Leadership and management.
- Support for a more diverse workforce.
- Support for occupational groups within the children's workforce.

The sector's skills needs will be driven by CWDC's actions around skills and qualifications⁵⁹ which support the development of the Sector Skills Agreement and Sector Learning Strategy. These include:

- To develop an Integrated Qualifications Framework (IQF) for the children's workforce, including core transferable units to support the embedding of the common core in all learning.
- To develop and promote National Occupational Standards related to children, young people and families and including the common core statements.
- To take responsibility for the Sheffield Hallam database, and maintain and develop the database to support the development of the IQF.
- To maintain Early Years and Play Work Databases and take responsibility for the Children's Workforce Qualifications Website (CWQW)⁶⁰ and the Overseas Qualifications database from DfES.
- To design and deliver a range of services for the workforce to support career choices, career planning, Continuing Professional Development and access to good practice.

The workforce that makes up the CWDC footprint is in an unusual position with regard to its close collaboration with other sectors. Members of the occupational groups will work increasingly closely with members of other groups outside the footprint as the key themes of integration of services, fitness for purpose of qualifications, reduction in the complexity and number of qualifications and mobility of the workforce are developed. Close collaboration with other sectors and their Sector Skills Councils, including in particular health, education, play and cultural sectors, is necessary. This is already being undertaken, for example through the Children's Workforce Network and its joint work plan; the co-operative development of an integrated qualifications framework and the adoption and implementation of the common core of skills and knowledge for children and young people, throughout the wider children's workforce.

⁵⁹ CWDC, 2007; CWDC Outline Business Plan, 2007-08 (Strand B)

⁶⁰ See: <http://eypquals.cwdcouncil.org.uk/public/>

In addition, these SSCs and similar bodies are co-operating in the development of a workforce data collection initiative, to ensure that future data is collected that is relevant both to individual sectors and to the children's workforce as a whole.

6.11 The Challenge

There will be no 'magic wand' solution to challenges facing the children's workforce but, the legacy should not mask the considerable achievements of the past few years.

CWDC has been tireless in pursuing an agenda of change and workforce reform that will meet the requirements of the children, young people, their families and carers, the vision of the sector and the aspirations of Government.

The SSA will be the overarching framework that sets all of this into context and provides a means for the sector to engage with both the many stakeholders and fund holders to create a more dynamic workforce development model in which resources can be better used and focussed to meet real sector priorities.

The direction of travel and the magnitude of the task are clear. The needs and aspirations of children, young people their families and carers, require an urgent response. The SSA will give voice to that urgency.

Appendices:

Appendix 1: Workforce Characteristics and Occupational Summaries

Nursery workers

Overview

The description “Nursery worker” covers a wide range of occupations; job titles include: nursery assistant; nursery nurse, nursery officer; nursery manager; crèche officer / worker / manager; child care worker; and nursery education worker.

Nursery workers provide curriculum-related and play-based learning opportunities, support the development of social skills and provide care for children aged three to four years. They may also work with children in reception classes, support children’s transition to school and may help identify children who need extra help or who may be experiencing physical or emotional difficulties.

It is possible to work in a nursery setting without qualifications; however the majority of local authorities and employers prefer qualified staff. Qualifications include Certificate in Childcare and Education, Level 2 in Early Years Care and Education, Diploma in Child Care and Education, Level 3 in Early Years Care and Education, Advanced Diploma in Child Care and Education and NVQ 4.

Workforce characteristics

- There are an estimated 100,000 nursery workers in the UK.
- The average age of the nursery workforce is 32 years, with a predominance (40%) in the 30-49 age range.
- 97% is female; 95% is white; 1% is estimated to have a disability.
- Over 75% of nursery workers hold a childcare qualification, mainly at Level 3.

Provider characteristics

- Nursery workers work with groups of young children in a range of settings, including schools, maintained and private nurseries, children's homes, crèches, play schemes, playgroups, health centres, hospitals and family centres.
- Approximately 68% of nursery workers are employed in the voluntary and community sectors, 26% in the private sector and 6% in the statutory sector.

Recruitment and retention issues

- The Government’s aim to provide places for all 3 to 4 year olds has created many new jobs; there is currently a shortage of qualified child care staff in many regions.
- In 2001 there was a 16% turnover rate for nursery workers, with 25% of those leaving taking jobs outside the childcare or education sectors.

Sessional care workers

Overview

Sessional care work predominantly covers pre-school and playgroup workers in the voluntary sector. These are registered to provide sessional care and education for children mainly aged three to five years, cared for with or without parents, with no single session lasting more than four hours and no main meal being provided by the group.

The National Standards for Under Eights Daycare and Childminding set minimum standards for training and qualifications as a pre-condition for Ofsted registration: all leaders and supervisors in full daycare, sessional care, and out of school childcare settings are qualified to Level 3; at least 50% of other staff are qualified to Level 2 appropriate for the care and development of children.

Workforce characteristics

- There are some 60,000 paid workers and 17,000 unpaid workers. The overall number of workers has decreased by about 9,800 since 2003. The proportion who are defined as supervisory has increased since 2003.
- The age range of workers is predominantly in the 30–49 group.
- A greater proportion of all types of sessional childcare staff have higher level qualifications than in 2003. 75% have a qualification relevant to working with children or young people (65% in 2003) and nearly all of these have at least a Level 2 qualification. 55% have at least a Level 3 qualification (44% 2003).
- 86% of senior managers have at least a Level 3 qualification (77% in 2003), and nearly one in ten (8 per cent) senior managers have a Level 6 qualification or above.

Provider characteristics

- There are more than 15,000 pre-school and playgroup settings in England, of which about 60% are run by volunteer management committees.
- About 390,000 children are enrolled in sessional care. There are about 30,000 vacant sessional places in England, although 46% of providers have no vacant places. The provision of sessional care is in decline: fewer providers are registered to provide this type of care and fewer children are making use of it.
- The majority of providers are managing to either make a profit or break even. There is a slight upward trend in the proportion making a profit. However, there is also a slight increase in the proportion making a loss.
- The level of dependency on income from Local Authorities and Government is high (about 58% of total income). Therefore any changes in these funding streams will have a significant impact.

Recruitment and retention issues

- The annual recruitment rate is about 22% and over 20% of pre-school / playgroups have identified difficulties in recruitment.
- Although half of all staff have been in post for three or more years, pre-school / playgroups have a turnover rate of 20%.

Childminders

Overview

A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than 2 hours in any day.

Before a person or organisation can work as a childminder they must register with Ofsted. National standards require a childminder to complete a local authority childminder's pre-registration course within six months of commencing childminding together with a first aid course. The National Childminding Association (NCMA) speaks on behalf of registered childminders in England. It is expected that NCMA childminders work towards 10 quality standards which cover all aspects of childminding, including safety, nutrition, managing children's behaviour, equal opportunities, and good business practice.

Childminders are not required to achieve a qualification but they are recommended to work towards NVQ Level 2 and 3 in Children's Care, Learning and Development or the Diploma in Home-based Child Care.

Workforce characteristics

- There are 70,500 registered childminders. Just under 60,000 were inspected in 2005 and therefore active. Together they look after about 242,000 children. Between 1997 and 2001 the number of registered childminders fell by 26,200, likely due to the impact of Ofsted inspection.
- About 45% of registered childminders have been operating for five years or more (a decrease on 2003 figures).
- 98% of registered childminders are female; 13% come from a BME group.
- The age range of registered childminders is predominantly (42%) in the 30-49 group
- 80% of childminders attended a preparatory training course when they first registered, and 66% have received some training in the last twelve months; of these, about 20% of feel that they had not received enough training.
- 65% of registered childminders hold a childcare related qualification. There appeared to be a substantial increase in the proportion of childminders holding at least a Level 3 relevant qualification from 16% 2003 to 43% in 2005 (due to childminders in 2005 counting each module that makes up the Childminding Certificate / Diploma as a Level 3 qualification in its own right).
- 17% of active childminders are working towards a relevant qualification.

Recruitment and retention issues

There is limited opportunity for career progression within childminding, but with relevant qualifications, childminders may move into a number of related areas such as working in a nursery or family centre, playwork, working as a classroom assistant.

Nannies

Overview

A nanny is employed by a family in either a live-in or live-out basis, essentially to be responsible for all care of the children in the home in a largely unsupervised setting. Live-in nannies stay in the child(ren)'s family home and are provided with a private bedroom and food in addition to their salary. Daily nannies come to the home to look after children. A home childcarer is a person who is a registered childminder (although once approved as a home childcarer, may cease to maintain their childminding registration) who looks after children in the home of the children.

No standards exist for nannies but they can volunteer to join the Childcare Approval Scheme and meet their standards. Individuals wishing to take up employment as nannies can work towards a range of qualifications, including: Certificate and Diploma in Childcare and Education; Level 3 Diploma in Home-based Childcare; BTEC national qualifications in Early Years.

Workforce characteristics

Available data about nannies is limited

- There are estimated to be about 111,000 nannies working in the UK .
- The workforce is believed to be made up almost entirely of females.
- Almost 90% of nannies are thought to hold vocational qualifications, of which the main ones are the CACHE Diploma / NNEB (55%), the BTEC /EDEXCEL Diploma (15%) and NVQs (9%).
- Almost a quarter of nannies consider that they needed further training to help them do their current job, and two-fifths to help them get a job in the future.

There is increased parental awareness of the availability and content of nanny qualifications and training, and the increasing demands of parents for nannies to hold relevant childcare and education qualifications. However, 60% of agencies report that there are too few suitably qualified nannies available⁶¹.

Recruitment and retention issues

- The market place for the employment of nannies has undergone a radical change over the past few years, with serious recruitment and retention issues – particularly exacerbated by low salaries. 60% of agencies report that there are too few suitably qualified nannies.
- The introduction in 2005 of the Childcare Approval Scheme (providing employers with entitlement to financial relief via salary sacrifice schemes) has fuelled an increase in demand for nannies.
- Many nannies are recruited through agencies, although increased household access to the internet means that the traditional office-based approach is changing. There are issues about regulation, however, especially of purely web-based agencies.
- More nannies are expressing a preference to live out, and are therefore able to occupy more than one part-time position.

⁶¹ ESRU, Agency Nannies Training Survey, July 2006

Children and family social workers

Overview

The main job categories (set out in the Department of Health staffing return) are team leaders and managers, assistant team managers/senior social workers, care managers, field social workers, child protection, family placement and juvenile/youth justice workers.

The title 'social worker' is legally protected in England under the law set out in the Care Standards Act 2000. After April 2005 only people who are registered with the General Social Care Council (GSCC) can use the title and in order to register, individuals must hold one of the GSCC approved qualifications⁶².

The current qualification for new social workers is the Degree in Social Work, a generic qualification for social workers working across children, families, adult services or other social work specialisms. Joint qualifications are also beginning to be awarded, for instance a combined nursing and social work qualification. The most common qualifications in the years prior to 2005 are the Diploma in Social Work (DipSW), the Certificate of Qualification in Social Work (CQSW) and the Certificate in Social Services. GSCC registration requires social workers to maintain a portfolio of continuing professional development. Many continue their development by undertaking a GSCC accredited post-qualifying award, although this is not a mandatory requirement of registration.

Workforce characteristics

- There were over 24,000 local authority children's social workers in post in 2005⁶³, just over a 3 per cent increase from 2004. In addition there were approximately 2,250 agency children's social workers.
- 10% are from BME groups.
- 73% are female.
- The age range of children's social workers is predominantly in the 25–49 group with some 25% in the 50–59 group – close to retirement. Age ranges have remained similar between 2003 and 2005, but the recent increase in number of registrations of young people is likely to lead to a lowering of the average age.
- It is estimated that 95% of children's social workers work in the statutory sector.

Provider characteristics

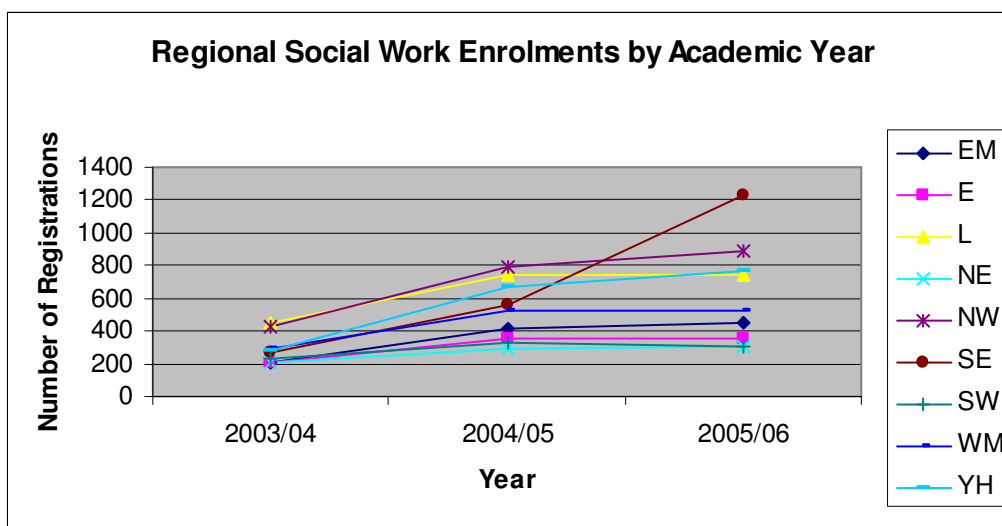
- The majority of qualified social workers are employed in the 150 local authorities. As the independent, private and voluntary sector provision increases, it is likely that larger numbers will work there.
- Growing numbers are employed by the NHS. Many more are set to work in schools with the creation of children's trusts.
- Data relating to the independent, private and voluntary sectors is less accurate; the National Minimum Data Set for Social Care (NMDS-SC), currently becoming operational, will provide this information.

⁶² See: www.gsc.org.uk

⁶³ Department of Health SSDS001 staffing return 2005 (The Information Centre for Health and Social Care)

Recruitment and retention issues

- The vacancy rate⁶⁴ for children's social workers the rate rose from 11.4% in 2004 to 11.8% in 2005. In 2005 it ranged between 17.6% in the West Midlands and 17.5% in London, to 5.4% in the South West. There will be at least a 3 year gap before the increase in workers as a consequence of the new Degree has an impact on the overall size of the workforce.
- The turnover rate for children's social workers rose from 10.6% in 2004 to 11.0% in 2005. However between 2001 and 2005 it fell from 13.7% to 11.0%.
- The proportion of local authorities reporting recruitment difficulties for children's social workers rose from 48% in 2001 to 69% in 2005. Over the same period the proportion of authorities reporting staff retention difficulties rose from 30% to 49%. The main reasons for these difficulties were cited as 'a lack of suitably qualified applicants', 'applicants' lack of relevant experience', 'the nature of the work' and 'competition from other employers in the statutory sector'.
- The move to a degree level qualification has led to an increase in the number of people training to be social workers. Registrations to the degree have increased steadily since its introduction: from 2,500 in 2003-04 to 5,500 in 2005-06. There is regional variation as shown below⁶⁵:



Pay and conditions

- At September 2005, the average salary maximum for social work team leader was £36,184, for children's social workers' was £29,892 and for children's social work assistants was £20,757.

⁶⁴ LAWIG Social Care Workforce Survey; 2005

⁶⁵ GSCC 2006 WHAT??

Children's Residential Care staff

Overview

The main job categories within children's residential homes for looked after children are managers and officers in charge, deputy officers in charge, and other supervisory staff and care staff.

National Minimum Standards require the 'registered' manager of the home to hold recognised professional qualification relevant to working with children at NVQ Level 4 or equivalent (eg a social worker qualification), or a qualification at Level 4 NVQ in management or equivalent, or most recently the Registered Manager Award. It is intended that this group of workers will be amongst the next group of social care workers to be registered by the GSCC. The current required qualification for care staff is the NVQ3 in Health and Social Care (Children and Young People). Individuals may also hold its predecessor NVQ3 Caring for Children and Young People.

There is little data available about the workforce in the private, independent and voluntary sectors – this is a need to be addressed by CWDC through the National Minimum Data Set for Social Care (NMDS-SC) currently being implemented.

Workforce characteristics

- Local Authorities in England employ about 10,500 children's residential staff, of whom 3,800 (36%) are managers and supervisors.
- The most recent survey in 1998⁶⁶, estimated 7,100 workers in the private, independent and voluntary sectors.
- 66% of residential managers and supervisors are female.
- 71% of care staff are female.
- The majority of managers and supervisors are in the 25-59 age range with significant proportion aged between 40-49.
- The majority of care staff are in the 25-59 age range with a significant proportion aged between 25-39.
- An estimated 98% of registered managers hold a relevant qualification (including professional social work - 49%).

Provider characteristics

According to Skills for Care's State of the Social Care Workforce (2005) in 2004-04 just over 2,000 children's homes were registered with the CSCI, of which 59% were privately and 34% local authority owned, with 5% in the voluntary sector, and remainder in the NHS and other types of ownership.

Recruitment and retention issues

- For managers and supervisors, the vacancy rate fell from 11.3% in 2004 to 10.7% in 2005. There are large regional variations, for example 20% in London and almost zero in the northeast.

⁶⁶ Local Government Management Board; Independent Sector Children's Residential Homes Survey 1998, Private and Voluntary Homes in the United Kingdom;1999

- For care staff the vacancy rate increased from 14.7% in 2004 to 15.1% in 2005. The rate is high in all regions apart from the northeast.
- Between 2001 and 2005, the proportion of Local Authorities reporting recruitment difficulties rose from 28% to 30% for managers and supervisors and from 14% in 2001 to 25% for care staff.
- For managers and supervisors, the turnover rate fell from 10.2% in 2004 to 7.2% in 2005. There are regional variations, for example 10% in the eastern region to 4% in the southwest.
- For care staff the turnover rate fell from 13.7% in 2004 to 11.9% in 2005. There are regional variations, for example 16% in London to 4% in the southwest.

Foster carers

Overview

Fostering is a way of offering children and young people a home while their own parents are unable to look after them. This is often a temporary arrangement, and many fostered children return to their own families. Foster Carers are self-employed and work to either a local authority or an independent fostering service. They receive an allowance to cover the cost of caring for any child placed with them which varies depending on the age of the child or young person looked after, and where they live. Foster carers are supervised whilst they have a child or young person in their care. This incorporates both inspection and support services, of which additional training for foster carers would be included where appropriate.

Many local authorities and other fostering services offer a qualification route at NVQ Level 3 as well as core training.

The CWDC is developing standards for the training, support and development of foster carers.

Workforce characteristics

- Although there are no accurate figures, it is thought there are approximately 37,000 foster care households in England. The actual number of foster carers may be much higher than this as very often there are two carers in one household⁶⁷.
- Foster carers differ from most other groups in the children's workforce because they are self-employed and individually contracted by local authorities or independent agencies.
- It is thought that only 5% of foster carers have completed an appropriate NVQ Level 3 or similar. Over 30% have not completed any further training after the compulsory introductory training. Many foster carers lack the training and support needed to address the complex needs of children in their care⁶⁸.

Recruitment and retention issues

- There is a serious shortage of foster carers: at least 10,000 additional places are required for children and young people.
- While turnover, at about 10% each year, is quite low compared to other parts of the workforce, current capacity is unable to meet current choice in terms of planning for looked after children's specific needs, nor future needs if the required shifts from residential to foster care are to be made.

Provider characteristics

Fostering and adoption agencies - At November 2004 there were 232 independent fostering agencies, 143 local authority fostering services, and 62 voluntary and 148 local authority adoption agencies on the CSCI Registrations and Inspections Database, Three quarters (77%) of the independent fostering agencies are privately owned.

Family Centres - A total of 35 residential family centers were registered on the CSCI Registrations and Inspections Database at November 2004. The majority (25, 60%) are privately owned and seven (20%) in local authority ownership.

⁶⁷ The Cost of Foster Care: Investing in our Children's Future, Robert Tapsfield and Felicity Collier, 2005

⁶⁸ The Cost of Foster Care: Investing in our Children's Future, Robert Tapsfield and Felicity Collier, 2005

CAFCASS

Overview

The Children and Family Court Advisory and Support Service (CAFCASS) has a statutory role in relation to children involved in public and private law proceedings. CAFCASS workers deliver a unified service to courts, they perform diverse roles including representing children's welfare in public and private court.

Many of the CAFCASS social care workforce worked within the Probation Service, and obtained key qualifications as for social work, predominantly the Diploma in Social Work)

Workforce characteristics

- CAFCASS (Children and Family Court Advisory Service) has 1,850 workers comprising 130 first line managers, 1,235 Family Court Advisors and 470 self employed contractors.
- The CAFCASS social care workforce is primarily a white, female workforce over the age of 50. Over 75% of workers are female. This has particular implications for private law work with fathers according to a 2006 CAFCASS Briefing paper.
- Family Court Advisors are required to hold a social work qualification and to be registered with the General Social Care Council (GSCC). Additionally they are required to have a minimum of three years post qualifying experience, although the average experience is around seven years.
- 11% of Family Court Advisors and first line managers hold relevant post qualification (PQ) awards.

Provider characteristics

- CAFCASS is a national Non-Departmental Public Body for England. It brings together the services previously provided by The Family Court Welfare Service, The Guardian ad Litem Services and The Children's Division of the Official Solicitor.
- CAFCASS is independent of the courts, social services, education and health authorities and all similar agencies, and operates in ten English regions⁶⁹.

Recruitment and retention issues

- The three years post qualifying experience in a child protection setting means that CAFCASS compete for workers with Local Authorities and others in the statutory sector.
- CAFCASS workers have been given 'Key Worker' status in the London area to try and improve their recruitment.
- Approximately 250 Family Court Advisors will retire by 2010, therefore, replenishing levels of staff at the point of retirement is a key concern for CAFCASS.
- The national average for staff turnover is 4%, which is low compared for example to statutory social work. There is a high level of job satisfaction amongst Family Court Advisors.

⁶⁹ See <http://www.cafcass.gov.uk/english/AboutCAFCASS/introduction.htm#Geographicalreach>
Children's Workforce Development Council – Sector Skills Agreement, Stage 1

Connexions Personal Advisors

Overview

Connexions Personal Advisers (PAs) provide free and confidential information, advice and guidance service to all 13 to 19 year olds in England. PAs are subject to target goals of providing a holistic service, including social welfare and multi-agency working, for young people *and* achieving employment related targets of reducing numbers of young people not in education employment or training. Under the review *Youth Matters: Next Steps*, the role of Connexions PAs will change, as the service is integrated with a wider range of services at local level.

Workforce characteristics

- There are between 7,500 and 7,900 Connexions Personal Advisers⁷⁰.
- 78% is female; 12% is from BME groups; 2% have a disability.
- PAs are generally qualified to NVQ 3 or NVQ 4 in Learning Development and Support Services (specialist units such as Supporting Young People are available), have an equivalent Level 4 qualification (eg in careers guidance, youth or social work) or have a foundation degree in Working with Young People and Young People's Services.
- All PAs undertake the Understanding Connexions training and training on Connexions' Assessment, Planning, Implementation and Review tools and also the Diploma for Connexions Personal Advisers.
- Nearly all personal advisers are employed by either their Connexions Partnership or by an organisation providing PAs under contract or by agreement (for example within a school, local authority or independent organisation).

Recruitment and retention issues

- Recruitment varies between services, some finding no problems whilst others experienced considerable difficulties in attracting PAs.
- There is a vacancy rate of about 2%.
- Turnover rates are low.

⁷⁰ The CWDC Recruitment, Retention and Rewards in the Children's Services research provides two sources of figures

Education welfare officers

Overview

Education Welfare Officers (also known as Social Workers in Education, Education Social Workers, or Attendance Advisers) provide social work support to children in the context of their schooling. While EWOs' main focus is the enforcement of school attendance, they perform a wider range of services, including seeking to ensure that children receive adequate and appropriate education and that any special needs are met. Working closely with families to investigate the reasons behind school absence, their approach is primarily supportive and directed towards children's educational entitlements. As well as addressing the problems of individual pupils, they provide advice and support to schools on promoting whole school attendance. Additionally, they facilitate general liaison between local authority education and social services departments.

From January 2005, Education Welfare Officers are covered by National Occupational Standards in Learning Development and Support Services. It is expected that they will hold National Vocational Qualifications at Level 3 or 4, mostly at Level 4; also foundation degrees will increasingly feature.

Workforce characteristics

- There are over 5,000 Education Welfare Officers in England, of these, approximately 2,900 are part-time.
- There are no available details on the composition of this workforce (gender, ethnicity, disability etc).

Recruitment and retention issues

- There is no information available to suggest that there have been any specific difficulties in recruiting EWOs.

Educational Psychologists

Overview

Educational Psychologists apply psychology to helping children and young people. They use a wide range of psychological techniques in assessing abilities and assisting those who have difficulties in learning or social adjustment. They have a central role in assessing (statementing) children with special needs, under the 1996 Education Act. Services offered might include counselling, planning programmes to overcome behavioural problems, supporting teaching and learning techniques, as well as working with teachers and policy development at single school level or across the whole of the local education authority. Within the framework of their particular service's organisational structure, Educational Psychologists usually work in defined locations or groups of schools within local authority areas. Roles include Assistant EP, Senior EP and Principal EP.

A new training route for Educational Psychologists in England has been introduced from September 2006. Aspirant EPs will now need to be eligible for the Graduate Basis for Registration (GBR); then they will go on to a three-year, full-time, professional training course leading to a Doctorate in Educational Psychology. Funding and delivery models are currently being investigated.

Workforce characteristics

- There are about 2,700 Educational Psychologists working, mainly with children, both full- and part-time in England and Wales.
- Most Educational Psychologists are employed by local authorities, usually based in the psychological services of Children's Services departments. Other public sector employers are regional social services' assessment centres, hospital-based paediatric assessment units or child psychiatric units. Recently, there has been a rise in the number of independent, freelance, or private consultant Educational Psychologists.
- From a recent survey⁷¹, 54% are female (however, previous research showed that 75% were female⁷²).
- 6% is from a BME group.
- In 2004 the average age was 45 years, research in 2006 showed the average age to be 49 years.
- The majority of practising Educational Psychologists are qualified and experienced teachers with a first degree in psychology and a postgraduate qualification in educational psychology at Masters level.

Recruitment and retention issues

- Turnover is about 11%; down from about 13% in 2002. The highest turnover rates are in metropolitan districts, but in considering the destination of leavers 31% of leavers take up posts in other local authorities.
- The changes in training from a one year masters course to a three year doctorate course means that no newly qualified educational psychologists will be available for employment in the academic years 2007-8 and 2008-9. This will exacerbate an already predicted shortfall

⁷¹ DfES (2006); Children's Workforce Research; Research Report RR716

⁷² Employers Organisation (2004) Report of the Soulbury Workforce Survey

due to retirement and will have a significant effect on the delivery services, impacting disproportionately on children with special educational needs. A possible approach to address this is the development of a new Assistant Educational Psychologist position (some local authorities have already done this).

Learning mentors

Overview

Learning Mentors provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential. The role involves planned intervention with targeted pupils of all ability levels who are underachieving. It draws from a range of approaches, creating its own unique multi-disciplinary approach. Alongside Connexions Personal Advisers, Learning Mentors are seen as a 'new breed' of emerging professionals. Learning mentors generally work as individuals, or as part of a team, in the primary and secondary schools covered by the Excellence in Cities (EiC) provision.

A five day National Induction Programme is available free to newly appointed Learning Mentors; currently funded through Excellence in Cities or Excellence Cluster funding arrangements. The National Occupational Standards for Learning Development and Support Services for children, Young People and Those Who Care for Them were introduced in 2003. The completion of nine units of these standards, constitute a Level 3 qualification for learning mentors. Seven of the Units of Competence relating directly to individual job functions are mandatory for Learning Mentors pursuing a Level 3 qualification.

Workforce characteristics

- The number of learning mentors in secondary schools is estimated by the Department for Education and Skills (DfES) to be around 6,000, with a further 4,000 in primary schools. However, the number is increasing as areas outside EiC start employing learning mentors.
- The majority of entrants into the role are described as 'mature',⁷³
- About 80% of learning mentors are female,
- The vast majority of learning mentors are employed by, and work in, schools as part of the school's overall approach to learner's support and inclusion,
- It is possible to enter work as an learning mentor without qualifications as there are no minimum academic entry requirements; however, many learning mentor roles are filled by graduates,

Recruitment and retention issues

- There are no reported recruitment and retention issues relating to Learning Mentors. However, this is likely to vary across regions and within individual schools,

⁷³ Quoted from the CWDC Recruitment, Retention and Rewards in the Children's Services research
Children's Workforce Development Council – Sector Skills Agreement, Stage 1

Volunteers

Workforce characteristics

There are estimated to be 71,556 volunteers supporting all National Council of Voluntary Childcare Organisations (NCVCCO) member organisations⁷⁴. NCVCCO membership is quite small (about 150) so these figures do not include volunteers working with non-member voluntary organisations, or volunteering with statutory providers, and as such must be seen as a vast under-estimate of the real size of the voluntary childcare workforce.

- The number of unpaid staff (including volunteers and students) increased by 3% from 2003 to 2005. With 44,250 unpaid staff members, this category of worker makes up 15% of all staff working in group childcare settings (full daycare, sessional and out of school providers).⁷⁵
- The Employers Organisation for Local Government suggests that there are 46,000 volunteers/unpaid staff work in nurseries, playgroups / preschools and out of school clubs. (N.B. Local Authorities account for 6%, 4% and 12% of each of these categories).
- No data is available on the composition of the volunteer / unpaid workforce; this is perhaps not unsurprising, given the different definitions in use. What constitutes a childcare setting or organisation can be open to interpretation, with the Charity Commission identifying 443 organisations with 'childcare' in their name or objects (451 for 'child care' organisations), all of which will rely on the skills and expertise of volunteers in some capacity.

Recruitment and retention issues

Volunteering is seen as a key element of the route to employment for aspiring childcare workers⁷⁶, with many staff having started their careers in childcare as parents of children attending a setting, while many volunteers act as representatives on committees and work towards childcare qualifications.

A number of potential benefits are recognised as providing the motivation for influencing perceptions about the benefits of volunteering to individuals, including the following⁷⁷:

- to gain experience of a childcare setting, either prior to attending college or to see if a career in childcare is for them;
- to use as a placement to help gain a qualification;
- to prepare for an interview;
- or to be involved in a rewarding and challenging occupation.

Additional, non-career-focussed motivations for volunteering include:

- older, active retired people giving something back to their community;
- people enhancing their own social life;
- parents volunteering coinciding with, or accommodating, the needs of their own children.

⁷⁴ NCVCCO (2000); op cit.

⁷⁵ DfES (2006); 2005 Childcare & Early Years Providers Survey; Overview Report; Research Report RR764.

⁷⁶ Pre-School Learning Alliance (2006); Changing Lives Changing Life; <http://www.pre-school.org.uk/iacontent.php/en/9.html>

⁷⁷ <http://www.childcarelink.gov.uk/whitebox/board.asp?cisid=5119&catid=7>

Training

Funding, and access to funding, of training for volunteers are important factors. Formal induction and ongoing training is recognised by national voluntary childcare organisations⁷⁸ as a key element of the retention policy of many childcare providers using volunteers. In recognition of this, national, regional and local umbrella organisations provide training and support to volunteer-using organisations – including those in a childcare context – on volunteer induction and other recruitment and retention issues.

⁷⁸ e.g. National Association of Child Contact Centres; Volunteer Policy; <http://www.volunteering.org.uk/NR/rdonlyres/DA725239-55D4-4367-89AC-65F446A4B49D/0/NACCCVolunteerpolicy.doc>

Appendix 2 - Workforce Skills and Training Survey 2007

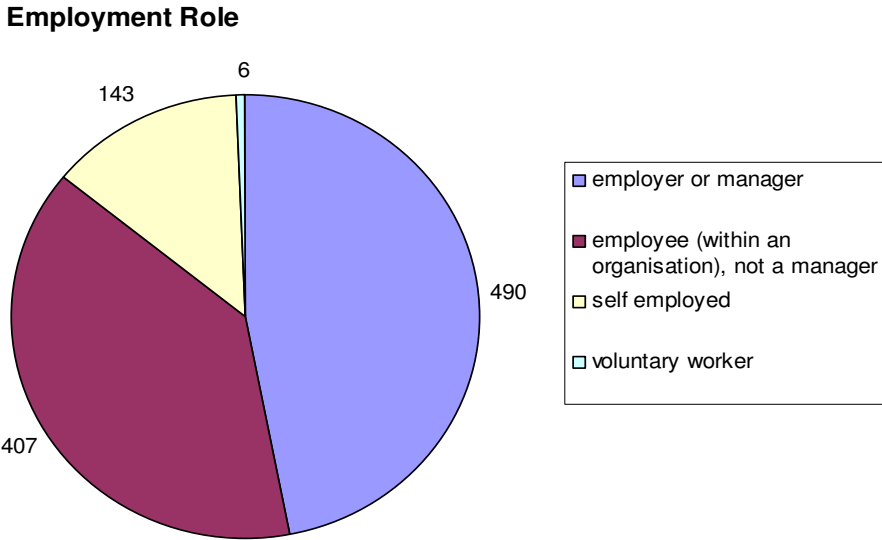
Introduction

In November 2006 the CWDC completed an on-line survey of employers' views on workforce skills and training. The results from this survey will inform the development of the CWDC's sector skills agreement (SSA)⁷⁹. The survey ran from 19 December 2006 to 12 February 2007 and attracted 1062 responses of which 38 per cent were on behalf of employers or organisations. This is only a small proportion of the workforce which provides an indicative view of the footprint. This will be tested more widely in Stage 3.

Once the survey was completed, an initial analysis identified nearly 800 people who were willing to be contacted for further, more detailed information. These respondents were sent a follow-up set of questions in order to gain more detail on the availability of workforce skills. (See Appendix A for key findings from the follow-up work)

The Results

The first section of the survey (questions 1-4) collected background information on the respondents and their employers/organisations. These questions showed the following findings:



NB: Figures shown are actual numbers of respondents

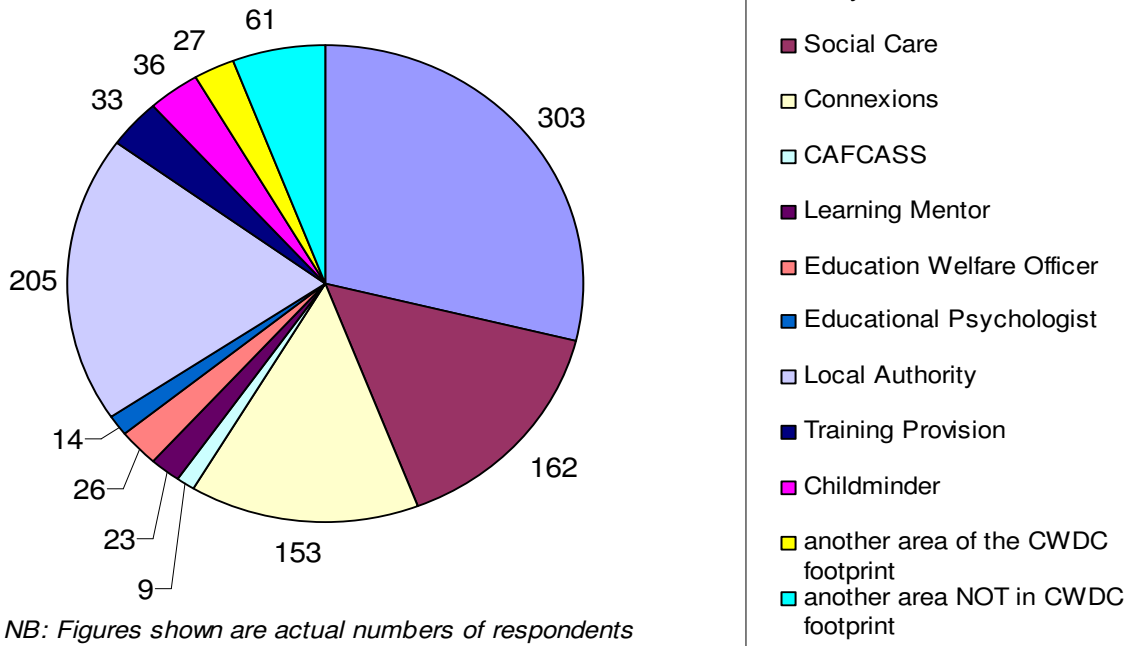
Fig. 1.

Fig. 2.⁸⁰

⁷⁹ Further information about the SSA can be found at <http://www.cwdcouncil.org.uk/projects/sectorskillsagreement.htm>

⁸⁰ Categories relate to area/nature of work rather than specific job titles (e.g. Childminding Network Coordinator is categorised in 'childminder')

Field of Expertise



Sector

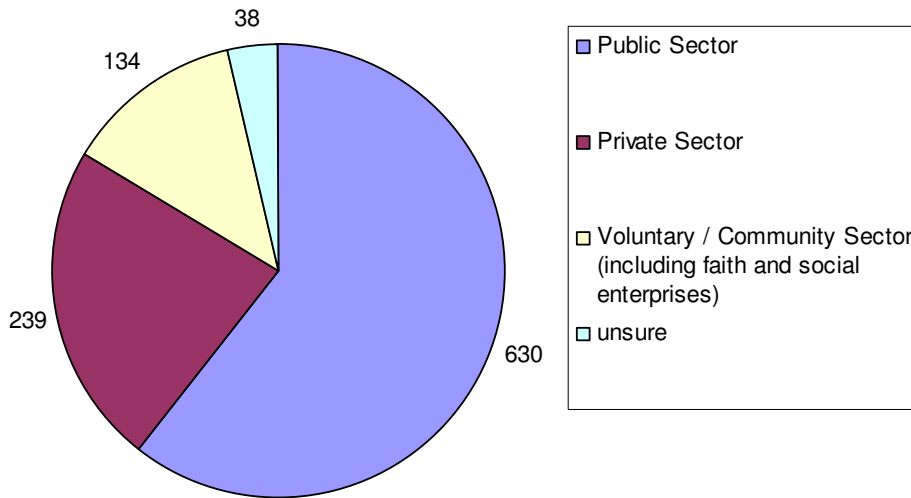
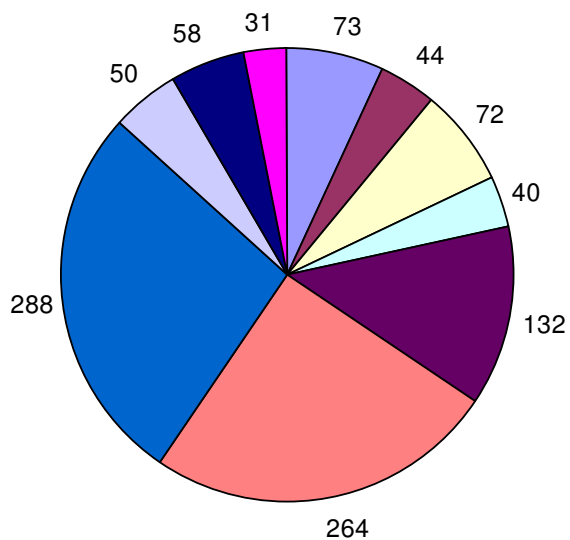


Fig. 3.

Fig. 4.

Government Office Region



NB: Figures shown are actual numbers of respondents

The majority of the questions asked for respondents' views on workforce skills and training. The answers have been analysed by the respondent profile (employment role, field of expertise, sector, and geographical region). This analysis has not shown great variation (of 20 per cent or more) on the basis of respondent profile compared with the results for the whole sample.

Differences according to respondent profile are set out in each of the following sections to this report. These differences occur mainly when the responses are analysed according to respondents' field of expertise.

Recruitment

Fig. 5.

It has been easy to recruit staff with appropriate qualifications

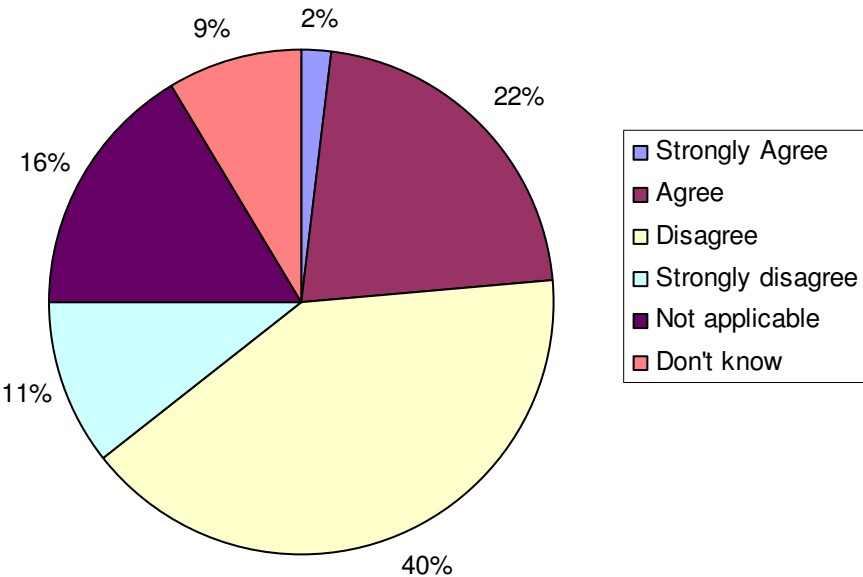
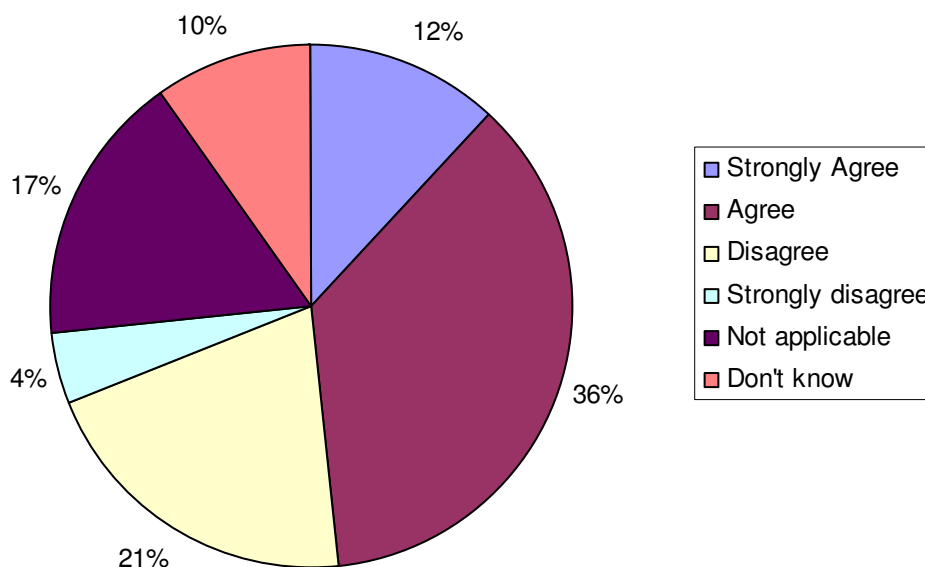


Fig. 6.

Fig. 7.

It has often been necessary to recruit staff who are not suitably qualified and provide them with further training



Analysis by respondents' field of expertise⁸¹

Respondents from early years and social care fields, Connexions Personal Advisers and Education Welfare Officers indicated that it was easier to recruit people with basic skills than it was to recruit staff with the appropriate qualifications⁸². Over half of each of these respondents agreed that it was necessary to recruit people who are not suitably qualified and train them further.

86 per cent of Educational Psychologists agreed that it was easy to recruit people with appropriate basic skills and 17 per cent agreed that it was easy to recruit staff with appropriate qualifications. 30 per cent agreed that it was often necessary to recruit staff who are not suitably qualified and provide them with further training.

Learning Mentors indicated that they felt it was as easy to recruit people with appropriate qualifications as basic skills (80 and 88 per cent respectively). 61 per cent agreed that it was often necessary to recruit staff who are not suitably qualified and provide them with further training.

⁸¹ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

⁸² 65-95 per cent of respondents in each of these groups agreed that it was easy to recruit staff with basic skills. 28-41 per cent agreed that it was easy to recruit staff with appropriate qualifications

Training and qualifications

Fig. 8.

It has been easy to find information on relevant training courses

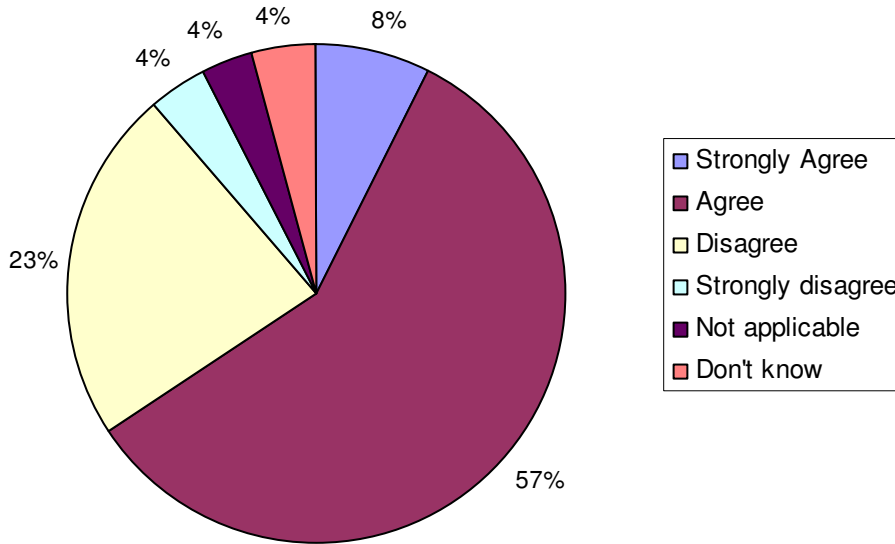


Fig.

9.

I have been able to find training courses which meet staff needs

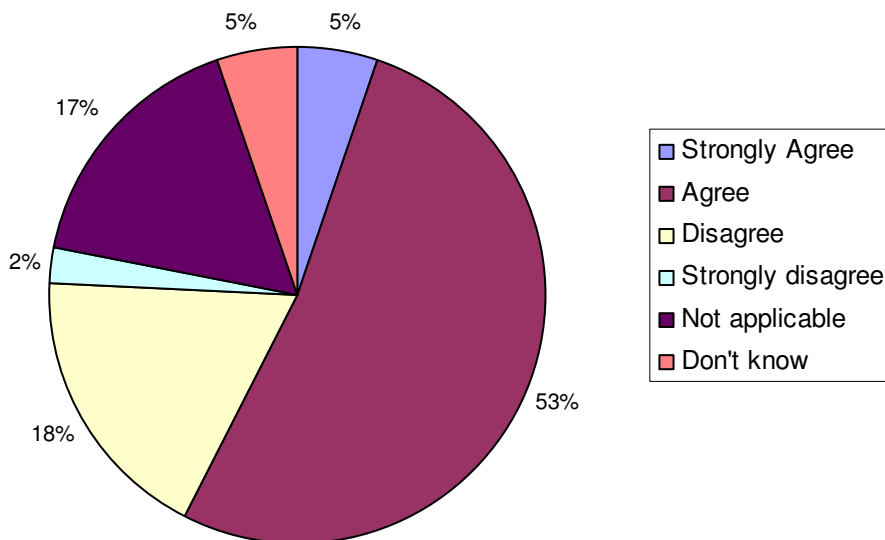


Fig. 10.

I have been able to find training courses which meet my needs as a manager/employer/self employed person

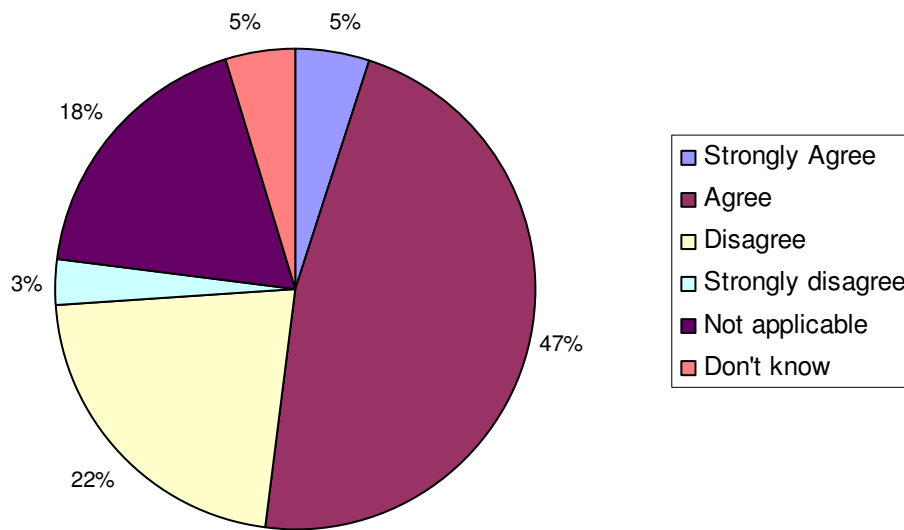


Fig. 11.

I have found that there are enough places available on suitable training courses

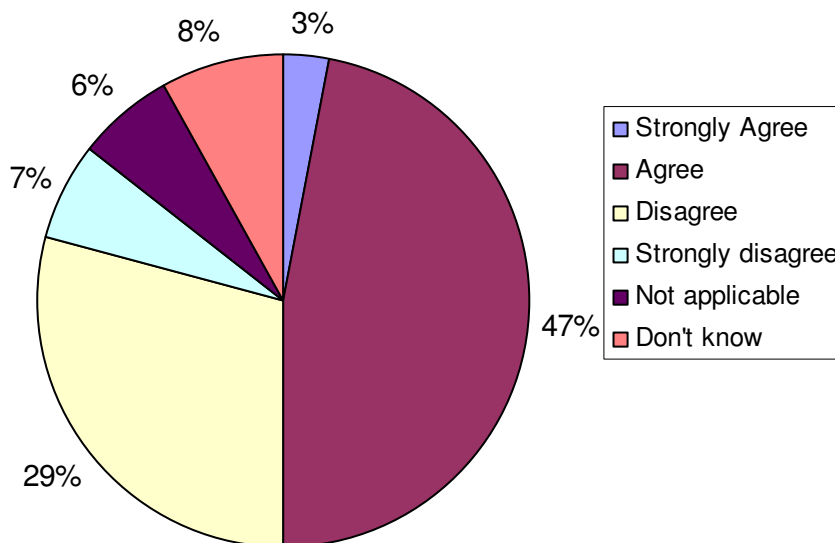


Fig. 12.

The number and range of qualifications available has made it difficult for me to know what qualifications practitioners should hold

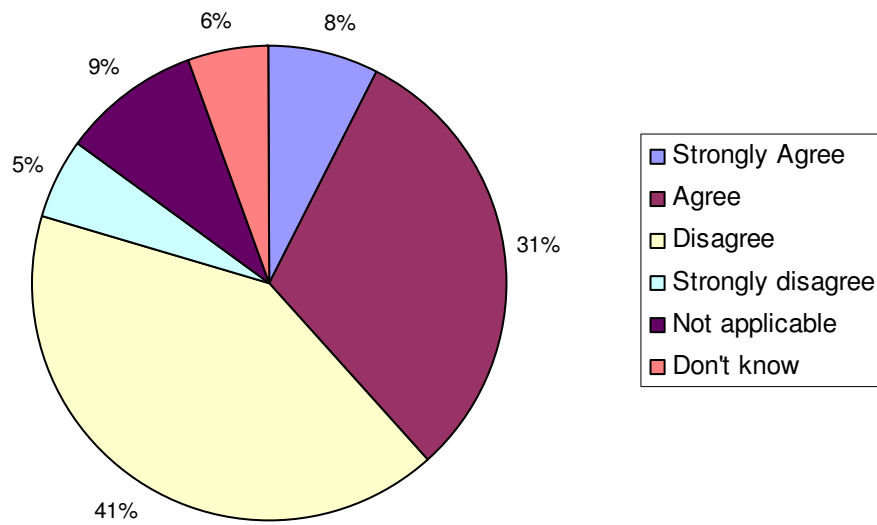


Fig. 13.

What has been the most useful form of staff training?

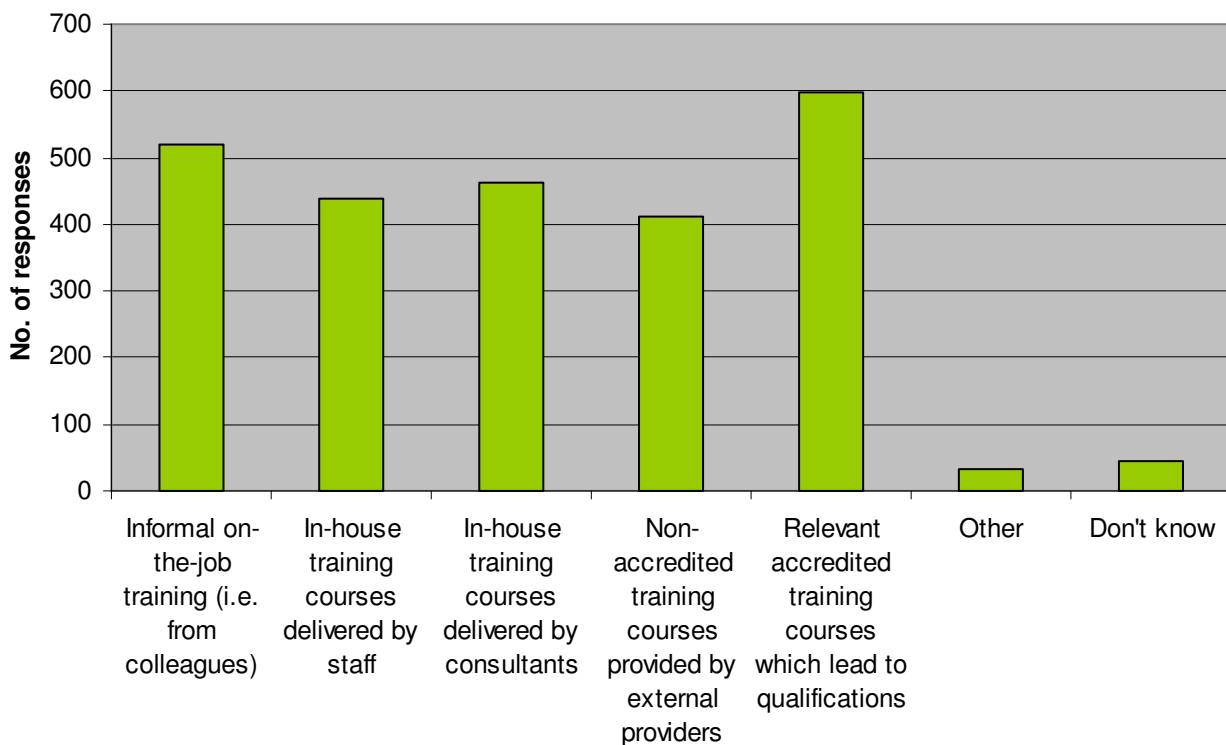
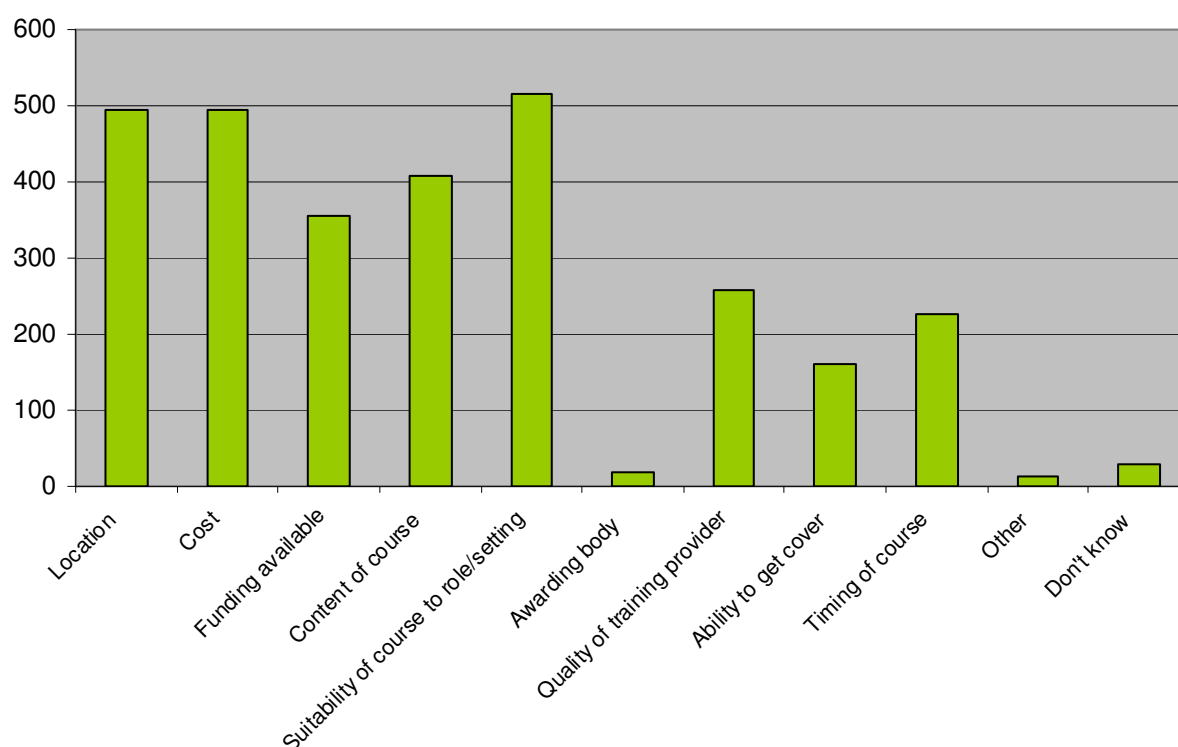


Fig. 14.

What has been an important factor when looking for training?



Analysis by respondents' field of expertise⁸³

Most respondents agreed that it was easy to find information on relevant training and that there were courses available which met staff needs. Respondents from most fields of expertise agreed that there were training courses that met their needs as a manager, employer, or self-employed person (62 to 88 per cent of respondents). However, only 38 per cent (six out of 16) of Learning Mentors who responded agreed.

Most respondents agreed that there were enough places available on suitable training courses (70 per cent and over); 56 per cent of those working in social care and childminding agreed, and 48 per cent of early years respondents agreed.

Learning Mentors indicated that the number and range of qualifications available has made it difficult for them to know what qualifications practitioners should hold (88 per cent agreeing with the statement). 50 per cent of childminders and those in the early years field, 45 per cent of Education Welfare Officers, 34 per cent of Connexions staff, 27 per cent of social care respondents and 20 per cent of Educational Psychologists agreed with the statement.

Across all the fields of expertise, respondents found the following types of training to be the most useful:

- informal on-the-job training (i.e. from colleagues, as and when required);
- in-house training courses delivered by staff members;
- in-house training courses delivered by consultants/training companies;

⁸³ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

- relevant accredited training courses which lead to qualifications.

In each field of expertise, apart from early years and childminding, these four forms of training were placed above non-accredited training courses provided by external providers. Few respondents suggested other forms of training though three respondents offered university level training as useful and two said local authority training was useful.

Respondents were asked about the most important factors when looking for training and the following options were given:

- location;
- cost;
- funding available;
- content of course;
- suitability of course to role/setting;
- Awarding Body;
- quality of training provider;
- ability to get cover for members of staff participating in training;
- timing of course.

In most fields of expertise, the top five factors in the above list received the highest score. However, Connexions staff placed slightly less importance on the availability of funding compared to the other factors in this top five⁸⁴.

Of the four remaining factors (Awarding Body, quality of training provider, ability to get cover for members of staff participating in training and timing of course) the Awarding Body was consistently scored as less important. The remaining factors were scored at a similar level, apart from the timing of courses which was scored as slightly more important for those working in childminding and early years.

⁸⁴ 23 Connexions Personal Advisors who responded agreed that 'funding available' was important, as compared with 58, 63, 66 and 95 who agreed that the location, cost, content and suitability (respectively) were important factors

Qualifications

Fig. 15.

A BA/BSc undergraduate degree equips potential employees with the relevant skills and knowledge to carry out their role effectively

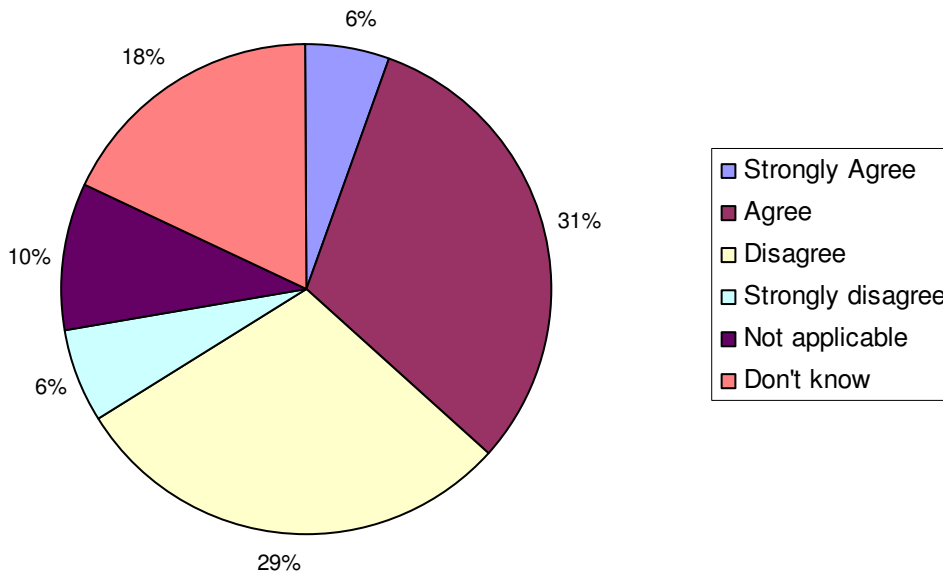


Fig. 16.

A Foundation degree equips potential employees with the relevant skills and knowledge to carry out their role effectively

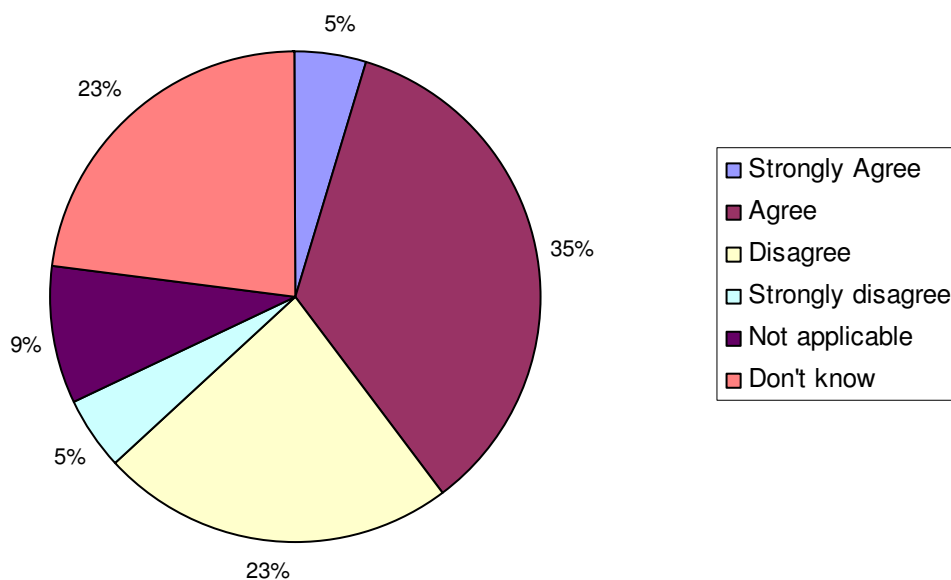


Fig. 17.

An NVQ Level 3 or equivalent equips potential employees with the relevant skills and knowledge to carry out their role effectively

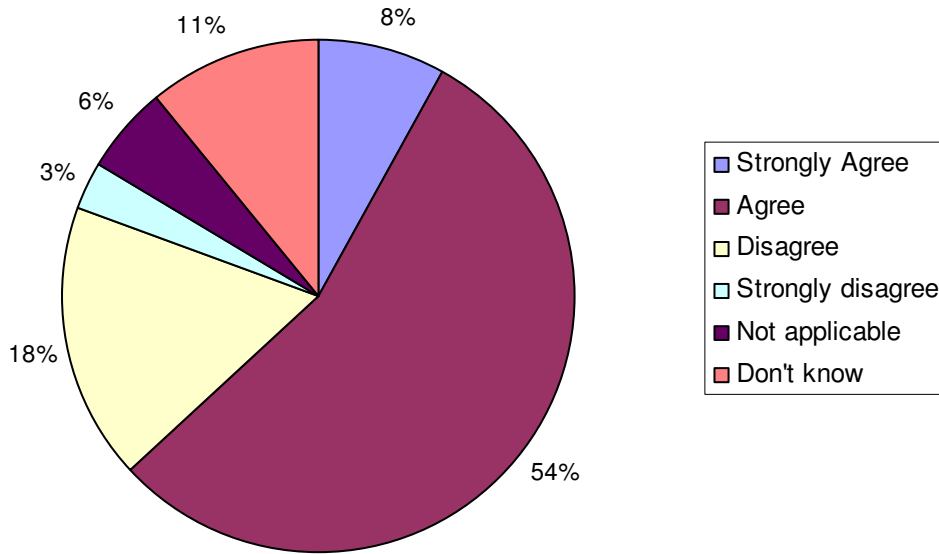


Fig. 18.

An NVQ Level 2 or equivalent equips potential employees with the relevant skills and knowledge to carry out their role effectively

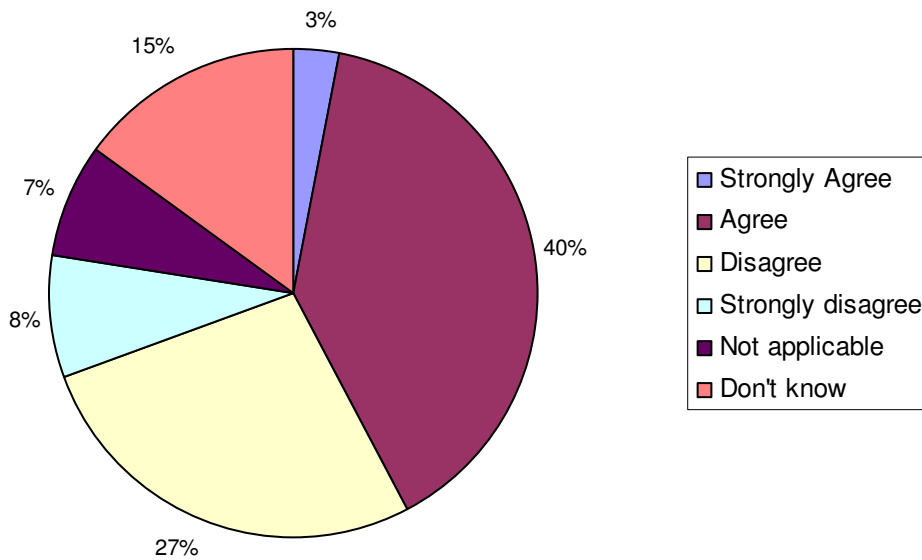


Fig. 19.

An NVQ Level 1 or equivalent equips potential employees with the relevant skills and knowledge to carry out their role effectively

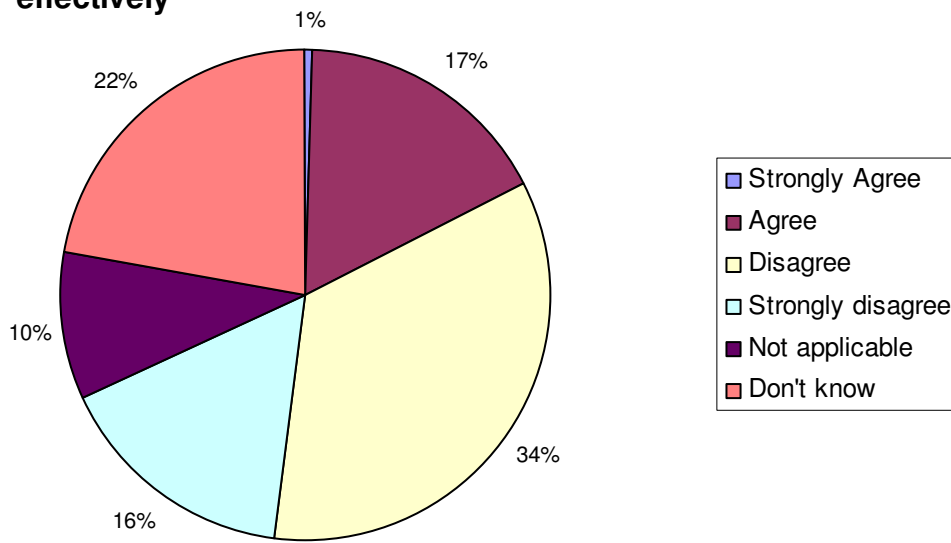


Fig. 20.

The completion of an apprenticeship framework equips prospective employees with the relevant skills and knowledge to carry out their role effectively

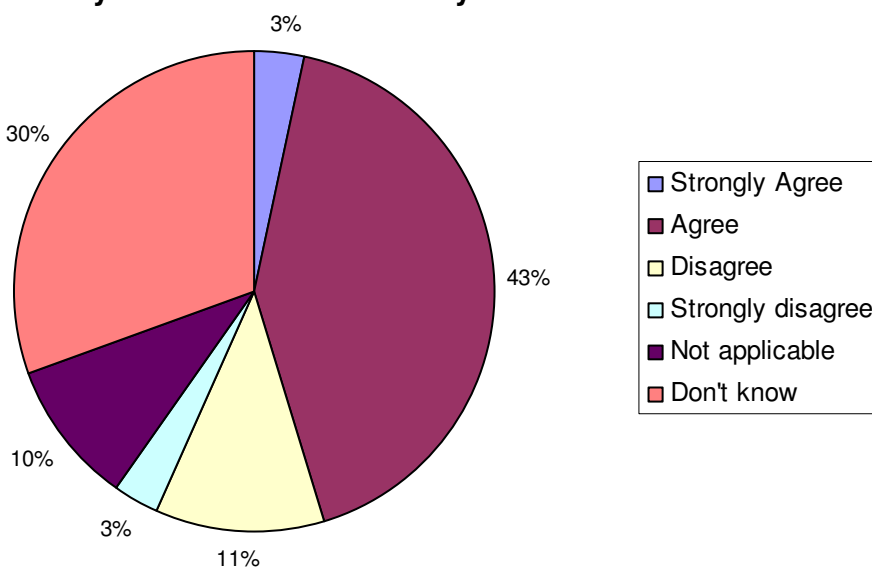


Fig. 21.

Relevant experience equips potential employees with the skills and knowledge to carry out their role effectively

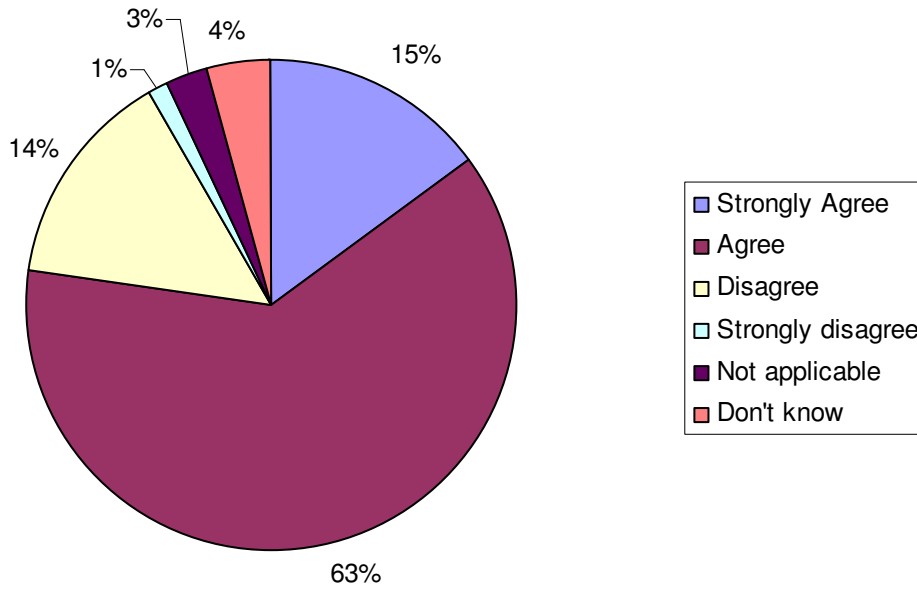
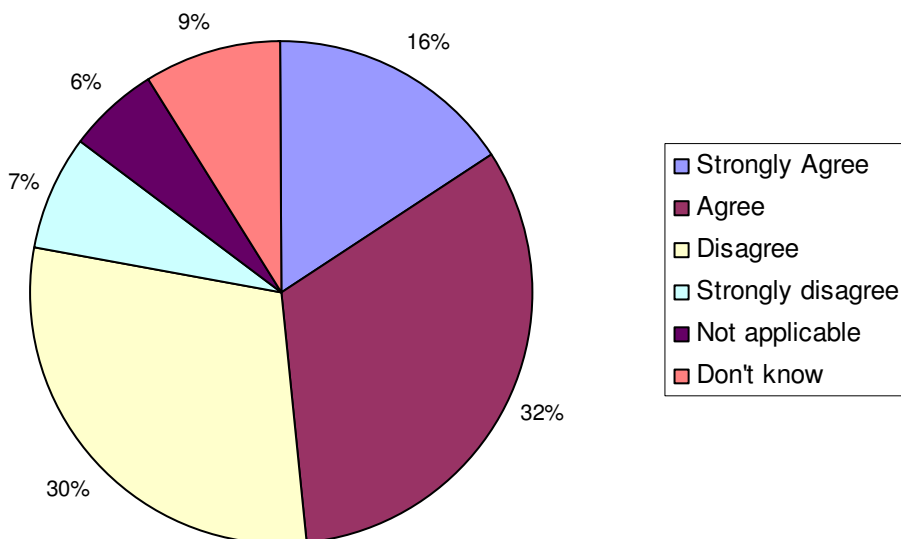


Fig. 22.

There is a need for a graduate level professional (holding at least a BA/BSc undergraduate degree) in my area of the workforce



Analysis by respondents' field of expertise⁸⁵

This section on qualifications asked respondents the extent to which they agreed or disagreed that each level of qualification and/or experience equipped potential employees with the relevant skills and knowledge to carry out their role effectively.

The tables below show the percentage of people who agreed within each field of expertise, in ranked order (from most to least agreement).

Table 1.

Early Years	
Qualification Level	Percentage agreement
Level 3	85%
Experience	85%
Apprenticeship	80%
Foundation Degree	68%
Level 2	64%
BA/BSc	43%
Level 1	31%

Table 2.

Education and Advisory Support Services⁸⁶	
Qualification Level	Percentage agreement
Experience	83%
Apprenticeship	71%
Level 3	64%
BA/BSc	56%
Foundation Degree	48%
Level 2	39%
Level 1	14%

Table 3.

Training Provision	
Qualification Level	Percentage agreement
Apprenticeship	91%
Level 3	78%
Level 2	66%
Foundation Degree	50%
Experience	48%
BA/BSc	44%
Level 1	35%

Table 4..

Social Care	
Qualification Level	Percentage agreement
Experience	81%
Apprenticeship	73%
Level 3	66%
BA/BSc	54%
Foundation Degree	47%
Level 2	42%
Level 1	22%

Table 5.

Local Authority	
Qualification Level	Percentage agreement
Experience	82%
Apprenticeship	75%
Level 3	72%
Foundation Degree	68%
BA/BSc	58%
Level 2	55%
Level 1	29%

Table 6.

Childminding	
Qualification Level	Percentage agreement
Level 3	91%
Experience	88%
Apprenticeship	80%
Level 2	75%
Foundation Degree	69%
Level 1	46%
BA/BSc	37%

⁸⁵ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

⁸⁶ Including Connexions Personal Advisors, Learning Mentors, Education Welfare Officers and Educational Psychologists

Respondents from each area of expertise agreed that experience was important. Apprenticeships and Level 3 qualifications were consistently in respondents' top three in terms of importance, and Level 1 was always in the bottom two.

Graduate Level Professionals

Respondents were asked to comment on the extent to which they agreed or disagreed with the statement 'there is a need for a graduate level professional (holding at least a BA/BSc undergraduate degree) in my area of the workforce'. The level of agreement with this statement was quite similar across the social care, Connexions, Education Welfare, local authority and training provision respondents, at between 60 to 75 per cent. The greatest level of agreement came from Educational Psychologists (92 per cent) and the lowest from the childminding field (5 per cent). 22 per cent of Learning Mentors and 33 per cent of respondents in the early years field felt that there was a need for a graduate level professional in their area of the workforce.

Funding for Training

Fig. 23.

I am able to access sufficient funding to support necessary training and development

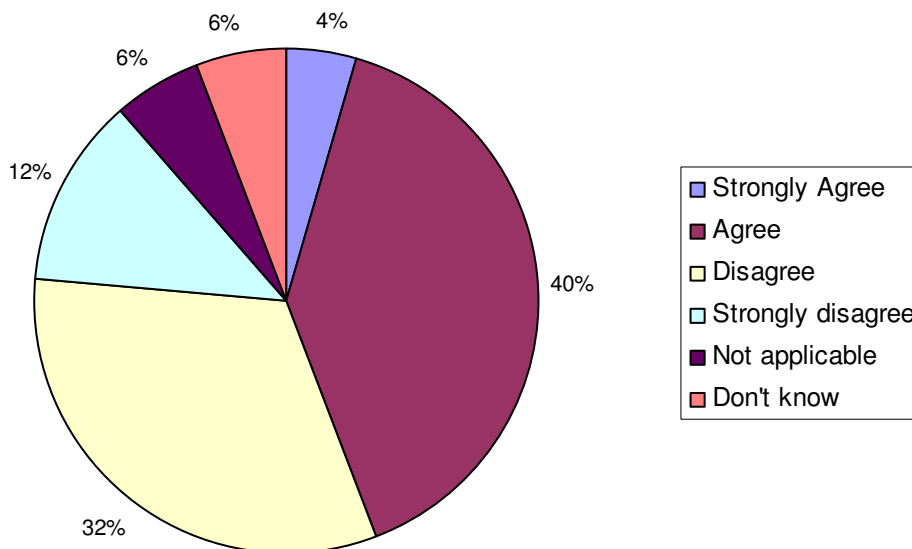


Fig. 24.

Employers should invest in the training and development of employees and themselves

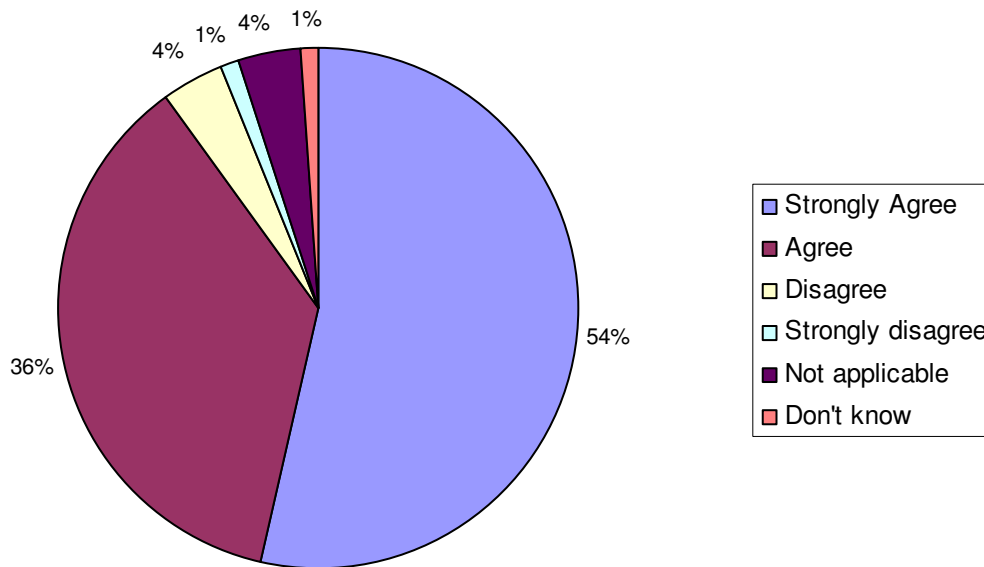
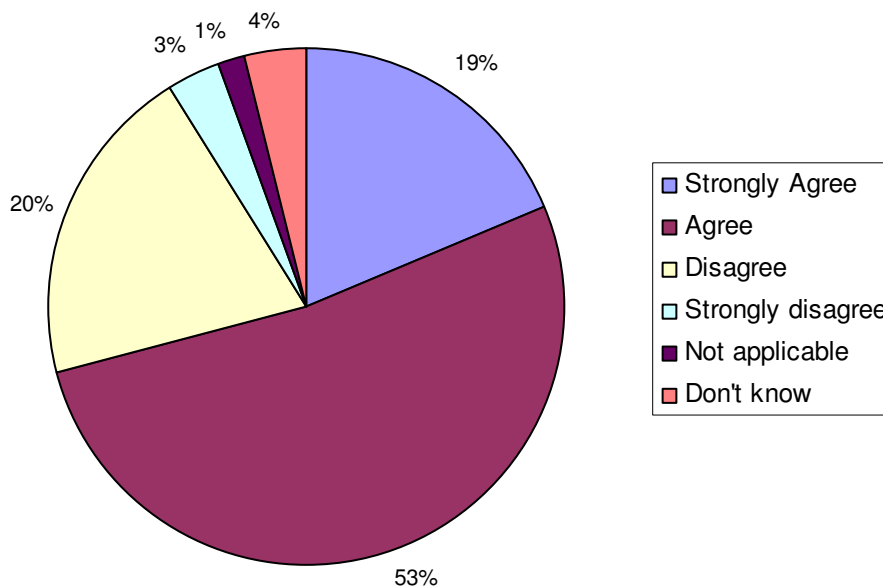


Fig. 25.

Individuals and the self-employed should be encouraged to invest in their own training and development



Analysis by respondents' field of expertise⁸⁷

Respondents' opinions differed when they were asked to comment on the statement 'I am able to access sufficient funding to support necessary training and development'. The lowest level of agreement came from Education Welfare Officers (18 per cent). The highest came from

⁸⁷ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

childminders at 69 per cent, with the early years field at 62 per cent. Other respondents were in agreement between 39 and 55 per cent of the time.

All groups of respondents agreed that employers should invest in the training and development of employees and themselves (between 86 and 100 per cent agreement), and that individuals and the self-employed should be encouraged to invest in their own training and development (between 62 and 83 per cent agreement).

Analysis by geographical region⁸⁸

There was more regional variation on the funding of training than in any other section of the survey. 29 per cent of respondents in the north east agreed that they were able to access sufficient funding to support necessary training and development. London was similar, at 34 per cent. The south east and west midlands had the highest level of agreement, at 60 and 66 per cent respectively.

Respondents consistently agreed that employers should invest in the training and development of employees and themselves (ranging from 88 per cent in the south east to 100 per cent in the north east). Respondents also agreed that individuals and the self-employed should be encouraged to invest in their own training and development (ranging from 66 per cent in the west midlands to 94 per cent in the east midlands).

Skills

Respondents were asked to indicate the degree to which they agreed or disagreed that the following skills were readily available in their current setting:

- effective communication and engagement with children, young people and families (involving listening and building empathy, summarising and explaining, consultation and negotiation);
- understanding of child and young person development (involving observation and judgement, empathy and understanding);
- ability to safeguard and promote the welfare of the child (involving relating, recognising and taking considered action, communication, recording and reporting, personal skills);
- ability to support transitions in the lives of children and young people (involving identifying transitions and providing support);
- ability to work across multi-agency settings (involving teamwork, communication, assertiveness);
- ability to share information effectively across different agencies (involving information handling, clear communication, engagement);
- ability to deliver integrated services to children, young people and their families;
- basic skills (e.g. literacy, numeracy);
- ability to commission and contract work out;
- leadership and management skills;
- ability to make use of technology (including IT and specialist equipment);
- understanding disability and surrounding issues.

⁸⁸ Percentages given are of the total who agreed or disagreed (respondents who answered 'don't know' or 'not applicable' are not included)

Respondents agreed that most of these skills were readily available in their current setting (ranging from 74 to 92 per cent for each skill). The exception was commissioning and contracting, for which only 36 per cent of respondents agreed this skill was available and 38 per cent of respondents saying they “did not know” or that this was not applicable.

Further information on the availability of these skills was collected through a follow up e-mail survey. Details of the responses are in Appendix A.

Other skills

103 respondents provided comments on the other skills that were readily available in their setting. This represented just fewer than 10 per cent of those surveyed, with a high number of respondents from youth work. The responses reflect the different priorities of different agencies and organisations, with some referring specifically to skills within their workforce e.g. Connexions, whereas others referred to more generic skills needs across the workforce.

Issues that were apparent in relation to analysing these responses were that:

responses did not always clearly differentiate between skills and knowledge and some respondents were concerned with the lack of provision or access to training opportunities, whereas others referred to the personal qualities and attributes needed by practitioners;

- there was confusion as some respondents were unsure whether the questions related to skills currently available in their setting, whether they had access to individuals with these skills, or whether they had opportunities to obtain the skills;
- for those in education and training, there appeared to be confusion regarding whether the question related to their student population, the children’s workforce or their own staff. As a result, the responses were mixed and there was no majority view on any particular skills deficit.

The analysis of individual respondents’ comments identified some key issues in relation to perceptions of the gaps in skills and knowledge which may or may not be applicable more widely. Further investigation is required to determine whether these views are representative of the workforce. However, we report the full list of issues that have been identified in order to provide a full record of the responses.

- understanding of cultural, equality and diversity issues – not just racial equality or disability but of family and lifestyle diversity, discrimination, power relationships and ideology, particularly across mainstream/universal services;
- understanding adolescence and youth culture; the impact of poverty and links between poverty, delinquency and anti-social behaviour;
- how to develop a non-judgemental approach, but challenge effectively; reflective practice;
- a greater understanding of child development and developmental needs, particularly emotional development and resilience, across the age range but especially adolescent development;
- the impact of different experiences on children’s development;
- the importance of play;
- analysing information obtained through observation and assessment and translating this into service planning, delivery and review;
- information technology skills;

- organisational, finance and budgeting skills; managerial and administrative skills;
- legal and statutory requirements;
- communication with children and adults, life experience, empathy and true partnership working, especially with parents;
- better understanding of the work of other agencies, multi-agency working together.

Connexions staff responded on behalf of their own workforce skills needs and identified:

- organisational ability, meeting deadlines, ability to manage self;
- knowledge and understanding of the issues facing young people, the changing labour market and opportunity awareness;
- the roles and responsibilities of the range of organisations working with children and young people and the relevant legislation;
- strategies for influencing children and young people and their families;
- equality issues, personal safety, substance abuse awareness, sexual health, data protection and information sharing;
- solution focussed, motivational interviewing techniques, ethical and anti-discriminatory practice;
- support for children, young people and their families to access benefits.

Connexions staff also expressed concern about reduction in training budgets and de-skilling.

General comments on the availability of skills

182 respondents provided general comments on skills, representing approximately 17 per cent of the responses. One emergent issue was the importance of gaining experience to enable effective practice; as highlighted earlier, it is not clear to what extent these views represent the whole workforce. Other comments included the following:

- that poor management, ineffective management and inappropriate organisational structures impair the ability of staff to deliver high quality services and/or meet skills gaps and training needs;
- a focus on targets and performance indicators, which are sometimes irrelevant or inappropriate, can impair the ability to deliver real and creative solutions for children and young people;
- the complexity of the workforce is not well understood. Many, including managers, do not recognise and value unique professional roles and approaches;
- the skills identified in the questions reflected mixed levels of skills within teams, with some staff being highly skilled and others not;
- the skills identified are the basic requirements of a team;
- expertise is in danger of being lost in the drive towards integration;
- the childcare aspect of the role will be lost to the teaching role;
- there are few opportunities to develop higher ordered thinking and analytical skills within the constraints of the National Curriculum which is compounded by a lack of “soft skills” development e.g. empathy, emotional intelligence, reflection and scope for learning from mistakes;
- soft skills are undervalued, but the workforce needs high self-esteem and self-actualisation in order to make a positive impact on children and families;

- basic skills are still lacking in workers entering the sector;
- information sharing between agencies remains poor and there is a reluctance by those in social services to act preventatively rather than react once an incident had occurred;
- Data Protection seems to be used in many instances by statutory agencies to justify not sharing relevant information. A lack of close partnership working and mutual distrust still exists between agencies;
- too many qualifications which seem to deliver the same outcomes.

A key issue set out by at least one respondent related to the need for properly implemented performance management systems to be embedded within organisations delivering services for children. This issue was linked to the comments regarding poor management.

Good practice would link performance management to training and development – personal and role related, allowing managers to identify objectives for individual staff that would contribute to organisational objectives, where appropriate. Training needs would be identified through appraisal and the quality of the workforce would, in theory, be improved by supporting the development of individuals with potential and weeding out those who were not performing; thus linking ability and potential with job roles and progression opportunities

Concern was expressed that there was a lack of training for working with different age groups, especially in relation to child development and communication skills. Practitioners were expected to work with children of different ages, and sometimes they were not trained, they worked outside their area of expertise and they felt ill equipped.

Connexions respondents made a number of comments:

- practitioners must be able to see the wider picture for children and their families – i.e. the child in context of family and wider society;
- Connexions Personal Advisors for young people with learning difficulties and disabilities would benefit from being placed within multi-agency teams;
- it would be helpful to have modular qualifications incorporating transferable skills between different agencies;
- communication between agencies working with children and young people is still generally very poor;
- particular skills are required for practitioners in agencies that deal with adolescents, who are able to make independent decisions;
- some highly qualified (degree) and experienced Personal Advisors strongly resented having to undertake additional qualifications such as the PA Diploma.

Barriers to recruitment and retention

Respondents were asked to comment on the main barriers to recruiting and retaining fully trained/qualified/skilled staff. This question received the highest number of comments with 792 responses. The majority (56 per cent) commented that the main barrier to recruitment and retention was low levels of pay and remuneration compared with other industries.

As highlighted in the previous section, the key issues identified below are not given here as representative of the workforce, as further investigation will be required in order to determine

whether this is the case. However it is important to report these issues in order to provide a full record of the responses. Key issues identified were:

- there was significant disparity between the high level of qualifications being required and the low levels of pay, which has a negative impact on recruiting and retaining staff;
- the general reluctance to invest in training and development of staff, as they were likely to leave for better pay. For example, private nursery providers had lost staff to the education sector since they were able to offer a better salary alongside pension schemes and other benefits such as improved holiday entitlement. Nurseries were also under pressure from schools as parents were being encouraged to use schools for childcare in order to gain a place in the same school for their child's education;
- the lack of a career structure in the early years sector, with little conviction that degree level qualifications would improve the quality of care;
- private early years establishments expressed concern about the affordability of employing graduates without subsidies. In most cases they said that they would need to increase the costs to parents in order to be able to finance a graduate salary, and this was felt to be unacceptable as it increased the already high costs of childcare beyond the reach of many parents;
- people commented on the regulatory requirements which meant that providers need to pay for another practitioner to stand in for the trainee, thus potentially doubling the cost of providing training.

There were further individual comments on the following issues:

- employers are willing to provide and pay for training – particularly mandatory training, but reluctant to support or subsidise qualifications including vocational qualifications;
- there is a marked reluctance to train/ upskill qualified staff in case they leave for improved salaries;
- a majority of respondents had experienced difficulty in recruiting staff with suitable skills and qualifications;
- there is a disparity between the high levels of qualifications required and the low pay, leading to “churn” in the workforce – low wages mean people leave. Some respondents felt that workers could receive better pay in supermarkets or cleaning. Many would like to be able to reward staff and pay them more;
- basic skills levels are still poor.

In addition, individual responses cited bureaucratic recruitment processes, the value placed on people who work with children, working unsocial hours and poor management practice as barriers to recruitment and retention. Some individuals commented that the lack of career opportunities or more generally the cost of living could be a barrier. Funding was also highlighted as an issue, especially the lack of funding specifically for training and development. Some respondents in the voluntary/community sector (including faith and social enterprises) commented that short term funding was counter-productive to encouraging a stable and well-trained, effective workforce.

Early Years Targets

The survey included four questions about targets for the early years sector. This part of the consultation was extended in order to gain more responses and CWDC's Early Years team will report the findings in autumn 2007.

Concluding Comments

This is the first general skills and training opinion survey undertaken by the CWDC. The information is extremely valuable to CWDC, and a special thank you is extended to those who responded, especially those who provided detailed comments.

A few respondents commented that some of the questions were difficult to answer. This was mainly in reference to the general questions in the qualifications and skills sections. These questions could have been made more specific during the design of the survey (for example respondents could have been asked to consider the questions in relation to differing levels of staff seniority – assistants, supervisory staff and management) however this would have considerably lengthened the survey which may have discouraged people from responding. We tried to address this issue by asking more specific questions in the follow up survey (see Appendix A).

Results from this survey will be included in the CWDC's Sector Skills Agreement later this year. The findings will also inform projects across the organisation. The feedback we have received on the design of the survey will be used when developing future consultations.

Appendix A

The CWDC decided to follow up the workforce skills survey by e-mailing a number of additional questions to 798 of the respondents (those who provided e-mail addresses and said they were happy to be contacted again). They were asked to draw on their personal experience within the children's workforce in order to rate:

- the importance of a series of skills to their organisation/business;
- the ease with which staff who have these skills are recruited;
- the extent to which it is a training priority for staff or themselves in their organisation/business.

262 people responded to the e-mail.

Table 7.

Skill	Average ⁸⁹ Value		
	Importance of the skill <i>1 = Not at all important 10 = Very important</i>	Ease of recruitment <i>1 = Very easy 10 = Very difficult</i>	Training priority <i>1 = Not a priority 10 = Very high priority</i>
Effective communication and engagement with children, young people and families	9.74	5.80	7.83
Understanding of child and young person development	8.90	5.90	7.42
Ability to safeguard and promote the welfare of the child	9.60	5.99	8.62
Ability to support transitions in the lives of children and young people	8.64	5.90	7.18
Ability to work across multi-agency settings	8.49	6.25	7.20
Ability to share information effectively across different agencies	8.64	6.09	7.35
Ability to deliver integrated services to children, young people and their families	8.22	5.99	7.10
Basic skills (e.g. literacy, numeracy)	8.93	5.98	5.79
The ability to commission and contract work out	4.94	5.75	4.27

⁸⁹ The averages are the mean figures

Leadership and management skills	8.08	6.31	7.08
The ability to make use of technology (including IT and specialist equipment)	7.74	5.99	6.66
An understanding of disability and surrounding issues	8.61	6.16	7.62



Part of the Sector Skills Council,
Skills for Care and Development

This report is the first of five stages of the Sector Skills Agreement (SSA) for the Children's Workforce in England. A SSA is an agreement between employers, the government, partner organisations and skills bodies to deliver an agreed action plan to meet the priority skill needs of the sector. Stage 1 of the SSA is a Skills Needs Assessment to identify the current and future skills needs of the sector.

For more information on the SSA please visit

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

Produced as part of Skills for Care and Development:

