

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN EDUCATION AND EARLY HELP SERVICES

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| TO: | ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE | | |
| DATE: | 2 MARCH 2016 | AGENDA ITEM: | 15 |
| TITLE: | CHILDREN'S WORKFORCE STRATEGY 2016-2018 | | |
| LEAD COUNCILLOR: | COUNCILLOR GAVIN | PORTFOLIO: | CHILDREN'S SERVICES AND FAMILIES |
| SERVICE: | LEARNING AND WORKFORCE DEVELOPMENT | WARDS: | ALL |
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1. PURPOSE AND SUMMARY OF THE REPORT

- 1.1 The purpose of this report is to set out and seek approval for a Workforce Strategy for Children's services. It is in response to the need to have a strategic approach to workforce development, recognising the current difficulties in recruitment and retention, but also to acknowledge the need to develop and support our staff across Children's Services.
- 1.2 The strategy aims to highlight the current issues relating to the workforce and propose initiatives which respond to the need to ensure that the current and future workforce is recruited, retained and developed with the right skills and in sufficient numbers to meet the needs of the children, young people and their families that look to the council for support. The strategy is therefore presented under three themes:
 - Recruitment
 - Retention
 - Developing and Supporting staff
- 1.3 It is supported by an action plan which will be overseen by a Workforce Development Operational Group, chaired by the Interim Head of Safeguarding and Children's Social Care. This group will be responsible to the corporate Organisational Development Group, chaired by the Managing Director.
- 1.4 The strategy covers staff working in Children's Social Care and Early Help Services only and at this stage does not include Education staff.

2. RECOMMENDED ACTION

- 2.1 For the committee to consider and approve the Workforce Strategy as attached
- 2.2 That a report be presented to ACE Committee in twelve months to monitor progress and achievements

3. CONTEXT AND BACKGROUND

- 3.1 One of the biggest challenges the service is facing is the significant use of agency staff and currently the use of agency staff stands at 42%. Whilst this is not consistent issue across the whole service, it is particularly significant in social work teams. There has been some success in recruiting to permanent posts in recent weeks, but a strategic, planned, targeted and monitored approach is needed to permanently recruit to social work practitioner and management posts and this must be a priority for the council to ensure agency costs are reduced in the long-term.
- 3.2 To ensure consistency to our service users and to maintain the skills and knowledge across the service, the council needs to retain its long-standing staff and those that we recruit to permanent posts. Between May and November 2015 the turnover rate stood at 20.8 % and a proactive approach to reducing this figure is required. An effective and induction and appraisal process, as well a commitment to meaningful engagement with staff, manageable caseloads and developing ways of "growing our own" staff are all ways in which the council can demonstrate their commitment to retaining staff.
- 3.3 To compliment initiatives and performance in effectively recruiting and retaining staff, there is a need to provide adequate development opportunities to our staff. As well as promoting and embedding a culture of evidenced-based, reflective practice, there is a need to ensure that staff have access to continuous professional development opportunities. A range of learning and development opportunities including e-learning, access to research tools, shadowing, management development and knowledge sharing events would assist in developing a "learning culture" within the service.
- 3.4 A range of tools to help maintain the morale of staff by helping them in their professional and personal lives will help develop a supportive culture within the service. By providing effective supervision, coaching, support for our newly qualified staff and professional and practice support from the Principal Social Worker, we can ensure that staff feel professionally supported in the demands of their jobs. Personal support tools such as the Employee Assistance Programme, Trades Unions and other stress and well-being tools can also contribute to the level of support provided to staff.

4. CONTRIBUTION TO STRATEGIC AIMS

4.1 Ensuring that we have a sufficiently skilled workforce and an increase in the number of permanent and committed staff will support the following strategic priorities:

- Safeguarding and protecting those that are most vulnerable;
- Providing the best start in life through education, early help and healthy living;
- Remaining financially sustainable to deliver these service priorities.

4.2 And will contribute to promoting equality, social inclusion and a safe and healthy environment for all

5. COMMUNITY ENGAGEMENT AND INFORMATION

5.1 There are no statutory requirements to consult with communities about the Workforce Development Strategy as it is an internal document to the council.

6. EQUALITY IMPACT ASSESSMENT

6.1 The overall proposed strategy does not adversely impact on any group with a protected characteristic and has been developed to promote equal opportunity and inclusion.

6.2 As initiatives and further proposals are developed, equality impact analyses will be undertaken and presented as appropriate.

7. LEGAL IMPLICATIONS

7.1 None except where referred to in the body of the report.

8. FINANCIAL IMPLICATIONS

8.1 It is planned that the initiatives and activity in the strategy are delivered within existing resources/budgets already identified.

8.2 For any additional budget/resources required, proposals will need to be made to the Organisational Development Group for consideration.

9. ATTACHED PAPERS

9.1 Draft Children's Services Workforce Strategy 2016-2018



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Children's Services Workforce Strategy 2016- 2018



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1. Introduction

Reading is a thriving, diverse town and is an important commercial centre for Thames Valley and Southern England. Reading's population and economy continues to grow and the needs of our residents and businesses are changing, which impacts on the services the council provides.

In order to meet the needs of the increasing numbers of children, young people and their families who look to us for support we need to consider ways of ensuring services continue to be delivered in a safe and efficient way. We need to ensure that the current and future workforce is recruited, retained and developed with the right skills and in sufficient numbers both to meet our expectations and to do so in the context of a challenging economic climate where efficiencies will need to be considered.

When we talk of workforce development, we do not mean that everything about the workforce must change - there are many examples of excellent practice across the Children's services workforce in Reading where the competency and commitment of Children's services professionals have positive outcomes for our residents. Rather that we need to develop and build on the skills of people working across Children's services to equip them with the confidence and capacity to meet the new challenges and changes ahead.

To support workforce development, we will need to work with and engage staff, partners and stakeholders to maximise resources, embed consistently good practice and acknowledge the part they have to play in the delivery of safe, high quality services.

2. Purpose of the strategy

This document outlines the workforce development activity and needs of the council's Children's Services staff. It will cover the following categories of roles within the council:

- Health and Care Professions Council registered, qualified social work staff
- Unregistered social work staff (e.g. Assistant Social Workers, Leaving Care Advisors)
- Front line social care staff providing regulated services in residential and respite care.
- Staff providing frontline preventative, early intervention services in the Early Help service

A breakdown of the staff profile can be found at Appendix A

The strategy is necessary to ensure the needs of the workforce providing services to some of our most vulnerable children, young people and families are considered. It will provide a framework for workforce development activity and planned actions towards meeting some of the challenges that face the service. It will be overseen by a Workforce Development Operational Group, comprising of key staff and managers who can assist in the monitoring and delivery of workforce development initiatives to be embedded into the culture of the organisation. This forum will be responsible to the corporate Organisational Development Group (ODG), chaired by the Managing Director.

One of the council's biggest challenges is the recruitment and retention of staff, especially qualified social work staff. The strategy aims to address some of the issues relating to recruitment and retention by promoting an employer brand which promotes Reading as an employer of choice.

Whilst there may be some overlap, the strategy will be delivered under three main themes:

- Recruitment
- Retention
- Developing and Supporting the Workforce

The development of this strategy has been informed by a review of the previous strategy actions and new work that includes:

- The use of focus and development groups
- Collection of individual feedback from both managers and social workers via a combination of methods such as surveys and service health checks.

- Evaluation of themes voiced in exit interviews
- Benchmarking activity to compare our terms and conditions with surrounding and similar sized local authorities
- Analysis of existing management information such as budget expenditure, response to recruitment advertising, sickness and leaving data.
- Trend information on the social care recruitment market
- Evaluation of training delivered

Our Priorities and Values

Our Corporate priorities set out in the Corporate Plan outline the key priorities of the organisation. They are:

- Safeguarding and protecting those that are most vulnerable
- Providing the best life through education, early help and healthy living
- Providing homes for those in most need
- Keeping the town clean, safe, green and active
- Providing infrastructure to support the economy
- Remaining financially sustainable to deliver these service priorities

Within Children's Services, these priorities are underpinned by our vision:

*"**L**istening to Children and Young People, **E**nabling Families & **A**cting in **P**artnership"*

This means:

We will listen to children and young people

All Reading children and young people will be heard, safe & inspired to achieve their full potential and lead fulfilling lives regardless of background. We commit to listening and responding honestly.

We will enable families to take more control of their lives

Families are enabled to take more control (to make better choices and constructive changes) and we have a positive impact on their lives.

We will act quickly to deliver support

We will aim for the best possible outcome for each child, working in a child-centred, transparent, timely and inclusive way.

We will work in partnership

We will do this by investing early enough, integrated service provision and being effective, proportionate & efficient.

The Corporate Priorities and our Children's Services vision are underpinned by the values of the organisation. We deliver our services by working to the values of being:

- Fair
 - tackling inequality and promoting residents rights
 - ensuring residents are part of decision making
 - ensuring our staff have the right support

- Caring
 - putting residents at the heart of what we do
 - working with residents to look after each other

- Enterprising
 - unlocking the power of our communities
 - acting now to create a better future

The strategy will also be underpinned by the council's Organisational Development objectives - see Appendix B

3. Recruitment

An important factor to the success of this strategy will be to ensure that we recruit sufficiently skilled workers, in sufficient numbers to deliver high quality, appropriate services, where and when vacancies arise. Whilst we do not have significant difficulties across the whole service, the council, similar to other local authorities, have found significant difficulties in recruiting permanent, registered social work staff.

A significant amount of work has already been undertaken to improve the recruitment of social workers and social work managers, however we still have to heavily rely on the use of agency staff to deliver services. At present, the percentage of agency staff working across Children's Services is 42%, the majority of which are workers and social work managers. Our ambition is to have posts filled with permanent staff and have no more than 10-15% agency staff.

Frequent changes in staff impacts on the service delivery as children, young people and their families can find themselves dealt with by several workers during their course of engagement with the service.

Having to recruit agency staff is costly in terms of short term salary costs and recruitment time and also creates instability in teams, as agency workers may not stay for long. The impact of continuous change within the staffing group can include a reduction in staff morale which in turn influences retention. Therefore, it is essential that the council takes action to reduce the number of agency workers we employ by converting agency staff to permanent post holders if they meet the standard and where it is necessary to recruit agency staff, that we try to retain them for as long as possible and provide appropriate developmental support.

Whilst there has been some improvement in the recruitment performance during the last year, there is more work to be done in respect of improving recruitment processes and targeted recruitment where this is appropriate.

Integrated into the Business Support function, a newly appointed Recruitment Coordination Team has been appointed and now undertakes all Permanent and Agency recruitment of social work staff and social work managers. The team works closely with Operational managers to recruit appropriate staff and handle most of the processes involved, from screening candidates, negotiating rates and terms to generic inductions and organising the IT set up for new starters. Recruitment performance has improved since this approach was adopted.

The new team is also coordinating an extensive marketing campaign which commenced in August 2015. It includes advertising in a wide range of media including Community Care, Compass and Guardian websites, LinkedIn, and are exploring the use of other social media such as Facebook and Twitter. The campaign also includes the coordination of attendance by key staff at regional and

national level industry specific recruitment events, promoting Reading as an employer of choice.

We have engaged a group of recruitment agencies who are actively promoting Reading and sourcing staff for our vacancies, both from the UK and internationally. Collaboration and links with the University of Southern California has meant that there is the potential to recruit 6 experienced social work practitioners.

Our e-Recruitment service was rolled out in February 2014 following extensive testing, piloting and internal training. Linking into I-Trent (our HR system), we now benefit by the ability to offer customers a modern user friendly interface, improved efficiency and customer service. Thus reducing resourcing costs to the council, tailoring to meet specific service and customer needs, a broader collection of statistics, enhanced internal recruitment, and increased advertisement scope.

Additional work has commenced on utilising functionality within our HR systems to build a database of candidates to whom we can publish our vacancies. This will mean applicants for jobs at Reading will be able to register their interest, along with their qualifications skills and experience. Over time this will create a talent pool database allowing potential workers to be contacted proactively about opportunities in Reading. Further work is planned to utilise the HR system to provide regular information regarding establishment data and vacancy information.

A review of our permanent recruitment processes has been completed and the following changes implemented from August 2015:

- The way in which Social Work applications are managed. Applications are now handled individually with candidates shortlisted and interviewed within a week. Contact and support throughout the process is provided by the Operations & Support management team to both the applicant and hiring manager, with the aim of reducing candidate withdrawal and making the time between application and offer of employment as short as possible.
- Interview questions have been revised to ensure fitness for purpose and to enable us to gain the best from candidates.
- Additional recruitment and selection training has been provided for all Children's Social Care hiring managers.
- The time taken to complete DBS checks has caused significant delays to workers starting with the Authority. We have now moved to an electronic DBS checking system.

Initial results are encouraging as during the period between September 2015 and January 2016, 15 permanent social work posts have been recruited to.

"Selling" Reading as a place to work

Reading, as an employer, aims to promote the council as a place to work. We need to positively present Reading as a professionally challenging and rewarding place to work, one that provides opportunities to work within a dynamic

environment which embraces and celebrates the chance to work with an extensively diverse population.

We recognise that Reading needs to remain competitive in the job market in terms of recruiting and retaining staff. Regular benchmarking of salaries against other local and similar authorities will be essential if we are to stay competitive. Packages offered have been reviewed and whilst some authorities offer retention bonuses and “golden hello” payments, Reading salaries remain competitive overall. This is aided by market supplements that are offered to frontline social work staff, which have recently been increased from £2000 to £3000 per annum and are reviewed annually.

Whilst pay is an important factor in the recruitment of staff, additional conditions of service and benefits also need to be considered to attract and recruit staff. Our standard condition and benefits remain comparable to other local authorities and include:

- Generous annual leave (24 days, rising to 29 days after 5 years and 32 days after 10 years) in addition to statutory bank holidays.
- Career Average Related Earnings (CARE) pension scheme
- Death in service/ retirement benefit (As part of pension scheme)
- Sick pay scheme
- Flexible working arrangements (where these can be accommodated in meeting service delivery requirements)
- Access to an Employee Assistance Programme for help, support and counselling if required.
- Training and Development
- Bus travel discounts
- Interest free season ticket loans
- Car parking discounts
- On site Nursery
- Child Care Vouchers

In addition to these benefits, a corporately developed “Reading Offer” includes a revised and improved relocation and rent and mortgage support scheme which aims to reflect and support the cost of accommodation and housing in the area and thus, will hopefully attract recruitment from further afield.

Key actions to take forward to improve recruitment:

- Regular benchmarking of salaries with other local authorities and comparator groups
- Coordinated, creative approach to recruitment initiatives and events
- Engage with development of the corporate HR system and e-recruitment portal to ensure Children’s Services needs are being met

- Effective monitoring of the use of agency staff and number of applications converted into recruited posts

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4. Retention

The service, as well as focusing on recruitment, also needs to focus on retaining staff in order to maintain consistency to our service users and maintain the wealth of skills, experience and knowledge across the service. We need to acknowledge that the contribution of our staff is our greatest asset and therefore need to ensure that they are meaningfully engaged in the delivery and development of the service, and are supported to meet the current and future challenges.

Staff turnover has increased over recent years and for the period between 1st April 2015, to 31st November 2015, stood at 20.8%. The service needs to continuously monitor and address this issue. We aim to achieve this in several ways.

Induction

Staff that have been recruited into the service need to feel “a part” of the organisation from their first day of employment to promote retention. A recently developed on-line corporate induction will be launched in January 2016 which provides information about the structure of the council and services and support available to staff. However, there is a need to provide a more specific, local induction to Children’s Social Care staff to maintain a consistency of approach and to promote practise standards across the whole service.

Performance Tools

Alongside direct feedback from Service Users, Case Reviews and Serious Case Reviews, regular audits are undertaken of casework. This aims to identify issues relating to practice, processes and to identify skills gaps in the workforce. We have also previously used the “Social Work Health Check” as developed by the Social Work Reform Board to check our performance. We aim to implement a policy which uses a range of tools on a regular, planned basis so that issues can be identified and addressed at an early stage.

Appraisals

Appraisals are undertaken annually aligned to the corporate policy and linked to competencies which in turn are linked to pay progression. In addition to measuring personal performance the appraisal process aims to identify personal development needs which can be considered as part of the annual Training Needs Analysis completion. In social work teams, the appraisal format has been adapted to incorporate the College of Social Work’s Professional Capabilities Framework (PCF); however there is a need to review this process to reflect the introduction of the new Knowledge and Skills Statement (KSS). It is planned that a new format can be developed to be “fit for purpose” across the whole of the service.

Newly Qualified Social Workers

The Assessed and Supported Year in Employment programme for NQSW’s aims to provide support to newly qualified staff by evidencing holistic assessment against the professional capabilities framework (PCF) and more recently the KSS. Over the

course of twelve months the NQSW is supported with regular reflective supervision, a protected caseload, protected time and a professional development plan. This support needs to be continually monitored and maintained to ensure that newly qualified staff social work staff have a positive experience and are therefore likely to remain with the council and become experience practitioners.

Engagement with staff

Staff have informed us that they need to feel that they have a say and are being engaged in discussions about the delivery and development of the services they provide. To promote meaningful engagement “with” and “from” staff, they are encouraged to contribute to “working” and “task and finish” groups and provide feedback to senior management, including to the Managing Director.

A series of “whole service” conferences have recently been positively evaluated, which has resulted in some staff expressing an interest in engaging with future workforce development initiatives. In future these conferences will be held four times a year and led by council staff and external contributors and will help our aspiration for Reading to be “solidly good”

Caseloads and Workload Management

To ensure that social work staff workloads are at reasonable levels, work has already started on reviewing caseloads. A significant number of cases have already been reviewed and cases have been “closed” where appropriate and this has helped reduce the number of cases being held by workers. The number of cases held will be closely monitored by the Children’s Services Management Team and the service, by addressing recruitment and retention issues aims to increase the number of staff to ensure the appropriate spread of caseloads. Our ambition is to ensure caseloads are between 18-22, depending on the complexity of the case.

Aspiring to Excellence

To promote and reward practice excellence in social care, an “Aspire to Practice Excellence” scheme is currently being considered. It is hoped that the scheme will be able to “reward” individuals or teams that meet a specific criteria and who demonstrate examples of innovative, creative and outstanding work that improves practice or improves outcomes for children, young people and their families. A corporate, “Customer Care Excellence Award” scheme is also being reviewed to promote and recognise excellence in the workplace.

Growing our own staff

To provide opportunities for staff to develop and therefore remain committed to stay with the council, staff are actively encouraged to apply for other roles within the service and are offered feedback and support to enhance their experience and learning if not appointed.

Secondments and "Acting Up"

Staff are encouraged to apply for opportunities for secondment or "acting up" into either more senior roles or for project roles which can broaden their experience and explore different careers or posts within the service.

Step up to Social Work programme

The Step Up to Social Work is a programme which enables trainees to work towards a Masters level qualification to practice as a social worker at the same time as gaining intensive hands-on experience. It has been designed to enable high-achieving graduates or career changers who have experience of working with children and young people to train to become qualified social workers.

As part of our efforts to grow our own workers, Reading has successfully established the "Step up" programme with three other local authorities within Berkshire. The programme is delivered in partnership with Bucks New University. The first intake of step up students in 2014, involved recruiting twelve students across the partnership, two of whom were placed in Reading. On completion of the Step up programme, Reading was successful in offering a permanent post to one of the step up student.

We recognise the benefit of the step up programme to "growing our own" staff as part of our wider recruitment strategy and we have successfully appointed four step-up students to start the programme in January 2016. The future plan will be to continue to support the Step Up programme and to increase our numbers and hopefully retain these students on qualifying.

Switch to Social Work

As an investment in staff that are currently unqualified, but experienced, or have shown commitment to the council and have a passion and the potential to become social workers, the council has developed a "Switch to Social Work" scheme. The scheme will provide the opportunity for some staff to undertake professional training to become a social worker by obtaining a BA (Hons) degree in Social Work and subsequent registration to the Health and Care Professions Council. A comprehensive selection process has been undertaken and 8 successful candidates have started their studies with the Open University in January 2016. A significant number of these staff are currently employed in Early Help services.

Whilst it will be 3 years before these staff graduate as social workers, the flexible nature of the Open University course enables the council to retain these workers during their studies and practice placements, and go some way to addressing difficulties in recruitment of social workers in the long-term.

Key actions to take forward to improve retention:

- Provide an effective induction for Children's Services

- A planned approach to measuring workforce development performance and agree tools to be used
- Develop an effective revised appraisal process to ensure it is fit for purpose for the whole service
- Review the current NQSW programme to ensure we are providing adequate support towards retaining staff at the end of ASYE
- Implement a planned programme of meaningful engagement with staff
- Effective monitoring and allocation of caseloads for social work staff
- Provide a programme of activity to “Grow our own staff”

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5. Developing and Supporting Staff

As part of the overall workforce strategy, the council recognises that it needs to invest in a comprehensive programme of activities, supported by specialist resources in order to develop and support staff at all levels. For Children's Services staff it is important to have a wide range of resources which support staff and promotes and enables a "learning" culture of evidenced-based, reflective practice.

Developing staff

We acknowledge that staff development is much more than organised training events and Reading Children's Services has invested in a comprehensive programme of activities supported by specialist resources in order to develop staff at all levels of the service. All learning and development activity is linked to the vision and strategic aims of the service, whilst recognising the need for individual personal development and continuous professional development.

An annual Training Needs Analysis is undertaken with a view to collecting and collating information about the training needs of all teams across the service. Needs identified are considered by the Directorate Management Team to ensure that training is prioritised to meet the service need and to ensure resources are utilised effectively.

The learning and development activity for the service is commissioned, managed, coordinated and evaluated by two dedicated Learning and Workforce Development Officers. In addition to organising mandatory courses such as Safeguarding and specialist training required for service delivery, the Learning and development team also liaise with local HEI's to provide access to professional accredited and post qualification training.

In our effort to provide a flexible and wide range of learning and development opportunities, we are increasingly using e-learning as a medium to provide training, or to supplement face-to-face delivered sessions. We have commissioned and implemented LearningPool as our on-line training platform, as it offers a wide range of readily available resources, but also provides us with the opportunity to develop bespoke on-line training for Reading staff.

Evaluation of learning is undertaken by completing evaluation forms or on-line surveys. We have however, acknowledged that there is a need to evaluate our return on investment to training and the impact it has on practice and hence services users. The Learning and Workforce Development Team have therefore started to plan a programme of intensive follow up evaluations of high impact and/or high cost training, involving interviewing staff and managers to measure the impact on practice.

Safeguarding is integral part of the work we do. To ensure that this is embedded across the council a range of Safeguarding training is provided as part of the standard offer. This includes an introductory awareness as part of the corporate on-line induction and a Universal Safeguarding course, delivered by our own staff

which is mandatory for Children's services and other front line staff. Additional, advanced training is also available as part of a partnership agreement with the West of Berkshire LSCB.

Information gathered from audits and other performance indicators have identified some core areas of practice requiring improvement. These will take priority in future development and training activity and include:

- Recording Skills
- Capturing the voice of the child
- Analytical writing and reporting
- Understanding chronologies
- Working effectively with BME communities

Information about recent activity can be found at Appendix C, but there are other ways in which the council can provide development opportunities to its staff:

Research in Practice

The council has universal access to Research in Practice which provides research articles, online and local training and also authority specific in house days. Encouraging evidence based and reflective practice are key requirements identified by the Munro review and so it is important to give permission to all staff to take time away from immediate tasks in order to think more deeply about the cases and families they are working with. We need to ensure that we fully utilise this service and extend its use across the whole service.

Shadowing

As well as encouraging staff to apply for secondments and "Acting up" opportunities, workers are also encouraged to seek shadowing opportunities in teams other than their own to broaden their experience. Other agencies that belong to the Reading Children's Services Improvement Board (CSIB) e.g. Thames Valley Police and Berkshire Healthcare Foundation Trust have shown a willingness to provide cross-agency shadowing opportunities and we will be exploring options into how this might work to promote integrated working and development for our staff.

Links made with Camden Council, provides us with an opportunity to explore different practice models and to identify, develop and share good and best practice. It will provide opportunities for peer to peer support for our managers.

Management Development

Key to progression of the strategy is to ensure that our supervisors and managers have sufficient skills and knowledge to lead, support and manage the performance of our staff. The council has recently reviewed its management development training and has agreed a comprehensive programme for managers, which has been developed as part of the "Reading Offer".

A “Step up to Management” programme aims to provide practical skills to managers that are moving from a functional role in to a management/supervisory role. It includes training on the council’s policies and procedures such as Recruitment and Selection and Appraisals, but also includes training designed to promote confidence as a manager and skills required to support staff such as managing stress and coaching skills.

The “Next Steps” programme aims to provide more experienced managers the “softer” skills required to manage both staff and projects. It is much more strategic in its approach and focuses on promoting reflective practice and the skills required for effective management of change and development of services.

Currently in development, “Aspire to Management” is a programme aimed at providing opportunities for experienced managers who wish to, or have been identified to have the potential to progress into senior management roles. It has been designed to work with managers to produce a tailored pathway to support their specific ambitions and our business needs. It is proposed that staff on this programme will be allocated a senior manager as a mentor, in addition to working with a senior manager from another authority to provide a broader range of experience and development.

The council has recently engaged in discussions with the Local Government Association (LGA) and the Virtual Staff College to develop a bespoke Leadership programme for Children’s Services managers. It is aimed at equipping our managers with the skills to incorporate a “bigger picture” approach to leadership, and to create a “permissions environment” which will promote creativity and innovation across the service.

Continuous Professional Development (CPD)

For some roles within Children’s Services, e.g. Social Workers and Educational Psychologists, there is a requirement to register with a specific professional body such as the Health and Care Professions Council. For such professional bodies, there are specific CPD requirements that need to be met, but the service needs to consider the continuous professional development of its entire staff. To this end, we will be working closely with staff to consider what their needs are in respect of their CPD and looking at innovative ways in which we can support staff to meet these.

Equality and Diversity

To reflect the needs of Reading’s diverse population, we need to ensure that our staff have the skills and knowledge to be able to respond to our residents that have specific needs relating to culture and/or religion. The council currently has an on-line “Equality and Diversity” training package, however further training and resources need to be developed and delivered to provide Children’s Services staff with the confidence to respond to our communities.

Knowledge Sharing

We know that we have a wealth of knowledge, skills and expertise within the council and we need to capitalise on this by ensuring that we provide opportunities for staff to be able share information and good practice. To promote this, we will be setting up an ongoing series of "Learning Lunches" which will focus on topics relating to practice and of particular relevant interest. This is an approach that works well for our colleagues in Adult Services.

ICT

As part of our contract with our ICT provider (Northgate), a comprehensive programme of ICT training is provided relating to Microsoft Office applications. In addition to this, e-learning training for our Electronic Social Care Records system - Mosaic, is available through LearningPool, as well as face-to-face training from our Performance Team as appropriate and according to need. We need to maintain a sufficient level of ICT training, so that our Practitioners can be supported to accurately record and report information.

Supporting Staff

The council is committed to supporting staff in their professional lives as well as promoting a culture of well-being and it takes its responsibilities towards staff very seriously. There are a range of initiatives that we have developed in order that staff feel well-managed and supported during their time with Reading.

Supervision

Supervision is essential in providing support to our staff. Our corporate supervision policy provides a framework which is used to provide not only professional support, but to consider the well-being needs of our staff. In Children's social care, we are committed to promoting reflective supervision as a means of embedding reflective, evidenced-based practice. Some managers have already undertaken training to deliver supervision in this way, but we aim to extend this practice across the whole service.

Coaching

Over several years, Reading has promoted coaching as an effective tool to supporting staff. We currently have a Coaching Pool of 6, ILM level 7 qualified Executive Coaches who are practising senior managers that have been utilised to provide coaching sessions to individuals and in group sessions.

There are currently no staff within Children's Social Care as part of the Coaching Pool, but as an effective solution-focused tool which could help with the embedding of reflective practice and as a supplement to supervision, we need to adopt coaching as an additional means to equip staff with the necessary skills to fulfil their roles.

We already have “Coaching for Supervisors” training available as part of the corporate management development programme, therefore we will be identifying appropriate staff to be trained as coaches. Further consideration is being given to whether external, specialist social care Coaches are required; initially for Service Managers, but with a view to extending this if required.

Newly Qualified Social Workers

Support for our NQSW's is provided by a Practice Mentor who is responsible for working with and providing coaching to NQSW's. This role provides individual professional practice support, but also bespoke training as necessary.

Practice Placements

Children's Social Care currently has 7 qualified, or in training Practice Educators to provide support to social work practice placements. Encouraging an increased number of staff to achieve a Practice Education qualification will not only provide development opportunities for our existing staff, but will be essential in providing practice placements to our “Step up to Social Work” and “Switch to Social Work” candidates.

Principal Social Worker

The Principal Social Worker will have a key role in supporting Children's services staff. The role, recommended by the Munro Review is designed to act as a conduit between front-line staff and senior management and improve communication within children's services departments and champion best practice. The Principal Social Worker will therefore have a key role to play in the delivery of this strategy and will be a member of the Workforce Development Operations Group.

Other Support

Acknowledging that staff working with vulnerable children, young people and families often experience emotional demands, but also have other issues that affect their professional and personal lives, the council provides a range of services and resources that aim to support staff with these. They include:

- An Employee Assistance Programme - provides practical and emotional support, including a 24 hour, confidential telephone and face to face counselling service.
- Access to Trades Union membership - providing help and advice
- A range of tools to help deal with stress - includes on-line Time Management, Personal Resilience training and a suite of resources to help deal with stress.

Key actions to take forward to developing and supporting staff:

- Effective use “Research in Practice” tools
- Explore opportunities for cross-service and inter-agency shadowing

- Provide an effective Leadership and Management Development programme
- Provide effective Continuous Professional Development opportunities
- Further promote a culture of reflective practice
- Create extra capacity of Practice Education across the service
- Provide support tools for staff well-being

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6. Action Plan

Children's Services Workforce Development Strategy Action Plan 2016-2018

Key

Catherine Parry - Head of Safeguarding and Children's Services - CP
 Russell Gabbini - Organisational and Workforce Development Manager - RG
 Linda Grover - Learning and Workforce Development Officer - LG
 Nerin Swanton - Learning and Workforce Development Officer - NS
 Gina Carpenter - Service Manager, Early Help - GC
 TBC - Representative from Education Services
 Jean Ash - Service Manager, Children's Social Care - JA
 Ali Matthews - Service Manager, Children's Social Care - AM
 Andrea Keddo-Powell - Service Manager, Children's Social Care - AKP
 Martlie Swart - Principle Social Worker - MS
 Kiren Khuttan - Practice Mentor - Children's Services - KK
 Ben Morgan - Operations and Support Manager - BM
 Michelle Devaney - Operations and Support Manager - MD
 Jo Hicks - Quality Assurance Manager - JH
 Annette Paterson - HR Partner - AP

| Deliverable | Actions | Lead | Timescale | Success Measures |
|--|---|---------------|------------------------|--|
| Recruitment | | | | |
| Regular benchmarking of salaries | Initiate a plan to undertake regular benchmarking of salaries with other LA's and comparator groups | AP, BM and MD | Feb 2016 and ongoing | Remain competitive in the market and increase permanent recruitment |
| Coordinated approach to recruitment initiatives and events | -Develop an annual plan for local recruitment initiatives and attendance at national events | BM and MD | Feb 2016 and ongoing = | Targeted approach towards increased permanent recruitment. Higher quality of applicants. |

| | | | | |
|--|---|-----------|----------------------|---|
| | -Identify implement a method of measuring recruitment success from recruitment initiatives and events. | | | |
| Effective use of I-Trent and E-Recruitment | -Liaise with HR to implement planned developments to the I-Trent system | RG and BM | Feb 2016 and ongoing | Establish an effective "Self Service" model to inform accurate establishment figures Targeted recruitment of permanent staff |
| | -Scope possibility of creating a specific e-recruitment web page for Children's Services to use systems | RG and BM | Mar 2016 | |
| | -Ensure staff involved in recruitment are sufficiently skilled | RG and BM | Mar 2016 | |
| Effective monitoring of use of agency staff and number of applications converted in to permanent posts | -Review current monitoring processes and revise as appropriate | BM and MD | Mar 2016 | Use of agency staff reduced due to permanently appointed posts Target - 10-15% agency staff DMT to have strategic overview using reliable data. |
| | -Plan to report to DMT quarterly | | | |

| Deliverable | Actions | Lead | Timescale | Success Measures |
|---|---|---|----------------|---|
| Retention | | | | |
| Provide an effective Induction for Children's Services staff | Review and implement a revised local induction for Children's Services staff | MS, JH, LG and NS | April/May 2016 | All staff will be confident in the role of their council and the function of their service |
| Identify and confirm workforce development performance measures | -Agree and implement tools to be used (Supervisions audits, staff survey, evaluations etc). | Workforce Development Operations group linked | TBC | For workforce development activity to be regular measured and monitored to ensure effectiveness of initiatives linked |

| | | | | |
|--|--|--------------------------------|---------------------------|--|
| | -Agree and implement frequency of WFD performance monitoring | to Quality Assurance Framework | | to strategic objectives |
| Provide an effective Appraisal for Children's Services staff | -Review and implement a revised appraisal process (linked to KSS) | MS, LG, NS | June 2016 | All staff to receive an annual appraisal which provides a framework for individual performance management Fit for purpose appraisal, relevant to all staff in Children's Services |
| | -Initiate a planned approach to monitoring completion of appraisals | | | |
| | -Undertake an evaluation of revised appraisal scheme. | | | |
| Provide an effective ASYE programme to ensure adequate support towards retention of NQSW's | Programme review and engagement of operational managers | MS, KK, CP and RG | May 2016 | NQSW's will be well supported, engaged in the service and be suitable and prepared to be considered for suitable permanent posts |
| Effective monitoring and allocation of caseloads for social work staff | Regular monitoring of caseloads by the management team | CSMT | February 2016 and ongoing | CSMT to have strategic overview using reliable data. Target caseload 18-22 depending on complexity |
| Implement a programme of meaningful engagement with staff | -Implement regular programme of "whole staff" conferences - 4 per year (4 blocks of 3) | LG and CP | Dec 2015 | Staff are meaningfully engaged in the delivery and development of the service |
| | -Set up a Staff Council for Children's Services staff | CP | Mar 2016 | Full staff council developed and report into DMT and Quality Assurance Board to highlight practice issues and staff morale |

| | | | | |
|--|---|---------------|-----------|--|
| | | | | |
| Provide a "Grow our own" programme of activity | -Review "Step up to Social Work" initiative | BM, MS and RG | July 2016 | Increased number of permanently employed staff |
| | -Implement "Switch to Social Work" programme (8 candidates) | RG | Jan 2016 | Programme to start Feb 2016 |

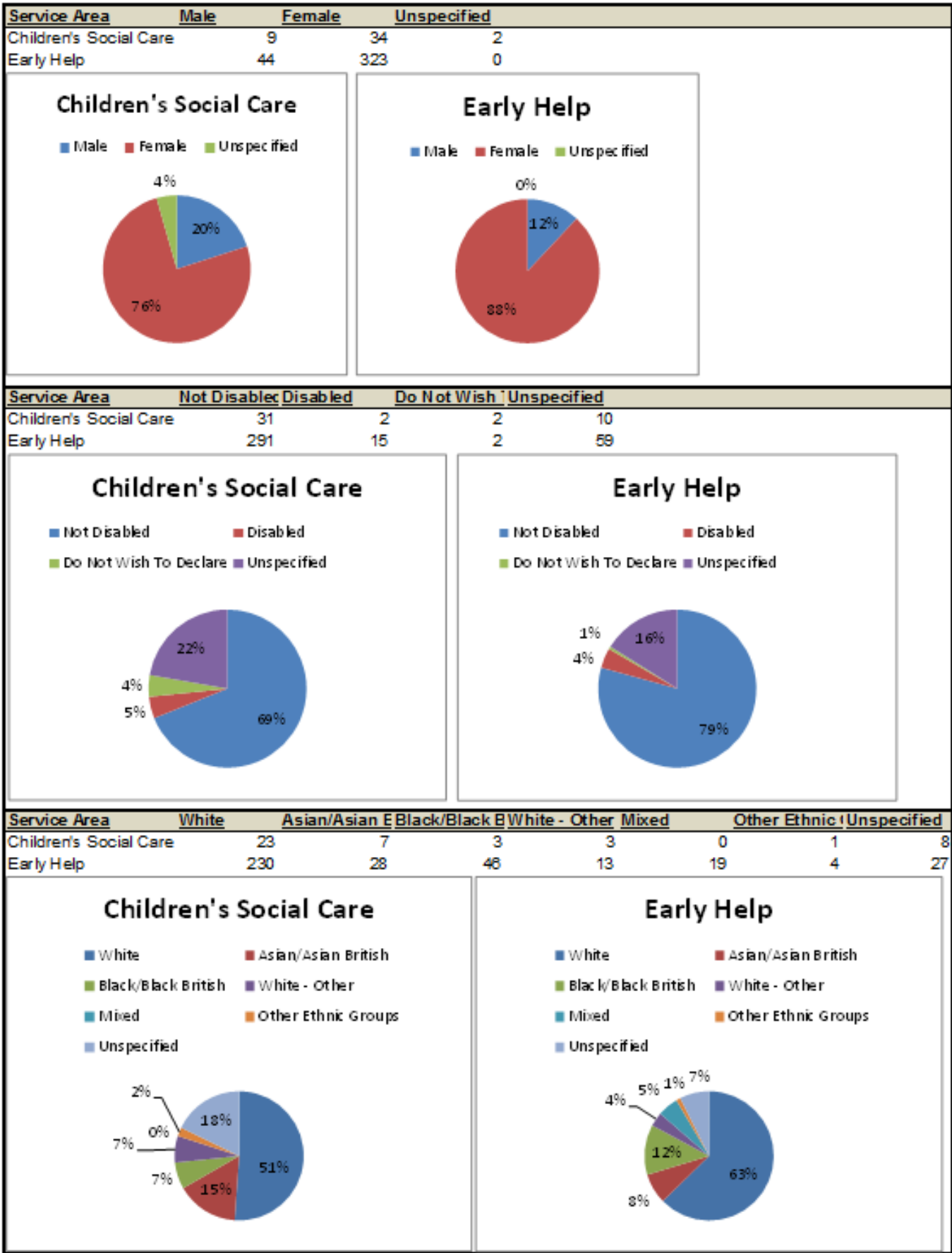
| Deliverable | Actions | Lead | Timescale | Success Measures |
|--|--|-----------------------------|------------|--|
| Developing and Supporting Staff | | | | |
| Research in Practice (RIP) | -Review use of RIP tools and resources and re-launch as appropriate | AKP and KK | TBC | Clear evidence-based approach, linked to outcomes for children |
| Shadowing | Establish a shadowing programme with a "Good" local authority | Director | April 2016 | Established programme made with Camden to establish a reciprocal shadowing and mentoring programme towards sharing best practice and overall practice development. |
| Provide effective Leadership and Management development opportunities linked to career progression | -Launch and implement Step Up to Management programme | RG | April 2016 | An effective and well trained Management Team. Demonstration of skills and effective management of staff and services. |
| | -Launch and implement Next Steps in Management programme | RG | Sept 2016 | |
| | -Launch and implement Aspire to Management programme | RG | TBC | |
| | -Engage with LGA re Virtual College bespoke Leadership and Management training | CP, RG and Director (LG/NS) | Mar 2016 | |

| | | | | |
|---|---|----------------------------|------------------------|--|
| Provide effective Continuous Professional Development opportunities | -Set up CPD working group to identify the needs of the whole service | CSMT | March 2016 | Staff in Children's Services have meaningful opportunities for professional development. |
| | -Produce and implement an action plan to support CPD across Children's Services | RG, NS, LG, JA, AKP and AM | March 2016 | |
| Promote and facilitate a Knowledge Sharing approach to learning | Coordinate and facilitate a clear programme of knowledge sharing activity and protocols (i.e. Learning Lunches) | RG, LG and NS | April 2016 | Clear framework for sharing learning and best practice between colleagues |
| | Coordinate and facilitate visits to Camden Council to identify, develop and share areas of good/best practice | Director | April 2016 | |
| Further promote and embed a culture of Reflective Practice | -Extend provision of Reflective Supervision training (with full follow-up evaluation undertaken) | LG | March 2016 and ongoing | Supervision records and practice demonstrates a reflective approach to casework |
| | -Identify appropriate staff to undertake Coaching training | CSMT | March 2016 | |
| | -Implement "Coaching for Supervisors" training | RG | April/ May 2016 | |
| | -Develop proposals for specialist Coaching for Children's Services managers | MS | Jan 2016 | |
| Create extra capacity of Practice Education across the service | -Identify staff suitable for development to become Practice Educators | LG and NS | Feb 2016 - | Increased pool of Practice Educators in Children's Services and demonstration of increased |

| | | | | |
|--|--|----|------------|---|
| | -Liaise with HEI to provide Practice Educator Training | LG | Feb 2017 | standard of practice placements |
| Provide support tools for staff well-being | Review and re-launch staff support tools | RG | March 2016 | Staff feel supported and aware of tools available to them to support well-being |

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Figures provided are as at January 2016



| Unit/Team | Service Area | Count | FTE |
|--|------------------------|--------------|---------------|
| Access & Assessment | Children's Social Care | 21 | 18.52 |
| Amersham Facilities & Building | Children's Social Care | 1 | 1.00 |
| Children and Young Peoples Disability Team | Children's Social Care | 15 | 12.19 |
| Children's Social Care - Management Team | Children's Social Care | 8 | 5.00 |
| Family Placement - Fostering | Children's Social Care | 6 | 5.18 |
| Family Placements - Adoption & Permanence | Children's Social Care | 5 | 2.65 |
| Family Placements - Family Link | Children's Social Care | 5 | 4.00 |
| Family Placements - Fostering F&F | Children's Social Care | 3 | 2.00 |
| Family Placements - Fostering R&A | Children's Social Care | 28 | 19.34 |
| Family Placements - Treatment Fostering | Children's Social Care | 8 | 6.54 |
| Multi Systemic Therapy Team | Children's Social Care | 1 | 1.00 |
| PA Services | Children's Social Care | 14 | 7.01 |
| Pinecroft & Cressingham/Short Breaks & Residential | Children's Social Care | 9 | 8.60 |
| Safeguarding & Performance | Children's Social Care | 17 | 14.42 |
| South Reading Facilities & Building | Children's Social Care | 14 | 11.12 |
| Youth Engagement Service | Children's Social Care | 24 | 8.24 |
| Community & Child Psychology | Early Help | 14 | 12.70 |
| East Area Youth Team | Early Help | 9 | 8.65 |
| East Cluster Children's Centre | Early Help | 3 | 2.68 |
| Edge of Care Service | Early Help | 2 | 1.81 |
| North & East Area & Leaving Care Team | Early Help | 3 | 1.09 |
| North CAT | Early Help | 14 | 12.10 |
| North Cluster Children's Centre | Early Help | 5 | 1.33 |
| Social Inclusion | Early Help | 11 | 9.07 |
| SOURCE | Early Help | 10 | 5.45 |
| South and East CAT | Early Help | 5 | 4.35 |
| South Area Team | Early Help | 3 | 3.00 |
| South Cluster Children's Centre | Early Help | 25 | 21.29 |
| West Area Team | Early Help | 38 | 27.34 |
| West CAT | Early Help | 9 | 8.14 |
| West Central Cluster Children's Centre | Early Help | 36 | 24.91 |
| West Cluster Children's Centre | Early Help | 28 | 19.69 |
| Youth Offending Service | Early Help | 18 | 14.43 |
| Total | Early Help | 412 | 304.84 |

| Position/Role | Count | FTE |
|--|--------------|------------|
| Acting Assistant Team Manager - Children's Social Care | 1 | 1.00 |
| Acting Team Manager - Early Help | 1 | 1.00 |
| Activity Worker - Early Help | 23 | 12.36 |
| Adult Drugs Worker - Children's Social Care | 1 | 1.00 |
| Advanced Practitioner - Early Help | 1 | 1.00 |
| Apprentice - Early Help | 1 | 1.00 |
| Area Team Leader - Early Help | 1 | 1.00 |
| Area Youth Team Leader - Early Help | 1 | 1.00 |
| Assistant Early Years Worker - Early Help | 1 | 0.88 |
| Assistant Social Worker - Children's Social Care | 2 | 1.46 |
| Assistant Team Manager - Children's Social Care | 2 | 2.00 |

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|--|----|-------|
| Assistant Team Manager - Early Help | 9 | 7.60 |
| Assistant Unit Manager - Early Help | 3 | 3.00 |
| AYSW (LDD) - Early Help | 1 | 0.09 |
| AYSW (Reachout) - Early Help | 1 | 0.09 |
| Business Manager Reading LSCB & Children's Trust - Early Help | 1 | 0.74 |
| CAF Team Manager - Early Help | 1 | 1.00 |
| CAT Manager - Early Help | 1 | 1.00 |
| CAT Team Leader - Early Help | 1 | 1.00 |
| CHC0113 - Assistant Team Manager - MASH - Children's Social Care | 1 | 0.00 |
| Child Protection/IRO Manager - Early Help | 1 | 0.40 |
| Children's Centre Cluster Team Manager - Children's Social Care | 1 | 1.00 |
| Cluster Centre Manager - Early Help | 3 | 3.00 |
| Co-Facilitator - KEEP & LAC - Early Help | 1 | 0.50 |
| Consultant Practitioner - Children's Social Care | 1 | 1.00 |
| Consultant Practitioner - Early Help | 1 | 1.00 |
| Consultant Practitioner (Family Finder) - Early Help | 1 | 0.65 |
| Creative Therapist - KEEP & LAC - Early Help | 1 | 0.50 |
| Creche Worker - Early Help | 5 | 2.05 |
| CSE Coordinator - Children's Social Care | 1 | 1.00 |
| Cultural Adviser - Early Help | 1 | 0.20 |
| Deputy Manager, SENCO, Transition CoOrdinator - Early Help | 1 | 0.84 |
| Deputy Nursery Manager - Early Help | 1 | 1.00 |
| Early Help Co-ordinator - Children's Social Care | 1 | 1.00 |
| Early Years Assistant - Early Help | 3 | 1.14 |
| Early Years Nursery Manager - Early Help | 1 | 0.84 |
| Early Years Practitioner - Early Help | 16 | 14.61 |
| Early Years Practitioner Level 3 - Early Help | 1 | 1.00 |
| Early Years/Nursery Manager - Early Help | 1 | 1.00 |
| East Area AYSW - Early Help | 3 | 0.33 |
| East Area Youth Worker - Early Help | 1 | 1.00 |
| East Cluster Children's Centre Manager - Early Help | 1 | 1.00 |
| Education Welfare Officer - Early Help | 6 | 5.10 |
| Educational Psychologist - Early Help | 6 | 5.00 |
| Facilities Management Officer - Children's Social Care | 1 | 1.00 |
| Facilities Management Officer - Early Help | 1 | 1.00 |
| Family Development Worker - Early Help | 14 | 10.58 |
| Family Intervention Project Worker - Early Help | 1 | 1.00 |
| Family Support Worker - Early Help | 1 | 1.00 |
| Family Worker - Early Help | 14 | 13.12 |
| Family Worker - West - Early Help | 1 | 1.00 |
| Family Worker Manager - Early Help | 1 | 1.00 |
| Family Worker Substance Issue - Early Help | 1 | 1.00 |
| Foster Placement Reviewing Officer - Early Help | 1 | 0.80 |
| Head of Children's Social Care - Children's Social Care | 1 | 0.00 |
| Higher Specialist Social Worker - Children's Social Care | 2 | 1.81 |
| Higher Specialist Social Worker - Early Help | 10 | 9.48 |
| Independent Reviewing Officer - Early Help | 5 | 4.60 |
| ISS Officer - Early Help | 1 | 0.68 |
| Key Worker - Early Help | 4 | 3.80 |
| Learning Support Worker - Early Help | 1 | 0.60 |
| Learning Support Worker (Scale6) - Early Help | 1 | 0.40 |
| LEAVER - Assistant Team Manager - Early Help | 1 | 1.00 |

| | | |
|---|---|------|
| LEAVER - Education Welfare Officer - Early Help | 1 | 0.86 |
| LEAVER - Higher Specialist Social Worker - Early Help | 1 | 1.00 |
| LEAVER - Prevention & Support Service Keyworker - Early Help | 1 | 1.00 |
| Leaving Care Advisor - Early Help | 3 | 2.50 |
| Multi Systemic Therapist - Early Help | 4 | 4.00 |
| Non-Sal - Activity Worker - Early Help | 1 | 0.00 |
| Non-Sal Activity Worker - Early Help | 4 | 0.00 |
| Non-Sal AYSW - Early Help | 1 | 0.00 |
| Non-Sal Casual Creche Worker - Early Help | 1 | 0.00 |
| Non-Sal Children's Centre Activity Worker - Early Help | 3 | 0.00 |
| Non-Sal Children's Centre Activity Worker (3834) - Early Help | 1 | 0.00 |
| Non-Sal Creche Sessional Worker (3834) - Early Help | 2 | 0.00 |
| Non-Sal Creche Sessional Worker (3835) - Early Help | 1 | 0.00 |
| Non-Sal Creche Worker - Early Help | 1 | 0.00 |
| Non-Sal Early Years Worker - Early Help | 1 | 0.00 |
| Non-Sal Extended School Playworker - Early Help | 1 | 0.00 |
| Non-Sal Extended School Supervisor - Early Help | 1 | 0.00 |
| Non-Sal Family Learning Co-ordinator - Early Help | 1 | 0.00 |
| Non-Sal Multi Systemic Therapist Supervisor - Early Help | 1 | 0.00 |
| Non-Sal Nursery Worker - Early Help | 1 | 0.00 |
| Non-Sal Parenting Worker - Early Help | 1 | 0.00 |
| Non-Sal Personal Assistant - Early Help | 1 | 0.00 |
| Non-Sal Residential Care Officer - Early Help | 1 | 0.00 |
| Non-Sal Residential Child Care Officer - Early Help | 4 | 0.00 |
| Non-Sal Senior Creche Worker (3836) - Early Help | 1 | 0.00 |
| Non-Sal Senior Creche Worker (3840) - Early Help | 1 | 0.00 |
| Non-Sal Social Work Assistant - Early Help | 2 | 0.00 |
| Non-Sal Sure Start Creche Worker - Early Help | 1 | 0.00 |
| Non-Sal West Area AYSW - Early Help | 1 | 0.00 |
| Non-Sal YOT Learning Support Worker - Early Help | 1 | 0.00 |
| North Area AYSW - Early Help | 1 | 0.08 |
| North Children's Centre Cluster Manager - Early Help | 1 | 1.00 |
| Nursery Apprentice - Early Help | 3 | 3.00 |
| Nursery Manager - Early Help | 2 | 1.62 |
| Occupational Therapist - Children's Social Care | 2 | 2.00 |
| Operational Manager - Early Help | 1 | 1.00 |
| Operations Manager (Social Inclusion) - Early Help | 1 | 1.00 |
| Outreach Worker - Children's Social Care | 2 | 1.35 |
| PA to Service Managers - Early Help | 1 | 1.00 |
| Parenting Referral Co-ordinator - Early Help | 1 | 0.60 |
| Parenting Support Officer - Early Help | 1 | 1.00 |
| Parenting Worker - Early Help | 1 | 0.80 |
| Participation & Accreditation Co-ordinator - Early Help | 1 | 1.00 |
| Participation Officer - Early Help | 1 | 0.35 |
| Performance Officer - Early Help | 1 | 1.00 |
| Placement Support Worker - Early Help | 1 | 1.00 |
| Portage Home Visitor - Early Help | 4 | 4.00 |
| Post Adoption Social Worker - Early Help | 1 | 1.00 |
| Practice Mentor - Early Help | 1 | 1.00 |
| Prevention & Support Service Keyworker - Early Help | 1 | 1.00 |
| Primary Mental Health Worker - Early Help | 4 | 4.00 |
| Principal Educational Psychologist - Early Help | 1 | 1.00 |

| | | |
|---|----|-------|
| Programme Manager - KEEP & LAC - Early Help | 1 | 0.50 |
| Rapid English Tutor - Early Help | 1 | 0.60 |
| Recruitment Officer - Early Help | 1 | 0.50 |
| Registered Manager - Early Help | 1 | 1.00 |
| Residential Care Officer - Early Help | 2 | 1.16 |
| Residential Child Care Officer - Early Help | 17 | 14.18 |
| Restorative Justice Worker - Early Help | 2 | 2.00 |
| Room Leader - Early Help | 3 | 2.61 |
| SECONDMENT - Activity Worker - Early Help | 1 | 0.00 |
| SECONDMENT - Assistant Team Manager (Adoption) - Early Help | 1 | 1.00 |
| SECONDMENT - Early Years Deputy Manager - Early Help | 1 | 0.00 |
| SECONDMENT - East Area AYSW - Early Help | 1 | 0.00 |
| SECONDMENT - Family Worker - Early Help | 2 | 1.00 |
| SECONDMENT - Personal Assistant - Early Help | 1 | 1.00 |
| SECONDMENT - Room Leader - Early Help | 1 | 1.00 |
| SECONDMENT - Senior Family Worker - Early Help | 1 | 0.00 |
| SECONDMENT - Social Worker - Children's Social Care | 1 | 0.00 |
| SECONDMENT - Team Manager - Children's Social Care | 1 | 0.00 |
| Senior Educational Psychologist - Early Help | 2 | 1.50 |
| Senior Educational Psychologist (52.143 wks) - Early Help | 1 | 0.60 |
| Senior Family Development Worker - Early Help | 6 | 5.22 |
| Senior Family Worker - Early Help | 5 | 4.56 |
| Senior Occupational Therapist - Children's Social Care | 1 | 0.81 |
| Senior Practitioner - Children's Social Care | 1 | 0.47 |
| Senior Practitioner - Early Help | 1 | 1.00 |
| Senior YOS Officer - Early Help | 2 | 2.00 |
| Service Manager - Early Help - Children's Social Care | 1 | 1.00 |
| Service Manager - Placement Choice - Children's Social Care | 1 | 1.00 |
| Service Manager - Reviewing & Quality - Children's Social Care | 1 | 1.00 |
| Service Manager Intensive Services and YOS - Children's Social Care | 1 | 0.00 |
| Skills Coach - Early Help | 1 | 0.50 |
| Social Work Assistant - Children's Social Care | 4 | 3.24 |
| Social Work Assistant - Early Help | 11 | 9.98 |
| Social Worker - Access & Assessment - Children's Social Care | 1 | 1.00 |
| Social Worker - Children's Social Care | 10 | 9.57 |
| Social Worker - Early Help | 23 | 21.59 |
| Social Worker Higher Specialist - Early Help | 1 | 1.00 |
| SOURCE Team Leader - Early Help | 1 | 1.00 |
| South Area AYSW - Early Help | 2 | 0.25 |
| Specialist Teenage Pregnancy Reintegration Officer - Early Help | 1 | 1.00 |
| SRE Project Co-ordinator - Early Help | 1 | 1.00 |
| Supervising Social Worker - Early Help | 1 | 1.00 |
| SureStart Apprentice - Early Help | 1 | 1.00 |
| Teacher/Senior YOS Officer - Early Help | 1 | 0.74 |
| Team Manager - Children's Social Care | 2 | 2.00 |
| Team Manager - Early Help | 4 | 4.00 |
| Team Manager - North CAT - Early Help | 1 | 1.00 |
| Team Manager - Specialist Fostering - Early Help | 1 | 0.65 |
| Troubled Families Project Manager - Children's Social Care | 1 | 1.00 |
| West Area AYSW - Early Help | 6 | 0.82 |
| West Area AYSW - SMILES - Early Help | 1 | 0.08 |
| West Area AYSW (ReachOut) - Early Help | 1 | 0.09 |

| | | |
|--|------------|---------------|
| West Area Team Leader - Early Help | 1 | 1.00 |
| West Area Youth Development Worker - Early Help | 1 | 1.00 |
| West Area Youth Worker - Early Help | 1 | 1.00 |
| West Area Youth Worker In Training - Early Help | 1 | 1.00 |
| YOS Officer - Early Help | 3 | 3.00 |
| YOT Assistant Team Manager - Early Help | 1 | 1.00 |
| YOT Officer - Early Help | 1 | 0.61 |
| YOT Project Worker - Pre-Court - Early Help | 1 | 1.00 |
| Young Carers Project Co-ordinator - Early Help | 1 | 1.00 |
| Young Persons Drug & Alcohol Worker - Early Help | 1 | 1.00 |
| Youth Development Worker - Early Help | 9 | 8.62 |
| Total | 412 | 304.86 |

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Organisational Development Plan - Overarching themes and objectives

Theme 1 Community and stakeholder participation and engagement

Objective:

Achieve a culture where stakeholder engagement and participation underpins all activity within the council in order to ensure that we are meeting and managing the expectations of our residents and neighbourhoods.

This objective will be achieved by:

- Encouraging, promoting and supporting public consultation and engagement in the development/changes to services.
- Providing and developing tools to support engagement with stakeholders and the community.
- Extending, developing and maintaining strategic alliances with key partners, providers and stakeholders.

Theme 2 Learning Organisation

Objective:

Create an environment/organisation where skills and development opportunities are utilised effectively across the council to enable staff to adapt to a changing environment and that staff personal development and progression are considered.

This objective will be achieved by:

- Ensuring that learning is open to all based on role and responsibility and is seen as the responsibility of the individual employee, as well as the organisation.
- Embedding the use of the council's core competency framework as a tool to performance management, personal development and succession planning.
- Introducing, promoting and maintaining systems that will assist staff and managers in reflective practice, learning from good and bad experience and sharing lessons learnt widely, where appropriate.
- Creating opportunities and a safe environment for organisational engagement, networking, learning and reflection.
- Ensuring that managers have sufficient knowledge, skills and competence to undertake the requirements of their role and that these can be utilised across the whole organisation.
- Developing systems to evaluate and measure the impact of learning and development to ensure that it meets the council's objectives and supports continuous improvement.

Theme 3 Quality, performance and standards

Objective:

To support the council to achieve best quality services through Quality Assurance, Performance Management and excellent service delivery standards/models.

This objective will be achieved by:

- Equipping managers with the skills to use information effectively to develop awareness of financial, quality, risk, market and stakeholder issues.
- Developing commercial understanding and business skills to support the priorities of the council.
- Providing staff with skills required to deliver high quality customer service (externally and internally).
- To support the development of consistent application of policies, procedures and processes to support effective people management.
- Develop and maintain systems and processes that will monitor the effectiveness of service provision with a view to review and continuous improvement.
- Developing robust measures to ensure standards are met.

Theme 4 - Contribution of staff to achieving the council's aims and objectives

Objective:

Recognise and acknowledge the contribution and commitment of new and existing staff to the council's development and ensure that staff feel supported are encouraged to participate in decision making processes.

This objective will be achieved by:

- Providing an environment and support at all levels to enable staff to achieve their potential and to gain skills and confidence required to fully contribute to the planning, delivery and improvement of services.
- Engaging with staff and monitoring the satisfaction of the workforce, recognising the importance of these factors in supporting creativity, innovation and providing high quality services.
- Developing effective communication channels with staff through consultation and engagement with staff, their representatives, Trades Unions and professional bodies.
- Developing recruitment and retention strategies and initiatives which ensure that we have the right proportion of staff in terms of demographic factors and skills and abilities needed to meet the council's strategic aims and mechanisms to monitor risk

- Improving senior management visibility, vertical engagement, ownership and communication.

Theme 5 Digitalisation

Objective:

To embed and utilise the effective use of technology to enhance service delivery, efficiency and to promote self-sufficient services, internally and externally.

This objective will be achieved by:

- Creating an environment where technology is accessible and the default position for customers to approach the council.
- Developing a culture within our workforce that will empower our customers to use technology as a way of communicating with the council.
- To consider technology in all organisational redesign to support service delivery.
- Capitalising on opportunities for shared interfaces with our partners where appropriate.

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An example of the current training on offer in Children's Services is shown below:

| |
|---|
| Induction and Short Courses |
| Action Planning & Goal Setting |
| Admin of Meds |
| Assessment Skills |
| ASSET Plus training (YOS) |
| Attachment |
| Chairing a TAC Meeting |
| Child Handling |
| Child Sexual Abuse |
| Child Sexual Exploitation |
| Children's Mental Health Matters |
| Court Skills |
| Dealing with Difficult, Dangerous and Evasive Behaviour |
| Delegated Authority |
| Direct Work with Children / Life Story Work |
| Domestic Violence |
| E CAF |
| Effective Case Recording |
| Emotional First Aid |
| Epilepsy |
| Equality & Diversity |
| Fire Safety |
| Food Hygiene |
| Health & Safety |
| Impact of Neglect |
| Information Security |
| Lone Working |
| LSCB Specialist Courses |

| |
|---|
| Mood & Anxiety Disorders |
| MOSAIC |
| Outcomes Stars |
| Parental Substance Misuse |
| Public Law Outline |
| Reading Borough Council Induction |
| Report Writing |
| Research in Practice training and resources |
| Self Harm & Suicide |
| Signs of Safety |
| SMART Goals |
| Team Teach |
| Trauma |
| Triple P Parenting |
| Webster Stratton - The Incredible Years - Parenting |
| Management Courses |
| Action Learning Sets and 1:1 Coaching for Managers |
| Appraisal and Supervision Skills |
| RBC Procedures and Capability |
| RBC Recruitment and Selection |
| Reflective Supervision |
| Step up to Management Programme |

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