



Barnet Children & Young People's Strategic Partnership Board

The Children's Workforce Strategy for Barnet 2007 – 2010

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A. Introduction

Barnet's Children's Workforce Strategy (CWS) sets out our partnership approach for developing a world-class children's workforce to deliver our ambition for better outcomes for children and young people as set out in our Children and Young People Plan. It focuses on partnership workforce development initiatives across Barnet's children's workforce and is organised across seven strands:

1. Recruiting the children's workforce.
2. Developing and retaining the children's workforce.
3. Strengthening inter-agency and multi-disciplinary / partnership working across various sectors, linked to workforce re-modelling/reconfiguration and working with local partners.
4. Promoting stronger leadership, management and supervision.
5. Defined training needs and core competencies around the Lead Professional role, the Common Core of Skills and Knowledge and the Common Assessment Framework (CAF) and ContactPoint.
6. Engaging service users in the quality and design of workforce development and integration.
- 7 Undertaking specifically commissioned training and development activity

Section C sets out our approach to each strand with a detailed action plan contained in Appendix 1.

This is the second year of our strategy. We have made good progress in the first year including:

- the establishment of a multi agency Children's Workforce Strategy Group for Barnet with a good range of partners, including the Private Sector and the Voluntary and Community Sector, Middlesex University and Barnet College in regular attendance. Training and HR strategy sub-groups established.
- two successful children's workforce conferences held, each with morning, afternoon and evening sessions to maximise access and attendance across the services and agencies providing an opportunity to share ideas, promote integrated working practice, network and build relationships.
- innovative engagement of children and young people in workforce development with 424 pupils in Year 5 & 6 across 9 schools engaged through a PSHE and Citizenship activity to gain their views about the range of people who work with children, young people and their families/carers. Results being fed back into workforce development initiatives.
- commissioned Ipsos MORI to undertake data collection exercise across the children's workforce to provide analysis of workforce, including common core skills. 37% return on 2170 questionnaires.

- Common Core training programme developed and accredited with Middlesex University at Certificate and Graduate levels. Certificate level delivery in partnership with Barnet College. The accreditation is optional. Successful participants are awarded 30 academic credits at graduate level and 60 academic credits at certificate level. Participants are able to use the credits when applying for further courses at Middlesex University or any other university operating the Credit Accumulation and Transfer Scheme (CATS)

A full evaluation of our first year is available from Delphine Garr, Barnet's Workforce Development Manager (delphine.garr@barnet.gov.uk). Lessons learnt have helped us develop our approach and the strategy is a dynamic document, kept under regular review in order to maximise success and allow us to respond to changes and emerging priorities.

B Context

The strategy has been developed within the context of the requirements and demand of a range of initiatives that underpin the Every Child Matters agenda. The need to develop new ways of working is true across all the services and agencies working with children, young people and their families/carers. In addition to the joint areas of collaboration, there are additional on-going change programmes relating to workforce development in some of the services. These promote and support integrated working arrangements. These include:

Workforce remodelling - recent developments in schools: Following on from the National Workload Agreement (2003), the momentum continues in schools to modernise and, increasingly, professionalise the workforce. Already changes in role expectation for both teaching and non-teaching staff have led to changes in school practice. 'Workforce remodelling' is the response of schools to the development of roles required of their staff, all staff who work in schools now have an important part to play in securing the five outcomes enshrined in the Children Act 2004.

There now exists a greater emphasis than ever before in developing the whole school workforce in accordance with this agenda. This can be seen in the advent of new professional standards and new performance management arrangements for teachers from September 2007, as well as new streams of training for school support staff such as the Support Work in Schools (SWiS) qualification. The (2007) School Workforce Modernisation Grant (SWMG) is intended to give capacity to local authorities in supporting recruitment and retention of school staff and will also allow the local authority to promote career structures for both teaching and non-teaching staff. Increasingly, support staff in schools carry a remit to contribute to teaching and learning. This places real demands on the local authority to address their development and deployment in schools. The local authority continues to provide a wide-ranging CPD programme to help meet this demand. Equally, development of quality teachers through the programme for the induction of newly qualified teachers (NQTs) helps to maintain a supply of good staff locally.

Supporting transformational change - building the social care workforce: In recent years the social care workforce has been undergoing transformational change with a range of reforms, consultations and significant investment. The Care Standards Act 2000 put in place key structures for improving the quality of social services including establishing the Commission for Social Care Inspection (CSCI), the General Social care Council (GSCC) and other skills related bodies to help enhance the skills of the workforce. The Options for Excellence Review (October 2006) sets out the vision for the social care workforce by 2020. Jointly led by the Department of Health and the Department for Children, Schools and Families, the review sets out a vision to achieve a highly skilled and accountable workforce that is well trained, trusted and valued. It also aims to achieve a workforce that reflects the diversity of the community and makes a positive difference to the well-being and happiness of service users; addressing key issues relating to leadership and management by promoting common approaches to developing leadership and management across the service based on a whole systems model that integrates workforce and organisational needs.

Youth Matters Intergrated working lies at the heart of proposals in the Youth Matters green paper in 2005. The consultation set out proposals designed to improve outcomes for 13-19-year-olds by radically reshaping universal services for teenagers, with targeted support for those who need it most, to enable them flourish and succeed, supporting workforce development across multi-agency teams, and promoting leadership and management, the Common Assessment Framework and the Lead Professional role.

Early years and childcare workforce: The Childcare Act 2006 requires Local Authorities and their NHS and Jobcentre Plus partners to work together to improve outcomes for all children up to 5 years and to reduce inequalities between them by integrating early childhood services and maximising access and benefits to families. Activities for workforce development underline the need for collaboration across the children's workforce in order to highlight the importance of play and the play strategy across the children's workforce.

National Service Framework for Children, Young People and Maternity Services: Workforce development is at the heart of the National Service Framework for Children and Maternity Services. Likewise the need for healthcare practitioners to collaborate with other children's workforce practitioners across the services and agencies to share information and expertise that will ensure a fair, high quality and integrated health and social care for children, and young people from pregnancy to adulthood. The NSF is therefore aimed at everyone who works with children and young people and delivers services to pregnant women and is closely related to the Early Years / Childcare agenda. This ten year strategy sets out, for the first time, standards for delivering personalised and child-centred health and social care services in a holistic way to address the needs of children, young people and families.

C Activities for 2007/08

Strand 1: Recruiting the children's workforce

Our workforce analysis found that Barnet is doing well overall in managing recruitment and retention with no major recruitment problems. We need to maintain our efforts of the last few years that have resulted in this success and continue to address pockets of local recruitment difficulties that remain. We will:

- adapt and roll out good practice to hot spots
- maintain focus on our recruitment and retention activity; for example for foster carers, early years and the setting up of children's centres
- explore new ways of attracting more people into the children's workforce
- review our existing job fair campaigns and arrangements to include where possible all the services and agencies within the children's workforce
- promote more flexible entry routes, drawing the links between further training and progression into employment as well as ensuring that the work is attractive.
- target hard to recruit groups identified in our workforce analysis (men, disabled staff and BME staff)
- consider joint approach to taking out newspaper adverts

Strand 2: Developing and retaining the children's workforce

Retention is critical to workforce development; high staff turnover is costly and disruptive to service users. Our workforce analysis, suggests that staff retention is not a huge problem in Barnet. Approximately 61% of the respondents to the children's workforce survey would like to stay working within their current organisation, gain experience (6%) and be promoted (22%). Our workforce analysis confirmed that the four most important opportunities for career development were:

- training specific to a particular aspect of the job
- professional development training
- management development opportunities and
- attending conferences and workshops.

Our approach to retention is to encourage professionals to develop their skills and build rewarding careers through pathways based on commonality of skills and knowledge. We will:

- review and update retention packages to ensure they remain current and appropriate
- offer continuous professional development (CPD)

- develop common induction elements across the partnership
- develop and offer tailored training sessions to meet individual needs and experience.
- review the skills of managers and ensure they have good quality management skills to manage and motivate staff, to drive the changes relating to the new ways of multi-agency and multi-disciplinary working as well as changes resulting from integrating the children's service.

Stand 3: Strengthening Inter-agency and Multi-disciplinary Working

It is central to our workforce development strategy that the new ways of working in multi-disciplinary and multi-agency teams promote a healthy collaboration among professionals and ensure a consistent and coherent delivery of services to children, young people and families; especially those with multiple additional needs. The Barnet approach will continue to encourage shared resources such as good practice and information sharing, shared training programmes, facilities and human resources including expertise and skills.

We will:

- offer further training programmes for the lead professional role, the Common Assessment Framework and the Common Core of skills and knowledge in multi-agency teams
- create and promote opportunities to jointly develop and commission training across agencies
- continue to develop good partnership working to promote a common approach to workforce development
- continue to engage the Private and Third sectors in workforce development activity.

Strand 4: Promoting Stronger Leadership, Management and Supervision

The Children Act 2004 gave the local authorities the leadership role in making arrangements to bring together local partners to progress workforce development. The Department for Children, Schools and Families (DCSF) has initiated a range of support action for strategic leaders including a development and networking programme established for Directors of Children's Services to share emerging practice and provide peer support. The DCSF is working with a range of leadership organisations including the Children's Workforce Development Council (CWDC) to develop a shared set of standards for professionals leading and managing integrated children's services. Our workforce analysis suggests that there is an effective line management structure across the children's workforce in Barnet; with staff generally positive about the way they are managed. It also indicates that there are no substantial gaps in line manager behaviour in the areas that staff rate as most important. This positive perspective from staff is very useful. However, we will need to establish any skills gap from the managers' perspective in order to pin point the strengths and weaknesses and also to deliver supportive and helpful programmes that address the gaps. We will

- develop joint training programmes and initiatives to support the development of leaders and managers, with a focus on management and leadership skills that promote multi-agency and multi-disciplinary working, accredited where possible.
- explore varied development opportunities including, external courses / seminar, on the job training, formal taught courses, executive coaching, mentoring, line management coaching, secondments, job rotation / shadowing.

- create networking opportunities for strategic leaders in the local authority and partners in the Private and Third Sectors to provide a focus for all programmes to improve the commissioning and delivery of services.
- develop new graduate professionals to enhance the profile of childcare and raise the quality of the overall experience for children and young people. These new graduate professionals will be expected to take on management responsibilities and ensure that settings deliver fully integrated Early Years provision among others.
- identify and develop more junior staff with high potential for management growth and development
- review training support foster carers in order to address the challenges of integrated working and improved leadership in foster care
- identify any gaps in key skills at leadership and management level so that these can be addressed
- provide appropriate support for supervisors, managers and leaders including drawing clear lines of accountability, effective supervision and management of workload and improving ICT
- maximise HR support for managers

Strand 5: Defined Training needs and Core Competencies around the Lead Professional Role, the Common Core of Skills and Knowledge, the Common Assessment Framework (CAF) ContactPoint

The Lead Professional role, the Common Core of Skills and Knowledge, the Common Assessment Framework (CAF) and the ContactPoint initiatives are all interlinked. They equip the workforce with a basic common core of skills and knowledge and common approach to referral and assessment across children's services. Detailed work on their implementation is being undertaken by project groups co-ordinated within Barnet's Children's Service. The priority within this workforce development strategy is to support their implementation through the delivery of training and the promotion of their inclusion within induction and continuous professional development programmes. We will:

- continue to lead the rolling out of the Common Core training programme for the children's workforce
- continue to offer accredited Common Core training via the Work Based Learning Unit, Middlesex University at certificate level (level 1) and graduate level (level 3)
- continue to offer free CAF training across the partnership
- develop and offer a joint Common Core and CAF awareness training programme for members of the children's workforce who require only a broad overview of these areas of expertise.
- develop a Lead Professional training programme for managers to enable them establish how best to support the lead professionals
- Actively engage medical staff (including doctors, Deanery and Clinical Tutors), the police and other hard to reach children's workforce in these initiatives
- develop and provide training on ContactPoint as appropriate.

Strand 6: Engaging service users in the quality and design of workforce development and integration

It is good practice to involve service users in changes regarding workforce development initiatives because it makes them feel more valued. It is also an effective way of bringing about change because the beneficiaries of the changes need to be aware that these changes are happening to enable them make an input where possible and take advantage of the benefits. Actively engaging children and young people enables them to make a positive contribution to the community thereby achieving one of the five outcomes for children and young people. In the case of parents / carers it helps increase their confidence and build good relationships with the children's workforce when they are involved in the activities that deal with the competence of the workforce. In the longer term, actively engaging service users could be a useful recruitment approach, helping to market careers within the children's service to children, young people and their parents / carers. We will:

- publicise the report from last year's lesson plan activity and feedback to children and young people
- work towards progressing the results and recommendations
- continue to identify and promote innovative ways of engaging with service users including children and young people
- consider repeating the lesson plan activity as part of an on-going approach and to establish whether there has been a shift in workforce skills and general knowledge about the children's workforce
- involve children and young people in the delivery of any relevant training and development opportunities where feasible

Strand 7: Undertaking specific commissioned training and development activity

As part of our approach to promote integrated working, we will collaborate across services and agencies to undertake specific activities relating to workforce development across professional and organisational boundaries. In 2007/08 the CWSG has been commissioned by the Young People's Substance Misuse Commissioning Group to deliver a programme of training and development activity in relation to alcohol and substance misuse. We will:

- provide on-going training to enable the children's workforce across the service demonstrate the ability to identify and undertake appropriate action including referral to address substance misuse / abuse
- provide on-going training to enable the children's workforce understand the complex nature of alcohol use amongst young people, why and how they are used to enable them improve the support offered.

D DELIVERING THE STRATEGY

APPENDIX 1 - DELIVERY PLAN

Resource analysis: We will continue to deliver the planned activities using existing resources identified for workforce development across services and agencies. The Workforce Strategy Partners Programme funding for the Private and Third Sector also supports our activities. Other pooled resources include time, expertise and free access to training facilities across the partnership. There will be significant training implications for implementing developments in Social care, Early Years, foster carer development and the Private and Third Sectors. We will continue to discuss resources as the scope of work unfolds to help build a more accurate picture of the level of input required to deliver the various initiatives.

Communicating our message: Our workforce analysis established that while communication channels used across the workforce are varied, most tend to receive information about latest developments and training opportunities via email, team meetings and briefings with line managers. This is both consistent across all the services and is the preferred method of communication by the workforce. We are in the process of developing a children's workforce website to be accessible across organisational and professional boundaries.

The activities will be led by various groups and individuals as appropriate including the Children's Workforce Strategy Group (CWSG), the Children's Workforce HR Strategy Sub-group (HRSSG), Children's Workforce Training Strategy Sub-group (TSSG) and the CAF Group. The Private and Voluntary sector will be equally involved in the delivery.

Activity	Lead	By when	Expected outcomes	Progress
Strand 1: Recruiting the children's workforce				
Explore and develop new ways of attracting people into the children's workforce through a partnership approach (eg flexible entry routes, joint recruitment fairs, joint advertising, dedicated web area/website).	CWSG & HRSSG	As appropriate	<ul style="list-style-type: none"> ▪ Workforce capacity and quality maintained and improved ▪ areas of recruitment hotspots addressed by role and demographics joint approaches to recruitment progressed	
Raise profile of social care work, including foster care work, building on the 'like the new Barnet' campaign.	CWSG, HRSSG & Tony Nakhimoff	On-going		
Explore ways to attract more men, disabled staff, younger staff and BME staff into the children's workforce (share best practice, target through	CWSG, relevant service and agency leads & HRSSG	Jan. 2008 & On-going		

Activity	Lead	By when	Expected outcomes	Progress
recruitment fairs and publicity materials)				
Strand 2: Developing and retaining the children's workforce				
Share best practice in developing and implementing competitive retention packages, focusing on areas identified in the workforce analysis (younger staff, disabled staff, men, part-time staff and BME staff)	CWSG & HRSSG	On-going	<ul style="list-style-type: none"> Staff turnover is at a healthy level workforce diversity more closely reflects the local diversity profile the range of CPD plans match children's workforce needs 	
Increase and improve access to training and development opportunities across the children's workforce	CWSG & TSSG			
Promote flexible working arrangements through good practice seminars and mentoring of smaller organisations.	CWSG & HRSSG	On-going		
Promote best practice in induction across the children's workforce and work towards a common induction policy around the common core programme	CWSG & HRSSG	March 2008		
Develop and promote job shadowing programmes across the service and job rotation programmes as appropriate.	HRSSG & TSSG	Feb 2008		
Develop and promote CPD plans as part of retention strategy	CWSG & HRSSG	March 2008		
Map qualifications to provide career pathways for job seekers and existing staff	Barnet College and BVSC	April 2008		
Stand 3: Strengthening Inter-agency and Multi-disciplinary / Partnership Working				
Identify and promote opportunities for effective multi-agency training, including an annual partnership multi agency conference.	CWSG & CYPSPB	Mar 2008	<ul style="list-style-type: none"> Shared commitment to joint working, resulting in improved accountability and effective partnerships integrated working arrangements and 	
Produce training and workforce development resources	CWSG & BVSC	Mar 2008		
Increase engagement of medical staff (including doctors, deanery and clinical tutors) and the police				

Activity	Lead	By when	Expected outcomes	Progress
where appropriate by developing and delivering specific programmes tailored to their needs and matching their availability.			practices more embedded across the workforce <ul style="list-style-type: none"> ▪ increased awareness of workforce development initiatives ▪ increased mutual trust and respect across the workforce. 	

Strand 4: Promoting stronger leadership, management and supervision.

Map the leadership structure of the workforce across agencies and services, identify gaps in skills and knowledge.	CWSG	Dec 2008	<ul style="list-style-type: none"> • Management and leadership skills gaps identified and addressed • managers and supervisors effectively skilled through CPD activity to support staff, manage change • leadership programme established as part of succession planning • increased strategic collaboration to promote integrated working • increased HR support for managers 	
Identify approaches and share best practice for growing new managers as part of succession planning for leadership and management through career progression, work-based routes, CPD plans, leadership and management training programmes, shadowing programmes, seminars and others.	CWSG	Jan. 2008		
Develop approaches to maximise HR support for managers by sharing good practice across the Children's Service.	CWSG & HRSSG	Dec 2007 & on-going		
Review training support for foster carers in order to address challenges of integrated working and improved leadership for foster carers	CWSG & TSSG	Dec 2007- Jan 2008		
Create networking opportunities for strategic leaders across the local authority, Private and Third Sectors.	CWSG	On-going		
Develop new graduate professional to enhance profile of childcare and raise quality	CWSG & Julia Gay	On-going		

Activity	Lead	By when	Expected outcomes	Progress
Strand 5: Defined training needs and Core Competencies around the Lead Professional role, the Common Core of Skills and Knowledge, the Common Assessment Framework and ContactPoint				
Monitor and review on-going provision of CAF and Common Core Training	CWSG & TSSG & CAF Group	On-going	<ul style="list-style-type: none"> Children's workforce well equipped with Common Core skills and knowledge Common Core embedded in job descriptions, induction programmes, CPD activity and qualifications. children's workforce have skills to complete CAFs or have an awareness of how to get one completed potential LPs have skills to deliver this role more effectively managers more knowledgeable and supportive of LP needs. children's workforce have skills to ContactPoint as necessary. 	
Develop and publish programme for Common Core training	CWSG & TSSG	Dec. 2007		
Explore other formats of the Common Core training to suit the diverse needs of the different types of workforce i.e. e-learning, seminars, workshops, half day / one day courses, etc	CWSG & TSSG	Dec. 2007		
Roll out LP awareness Programme for Managers and determine any additional support required by Lead Professionals	CWSG & CAF Group	Dec. 2007		
Ensure Common Core Training is included in the Common Induction Standards across the children's workforce.	CWSG & TSSG	Dec. 2007		
Develop and deliver tailored formats of joint Common Core and CAF training programmes for practitioners and support workers in health, schools and the police force – medical staff (including doctors, deanery and clinical tutors), hospital staff including consultants and midwives, school care takers and diner ladies.	CWSG & TSSG	Dec.2007		
Work with HR managers to embed Common core in all relevant job descriptions. Start process by including Common Core in new job descriptions and later update existing job descriptions as applicable.	CWSG & HRSSG	Feb. 2008 & on-going		
Liaise with Middlesex University and Barnet College regarding LP, CAF and Common Core training schedules to look at embedding these programmes in course modules at the point of qualification.	CWSG & TSSG	From 2008 and ongoing		

Activity	Lead	By when	Expected outcomes	Progress
Explore the potential for including Hertfordshire University in Common Core training	CWSG & TSSG	From 2008 and ongoing		
Provide ContactPoint training as appropriate to the children's workforce	CWSG, Tony Moody & Others	Mar 2008 & On-going		
Strand 6: Engaging service users in the quality and design of workforce development and integration.				
Use findings from children's consultation to inform workforce development training and other activities.	CWSG, TSSG & HRSSG	On going	<ul style="list-style-type: none"> ▪ Service users more actively engaged in workforce development planning ▪ increased confidence in the quality of children's workforce amongst service users ▪ children and young people more knowledgeable about children's workforce ▪ new approaches of engagement identified ▪ service users feel more valued and more informed about workforce roles. 	
Identify new ways of engaging children and young people	CWSG,	March. 2008		
Children and young people to participate in workshops, conferences etc as feasible.	CWSG	On-going		
Consider repeating the lesson plan activity for 2007/08	CWSG	April. 2008		
Establish ways of involving parents / carers	CWSG	On-going		
Strand 7: Undertaking specific commissioned training and development activity				
Provide training to enable the children's workforce to identify and undertake appropriate action including referral to address substance misuse / abuse	CWSG & Karina Umeh	March 2008	<ul style="list-style-type: none"> ▪ Increased ability of children's workforce to identify and deal with issues relating to alcohol and substance misuse 	
Provide training to enable the children's workforce to	CWSG & Karina	March 2008		

Activity	Lead	By when	Expected outcomes	Progress
understand the complex nature of alcohol use amongst young people, why and how they are used to enable them to improve the support offered	Umeh		and take supportive measures.	
Highlight the importance of play by promoting the play strategy across the children's service in Barnet and by including this information in the Children's Service Induction and in the Common Core Child Development Training Module.	CWSG	Dec. 2007 & on-going		

Appendix 2 - Risk Analysis / Impact

Local risks identified in the national strategy

1. Failure to engage across agencies successfully and lack of sufficient cooperation

- Local Authorities and their partners may fail to co-operate sufficiently and align their activities into 150 coherent and effective local change programmes with supportive local workforce strategies
- Insufficient involvement of schools and health services
- The voluntary and community sector may feel excluded

2. There is insufficient capacity available to move the agenda forward

- Local Authorities and their partners have insufficient leadership and resources capacity, and may be short on cash as they attempt to realise efficiency savings

National strategies aimed at mitigating local risks:

- Building the capacity of Directors of Children's Services to lead local change programmes including through Cross Sector Leadership Programme;
- Employing Regional Change Advisors to assist local areas;
- Offering (limited) resource through the Change Fund;
- Developing a communications strategy to stress the need for co-operation, focusing in particular on schools;
- Integrating delivery of the children, young people and maternity National Service Framework into the ***Every Child Matters: Change for Children*** programme
- Reviewing current approaches so that we improve the sharing and embedding of existing good practice.

Other risks

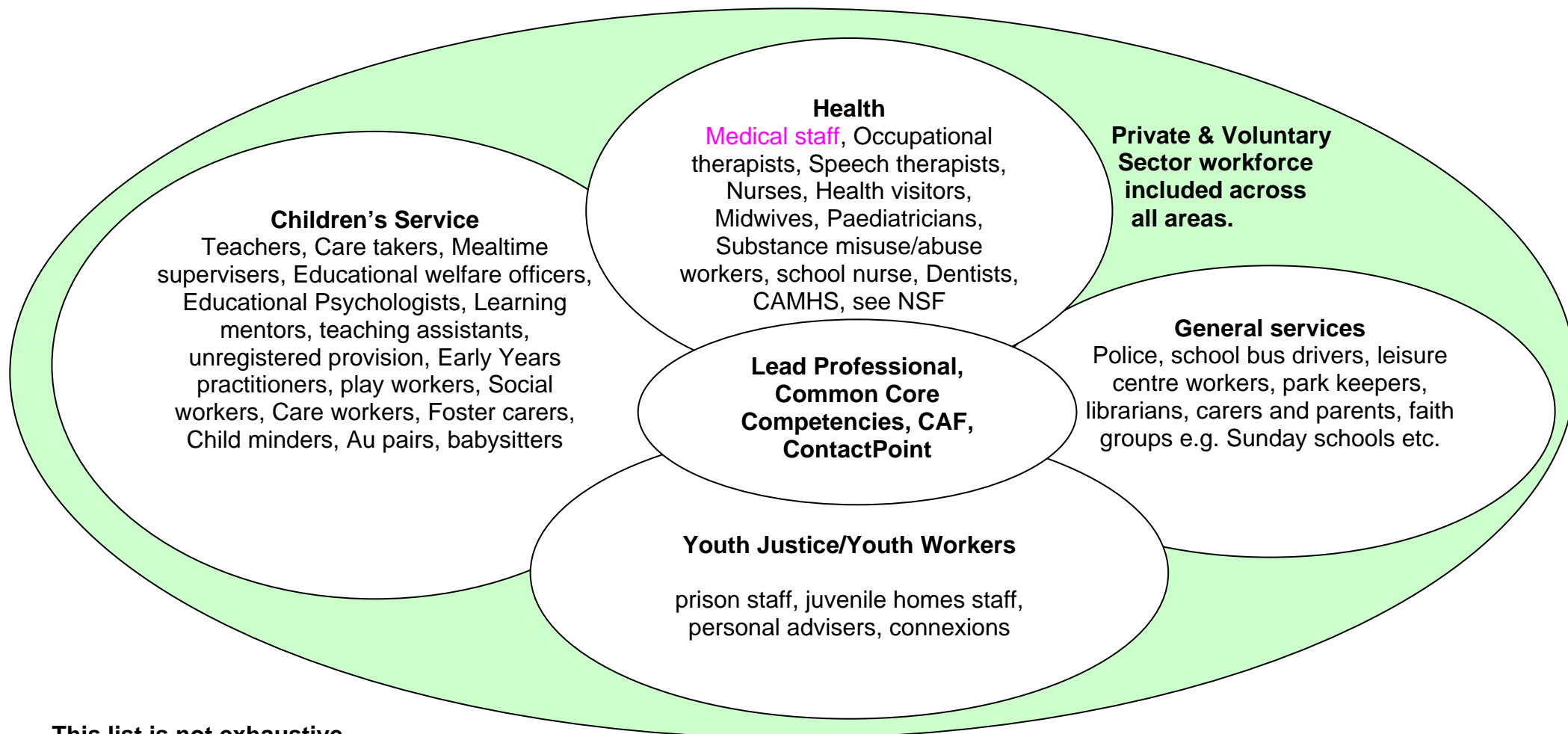
- On-going changes and new priorities relating to the Every Child Matters initiative could lead to a waste of resources
- Internal disagreement on the way forward within the agencies and services;
- Staff turnover may increase if their perception of the new changes are negative,
- Inability to engage users/lack of interest from users in engaging with the change process;
- Staff turnover could affect the continuity and seamless delivery of the project targets;
- New national legislation from other Government departments could trigger more changes; resulting in a change fatigue amongst the workforce
- Some children's services providers by virtue of their structure and regulation may fall outside the regular agencies as stated in the national strategy and therefore will not be involved in this new way of joint working
- Lessons learned and good practice may not support the implementation of some of the proposals;

- Pressure to increase the workforce could lead to recruiting unsuitable people;
- Pressure to deliver on national targets could lead to rushing through the process and indeed rushing professionals through training courses;
- Pressure to increase workforce could result in a fall in pass levels in universities and colleges leading to falling standards;
- Agencies not bound by statutory requirements in their provision may not fully engage with the process, e.g. there is no statutory requirement for private schools to do the training currently provided for school support staff
- A pro-longed review of the membership of the Children's Workforce Strategy group could slow down the momentum and result in disengagement with the private and voluntary sector.
- A complete change in membership of the CWS Group may also affect continuity and momentum of progress made in 2006/07.

Appendix 3 - Broad Children's Services Workforce

Definition of the Children's workforce according to the strategy document (Annex 2):

The principal services used by children, young people and families are early years and childcare, play, health, schools, and colleges, youth work, sport and leisure, family support and children's social care, as well as a range of specialist services. National estimates suggest that there are around 2.8M people in the paid children's workforce. A further estimated 1.5 M work on an unpaid, voluntary basis.



This list is not exhaustive

