



Building Brighter Futures:

Next Steps for the Children's Workforce



department for
children, schools and families

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Ministerial foreword



Our aim is to make this country the best place in the world to grow up. In the Children's Plan we described what we need to do to achieve this – and to put the needs of families, children and young people first. We want to ensure that services work in partnership with children and young people and their parents and that the leaders and managers and staff providing these services have the highest possible ambition for every child and young person.

Every child's needs and potential must be identified and built on through the early years, education and health services they receive and every child who has an additional need – whatever the cause, however it presents, wherever they live – must get the support that they need to reach their full potential.

Everyone who works with a child or young person or with their family has a role to play in supporting their development across all five Every Child Matters outcomes – whether they work in education, health, 14-19 learning, safety and crime prevention, out-of-school activities, child care, play, community involvement or economic wellbeing. The way in which they are able to provide that support will be critical to the achievement of our aspirations for children and young people in the 21st Century.

This means that we need to support people who work with children and young people so that everyone has the highest level of skills and practice and works together effectively. We also need to make sure that the development of this workforce is underpinned by the five Children's Plan principles:

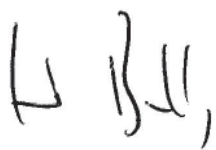
- Government does not bring up children – parents do – so government needs to do more to back parents and families;
- All children have the potential to succeed and should go as far as their talents can take them;
- Children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- Services need to be shaped by and responsive to children and young people and families, not designed around professional boundaries; and
- It is always better to prevent failure than tackle a crisis later.

We said that we wanted the Children's Plan to mark the beginning of a new way of working for government in this area. As well as making sure that everyone understands what part they need to play, we said we need to carry on listening if we are going to get this right and help all our children and young people aim high and achieve their ambitions.

This document, therefore, marks the beginning of an important conversation with people who work with children and young people, and with the organisations which represent and support them. Over the coming months, we want to work with an Expert Group on Children's Workforce Policy made up of champions from different parts of the children's workforce – and chaired jointly by Schools Minister Jim Knight, Children's Minister Kevin Brennan and Maggie Atkinson, the President of the Association of Directors of Children's Services.

This Expert Group will bring together people from the Children's Workforce Network, the schools workforce Social Partnership, the NHS and other champions from across the workforce, along with colleagues who are delivering services on the front line. We hope that bringing these people together to advise us will enable them to exchange experiences and give us the support and challenge that we need to ensure that future policy in relation to the workforce is ambitious, realistic and sustainable. The work of the Expert Group will inform the development of a long term strategy for development of a world class children's workforce, which we will publish in the autumn.

Development of this strategy must build on the great work that is already being done by people who work with children, young people and their families, by the organisations that support this workforce, and as a result of the government's significant investment over the past 11 years. This document supports that work by setting out what has already been achieved and our commitments for the next 3 year period. It describes the challenges that still need to be addressed and suggests some key areas on which we would like to focus the contribution of the Expert Group.

A handwritten signature in black ink, appearing to read 'Ed Balls'.

Ed Balls

Introduction

“Together we want to build a system that provides opportunity and delivers services to meet the needs of children and young people, supports parents and carers, and intervenes early where additional support is needed to get a child or young person back onto the path to success. These services need to be delivered by skilled and motivated staff, who achieve excellence in their specialism and work to a shared ambition for the success of every child.”

The Children’s Plan: Building brighter futures

1. This document recognises the achievements of the 2005 Children’s Workforce Strategy and the 2003 National Agreement on Raising Standards and Tackling Workload for schools and describes the actions which we are taking to further improve the skills and capacity of people who work with children to deliver the high quality, personalised and integrated services described in the Children’s Plan. It marks the beginning of the work of an Expert Group on workforce which will contribute to the development of a long term strategy for the children’s workforce to be published in the autumn.
2. Linked with and building on ‘Being the Best for our children: Releasing talent for teaching and learning’, which outlined the action we will take to skill the school workforce of the 21st century, this document includes significant announcements about how we will take forward our commitment to improve and develop specific parts of the children’s workforce, including:
 - **Social Work:** Investing nearly £73m over next three years in a package of proposals to improve training, recruitment and professional development of social workers working with children and families.
 - **Play:** 4000 play workers to have access to Level 3 qualifications from September 2008 (investing £7.5m over three years in this and other measures to support the play workforce).
 - **Early Years:** Investing £305 million in early years to provide greater graduate leadership of practice in private, voluntary and independent settings towards our ambition of a graduate Early Years Professional in every full day care setting by 2015.
 - **Youth:** Introducing measures to improve the quality of information, advice and guidance provided by professionals to young people in schools and colleges and next steps on £25m investment in wider reforms to the youth workforce.

3. These commitments demonstrate the importance of government investment and leadership. However, development of those who work with children and young people cannot be a simple 'top down' activity. What will really make a difference to children and young people's experiences and outcomes over the next 10 years will be the efforts and the energies of people who work with children and young people every day.
4. We have high expectations of those who work directly with children, young people and their families. We need to match these high expectations with an understanding of the needs and challenges they face, working within their own profession as well as in partnership across the workforce and by investment and support from those who manage and lead local services, as well as from government and its national delivery partners. Alongside publication of this document, we are therefore setting up an Expert Group of workforce champions to ensure that the experience of people who work with children, young people and families directly informs the development of government strategy.
5. The Children's Plan recognises that everyone who works with children, young people or their families has a role to play in supporting better outcomes, working in partnership with children, young people and their families. This includes volunteers, as well as those who work in the paid workforce, whether as all or part of their job. It also includes everyone in leadership, management and commissioning roles who is responsible for services to children or for services which can influence the outcomes that children and young people achieve.
6. This is a workforce which is made up of people from a very wide range of occupational and professional groups including, but not limited to, teachers and others who work in schools, social workers and others in social care, youth workers, play workers, people who work in early years, youth justice, family support and those who work directly with parents. The workforce includes people who work in the public, private and voluntary sectors and who have different employment arrangements, pay and conditions, levels and types of qualifications. Our ambition is to celebrate and build on this diversity, not to suggest that it should become a single homogenous workforce.
7. However, it is essential that everyone who works with children, young people and families understands the difference they can make to children and young people's outcomes, knows how they need to work with other professionals to ensure that services are integrated and personalised to respond to the needs and strengths of individual children and has the skills, knowledge and expertise to do their job to world class standards.
8. The government has strong relationships with the variety of representative and professional organisations which support different parts of the children's workforce. In particular, we work closely with the majority of school workforce unions and local government employers through the school workforce Social Partnership and with Sector Skills Councils and Workforce Reform bodies through the Children's Workforce Network. As we develop the strategy which will support the children's workforce in delivering the services that every child should expect in 2020, we want to develop a new way of working with partners to ensure that policy on the

workforce, and the reality of practice on the ground is integrated, ambitious, realistic and sustainable.

9. The Expert Group will begin this process by bringing together champions from those partners, alongside people with direct experience of delivering services of the highest quality. The group will advise the government over the coming months as we develop a long term strategy document to be published in the autumn. This document sets out an analysis of the challenges which we need to address in taking policy forward and identifies issues on which we think the Expert Group will want to focus its attention. We anticipate that the group will meet a number of times over the coming months to consider different aspects of these challenges and the ways in which government and delivery partners are responding to them. We expect that the group will report in the autumn to inform announcements about our longer term strategy for development of the world class workforce we all want for our children, young people and their families.

Chapter one deals with the definition of the workforce, our ambitions for it and the challenges of delivery in partnership. The challenges it identifies for the Expert Group are:

- *The vision for the workforce in 2020, and the developments needed to realise it.*
- *What we need to do to ensure that workforce policy development, and support for its delivery, is sensibly 'joined up' and coherent so that it supports the integration we are seeking locally.*

Chapter two sets out our commitments for the next 3 years in relation to different parts of the workforce and seeks the views of the Expert Group on:

- *How resources should be prioritised in relation to different parts of the workforce*

Chapter three looks at improving the quality of skills, knowledge and practice within different occupational or professional groups and across the whole children's workforce. It suggests that the Expert Group may wish to focus on:

- *The key characteristics of the children's workforce that will have a positive impact on outcomes for children, young people and families.*
- *How best to take forward the development of these characteristics for those in the children's workforce so that their impact on outcomes is optimised*
- *How we maximise the opportunities for, and minimise the threats to, delivering quality improvements for the children's workforce*

Chapter four considers how we support people in working in integrated ways and the expectation that Children's Trusts will have in place by 2010 consistent high quality arrangements to provide identification and early intervention for all children and young people who need additional help. It suggests that the Expert Group might focus on:

- *How we develop and build consensus around a vision for integrated working and ensure accountability for delivery of that vision*

- *How we support Children's Trusts to meet the 2010 expectation*
- *How we achieve culture change across all children's services, including in schools and health*

Chapter One: Developing the children's workforce for 2020

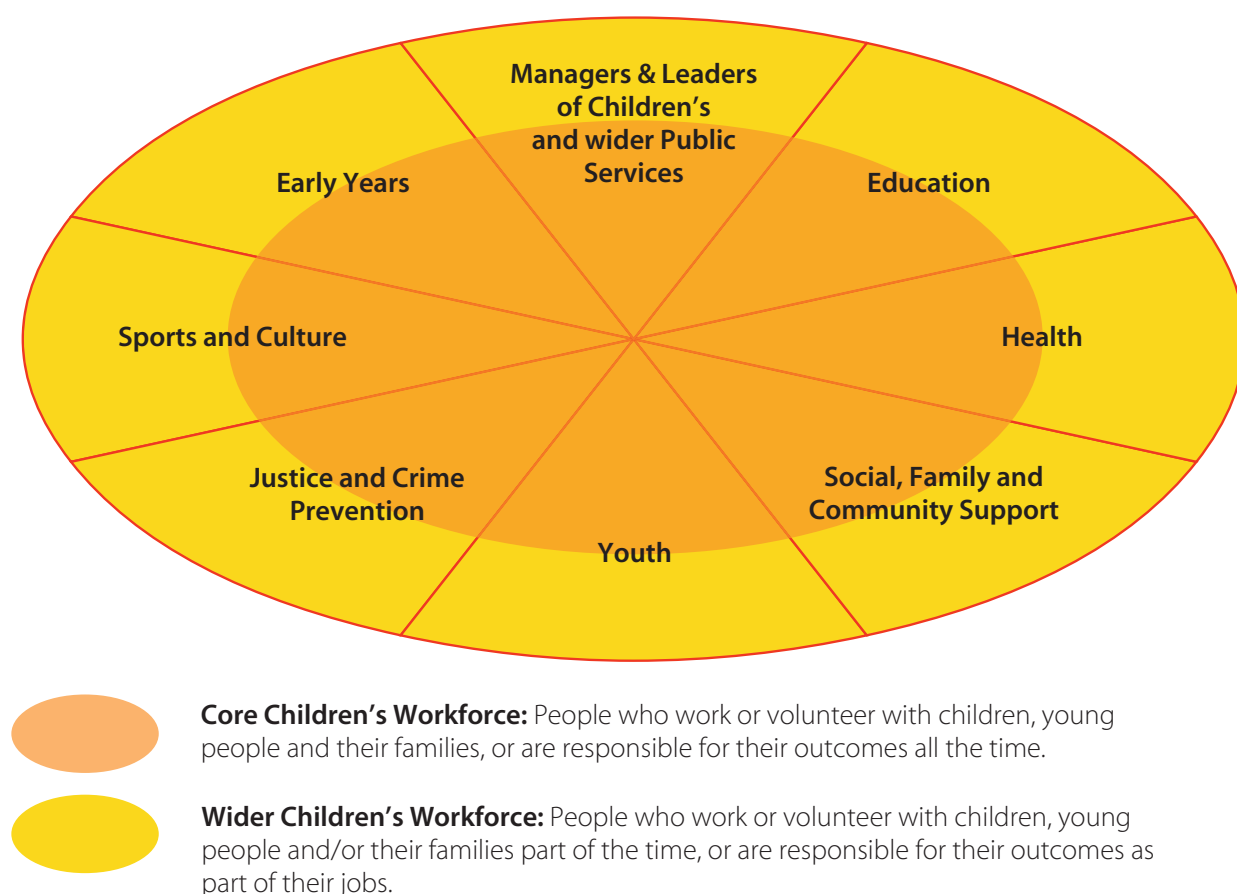
This chapter looks at the definition of the children's workforce and our ambitions for it, including issues relating to supporting delivery at national level. It explains the role of the Expert Group in informing development of a workforce strategy to take us to 2020. It asks the Expert Group to consider:

- *The vision for the workforce in 2020 and the developments needed to realise it.*
- *What we need to do to ensure that workforce policy development, and support for its delivery, is sensibly 'joined up' and coherent so that it supports the integration we are seeking locally.*

What do we mean by the 'children's workforce'?

- 1.1 The government considers the 'children's workforce' to **mean everyone who works with children and young people and their families, or who is responsible for improving their outcomes**. We know that children, young people and their families gain great benefit from the range of skills and strengths that different people who work with them bring to their jobs. We want to ensure that our strategy enhances those strengths and ensures they are available to every child who needs them. We are not seeking to develop a homogenous workforce – either in terms of skills and knowledge or in terms of employment arrangements or terms and conditions. Rather, we are seeking to build capacity in each distinct group within the workforce and to ensure people from different specialisms can work better together to address all the needs and well-being of children and their families.

Figure 1. The core and wider children’s workforce: everyone who works with children and young people and their families – or who is responsible for their outcomes



1.2 The workforce crosses the full range of sectors of employment and includes both the ‘core’ of people whose primary purpose is to work with children and young people and their families, or be responsible for their outcomes, and the wider workforce which includes people who work only partly with children, young people or their families or who have some responsibility for their outcomes as a part of a wider primary role. In addition, many people who work primarily with adults – for example in health, social care or justice – can have a significant influence on outcomes for children and need to consider their clients in their role as a parent and as a member of a family. Figure 1 shows the range of sectors that make up the children’s workforce. A more detailed diagram is included at the end of this document.

1.3 This workforce, therefore, encompasses a diverse range of professions and occupations. It includes people with a wide range of professional identities who have very different levels and types of qualification, training, employment arrangements, terms and conditions and who work in all parts of the public, private and third sectors.

Our ambitions for everyone who works with children, young people and their families

1.4 We want to ensure that the strategy for workforce development addresses the needs of the full range of different occupational groups and types. We look to the Expert Group to endorse our vision that everyone who works with children and young people:

- understands the importance of working in partnership with children and young people, their parents and families to realise the highest possible ambition for them and ensure that services respond to individual needs and strengths;
- recognises that children and young people have needs and strengths across all 5 outcomes;
- understands their role in identifying problems early and ensuring that they are responded to;
- works effectively with colleagues from different professional and occupational backgrounds – so that services respond to the needs and strengths of children and young people, rather than children’s needs having to fit into ‘boxes’ determined by occupations or structural ‘silos’; and
- has high quality and up to date skills, knowledge and practice, including an understanding of child and adolescent development, in order to deliver world class levels of service which respond to the needs of all children and young people, including the most vulnerable or disadvantaged.

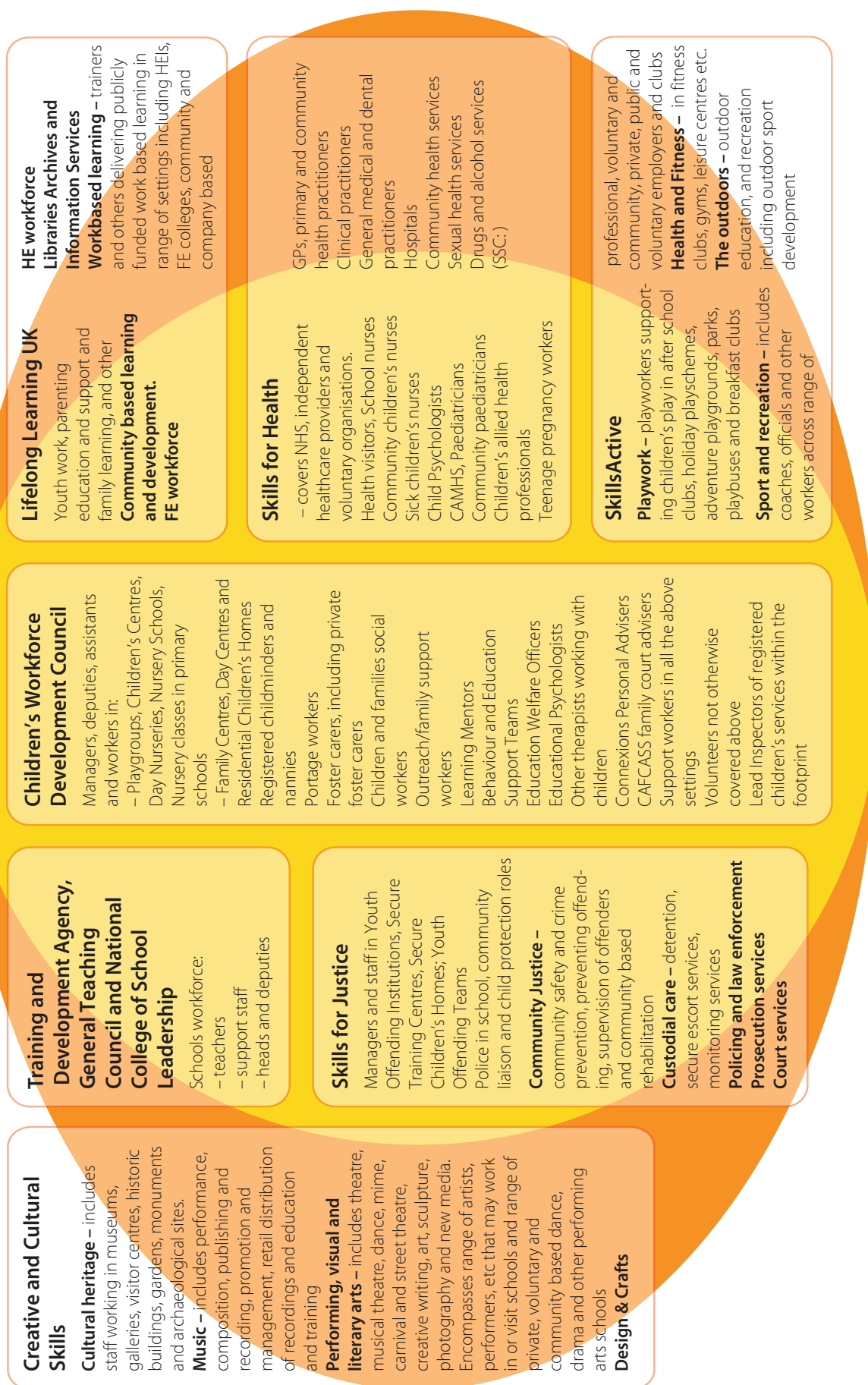
1.5 These are all elements of the personalised service that the Children’s Plan seeks for every child and young person. It is important that services and support can be shaped to be most effective and efficient in improving outcomes – particularly for those children who are most disadvantaged and may sometimes ‘slip through the net’. If everyone is thinking about services for children and young people in this way, we will strengthen the capacity of people with different specialisms, professions and backgrounds to support children and young people in attaining their full potential.

Delivering in Partnership

1.6 The variety of national organisations which support the different parts of the children’s workforce reflect the complexity of the workforce itself. We said, in the Children’s Plan, that we want to re-examine the remits and scope of the organisations undertaking sector skills council, workforce reform and, in the longer term, regulatory roles. At present, core responsibility for workforce reform is shared between the Training and Development Agency (TDA), for schools, and the Children’s Workforce Development Council (CWDC) for other parts of the workforce – each organisation works through a local field force. Other organisations such as National Strategies and the National College for School Leadership (NCSL) also have field forces which support workforce development. People who work with children and young people are also supported by a range of Sector Skills Councils (SSCs), as illustrated in Figure 2.

1.7 In the schools sector, the TDA continues to work closely with Government and its social partners on the reform of the school workforce. The Social Partnership brings together the Government, Welsh Assembly Government, local government employers and the majority of school workforce unions. The Partnership believes that the process and principles of remodelling, and the deep culture-change that this promotes in schools, are a pre-requisite for both raising standards still further and to build the capacity of schools to respond effectively to the demands of new Government initiatives in the 21st century school.

Figure 2: Organisations which make up the Children's Workforce Network and their 'footprints'



- 1.8** The Children's Workforce Network (CWN) brings together Sector Skills Councils, workforce reform and regulatory bodies in an alliance which enables them to work together in fulfilling their individual responsibilities, in order to develop and support the whole children's workforce, including teachers and others working in schools. CWN has made good progress in taking forward a number of key pieces of work, most notably the development of an Integrated Qualifications Framework (IQF) for the children and young people's workforce.
- 1.9** When it was first established, in 2004, CWN provided a much needed bridge between the various footprints of individual Sector Skills Councils connected to the Children's Workforce. CWN has served a key purpose in allowing a start to be made on addressing the workforce reform agenda without the distraction of reconfiguring organisations. We now consider that the publication of the Children's Plan, together with the forthcoming relicensing of SSCs, makes it timely to reappraise the workforce coverage, or "footprints", of the Sector Skills Councils. We have held some initial discussions with the relevant SSCs and are considering the advantages and disadvantages of change. We will also be consulting the new Commission for Employment and Skills to explore the scope for reviewing footprints as they shortly begin undertaking the major exercise of SSC relicensing exercise, on which they will make recommendations to Government. Any review would involve consultation with employers and other key stakeholders, including the Devolved Administrations given the UK-wide remit of SSCs.
- 1.10** In addition to the focus on SSC footprints, we said in the Children's Plan (para 7.36) that *"the Training and Development Agency, the National College for School Leadership and the Children's Workforce Development Council will work closely together to generate a stronger focus on integrated working."* This commitment is reflected in the remits of the three organisations and they will shortly be issuing a joint letter to local authorities to set out the package of support available to help embed the knowledge, skills and behaviours needed to support and sustain integrated working.
- 1.11** We believe that these developments are a welcome step forward. However, in the longer term there may be more to be done to ensure that the agenda is taken forward in the most effective way. We would welcome advice from the Expert Group about how partners can best work together, as we develop a more mature understanding of the needs of the children's workforce, and whether changes to the configuration of organisations and associated ways of working are necessary.

Developing our strategy for the next 10 years

- 1.12** There are, already, good examples of integrated and personalised working in practice in many children's services and in many parts of the country. Responding to perceptions of differences in values between groups of practitioners as a barrier to effective integrated working, three Children's Workforce Network members – the General Social Care Council (GSCC), General Teaching Council for England (GTC) and the Nursing and Midwifery Council (NMC) – have recently developed a set of values for integrated working with Children and Young People which have been endorsed by the Network.

1.13 Government welcomes this statement – reproduced in full in Annex B – which sets out the key attributes for practitioners, including that they treat children and young people with respect, place them at the heart of their work, recognise and uphold their rights, take a view of the whole child and are committed to equality. It describes how practitioners involve children, young people and their families in decisions that affect them. The statement sets out how practitioners value the contribution of a range of colleagues, bring their own expertise to bear and respect the expertise of others. Work to roll out and embed these common values across the workforce will be important in underpinning more integrated practice and securing the best outcomes for children, young people and families.

What do children and young people want? CWDC asked¹ children and young people about what they want people who work with them to be like:

- They want workers who have been through the same experiences they are going through.
- They want workers who treat them well, with respect and consideration and don't take their frustrations out on them.
- They think workers should have time and anger management training, listening skills and disability awareness training.
- They think the workforce should involve young people in recruitment and in training workers and foster carers.
- They want more positive images of young people.
- They want to be involved and asked what they think.
- The top things they want all people who work with them to have are an understanding of equal opportunities, children's rights, child protection, disability awareness and confidentiality.

These findings are echoed in children and young people's responses to the Care Matters consultation². They want effective, consistent workers, who act as their advocates, listen to them and involve them in decisions about their lives.

1.14 Our ambitions for 2020 mean that world class, personalised and integrated services need to be available to every child. To get there will require sustained attention to the workforce and to culture change over the next 10 years. However, it is important to ensure that the culture change which is needed to support further development of integrated and personalised delivery of services does not dilute the specialist skills and knowledge, or focus, of any of the people who are coming together to deliver the services. Our strategy towards the workforce must ensure that people are in the right places, and have strong understanding of their roles and responsibilities, so that by working together as a team, people from different parts of the workforce can achieve more with individual children and their families than they would be able to do working on their own.

¹ Over 100 young people were involved in events run by CWDC in November 2007. They were asked what they want from their workers, and what training they thought workers needed.

² Care Matters: Consultation Responses DCSF 2007

- 1.15** To give context to the development of this strategy, Chapter Two sets out the detail of what has already been achieved and our commitments for the coming 3 year period.

The role of the Expert Group

- 1.16** We want to ensure that we have a shared and coherent vision for the children's workforce so that government and its partners are themselves integrated and coherent in a way that mirrors and supports the integration we are expecting on the front line. Reflecting on the scope of the workforce, and the national and local challenges this presents – and based on an examination of evidence of what has already been achieved, what works and will be happening over the next three years – we want the Expert Group to help us develop a shared set of principles to underpin the strategy for the next 10 years. The principles need to address issues relating to prioritisation of resources, and the ways in which partners representing, or responsible for, different parts of the workforce can best contribute to the development and delivery of policy.
- 1.17** There are there specific areas of challenges on which we would like the Expert Group to focus, which are discussed in the chapters that follow:
- Chapter Two looks at the prioritisation of resources across the workforce.
 - Chapter Three looks at improving the quality of skills, knowledge and practice within different occupational or professional groups, and across the whole children's workforce.
 - Chapter Four considers how we support people in working in integrated ways. This includes what Children's Trusts will need to do in order to meet the expectation that they will have in place by 2010 consistent high quality arrangements to provide identification and early intervention for all children and young people who need additional help.

Chapter Two: Achievements so far and commitments for the next three years

This chapter discusses achievements since the original Children's Workforce Strategy was published in 2005 and sets out our commitments relating to development of different sectors of the Children's Workforce over the next three years.

In this context, and looking forward to the workforce we need for 2020, it asks the Expert Group to advise us on:

- *How resources should be prioritised in relation to different parts of the workforce*

What have we achieved so far?

- 2.1** The Government has made significant investments in the quality of many parts of the children's workforce over the past 10 years – including through the signing of the National Agreement in 2003 which set the pathway for the fundamental remodelling of the schools workforce, and in development of graduate leadership and professional qualifications in early years and youth. In the Children's Plan we set out our intention to remodel the social work and social care workforce for children and young people and to invest in the professionalisation of those who work in play. In parallel, the health workforce has grown significantly over the past few years and is becoming much more flexible in delivering expert care when and where it is most needed.
- 2.2** These different parts of the workforce are at very different stages in their development – and the needs of different sectors have, until recently been addressed largely in isolation from each other. This approach has had significant impact in improving support available to, and the quality of, people working in parts of the children's workforce. However, the increasing integration of service delivery and the imperative to put the child at the centre means that we need to consider afresh the needs of different occupational groups within the whole children's workforce context.

Achievements since the original Children's Workforce Strategy

- 2.3** In 2005, to support the implementation of Every Child Matters, we established the Children's Workforce Development Council and set out an initial vision for an integrated workforce in the first Children's Workforce Strategy. That Strategy had the following objective:

“to overcome the restrictive impact that professional and organisational boundaries can have so that increasingly professionals and practitioners from different sectors:

- *work better together in multi-disciplinary teams around the needs of children and young people and share an increasingly common language and understanding;*
- *have coherent career pathways that allow them to progress within and across different sectors; and*
- *focus on early identification and prevention and strengthen protection for vulnerable children and young people.”*

2.4 We published an update on the achievements of the original Children’s Workforce Strategy in 2007 which highlighted the considerable progress made in the development of the workforce, but the landscape of children’s services – and the environments in which people work with children and young people – has changed significantly since 2005. The Children’s Plan has now set the bar even higher in what we need to achieve for all children and young people.

2.5 In the past few years local partners in many areas have made significant improvements in the extent and impact of partnership working through Children’s Trusts. Real progress has been made in implementing the structural and systemic changes needed to drive improved outcomes. People who work with children and young people are increasingly working in integrated settings, such as Children’s Centres and Extended Schools or in multi-agency teams. There are now more teams of health practitioners working in schools and in the community promoting public health as well as dealing with sickness. Practitioners from all occupational groups, in many areas, are using the Common Assessment Framework to work with families to identify and respond holistically to the needs of children and young people and most local authorities are well on the way to having targeted youth support arrangements fully in place.

2.6 A lot has also been done centrally – including through cooperation between different delivery partners and Sector Skills Councils to raise the quality of, and be more coherent in our approach to, the workforce across the board. Achievements include:

- Establishment of the Children’s Workforce Development Council (CWDC) in 2005 as the workforce reform body for the non-schools children’s workforce and the sector skills council for the parts of that workforce not already covered by this type of organisation.
- Implementation of key parts of the school remodelling and reform agenda, including contractual change for teachers and headteachers. Work is now underway to sustain, broaden and deepen these levers for change. A large programme of work has been undertaken to reaffirm the professionalisation of teaching, including revised standards and performance management arrangements.
- Development of the Common Core of Skills and Knowledge. This sets out the essential skills and knowledge which are needed to work with children and young people and should be a foundation for more specialist skills, knowledge and practice – it is now embedded in a

broad range of initial qualification, training and induction standards across the breadth of the workforce.

- The Safeguarding Vulnerable Groups Act which was passed in 2007 to ensure that everyone who works with children or young people is safe to do so. The Independent Safeguarding Authority was created in January 2008 and is preparing for the introduction of the new scheme.
- Development of the Integrated Qualifications Framework (IQF) which will be ready in 2010 and will support the drive for a better qualified, more competent workforce by bringing coherence, flexibility and common standards to the different qualifications and qualification routes currently available to people in different occupations within the workforce.
- The growth of the Children's Workforce Network (CWN) which brings together the Sector Skills Councils and other sector bodies which represent different occupations within the core and wider children's workforce. CWN has overseen the embedding of the Common Core into member organisations' training and qualification routes and is working to develop the Integrated Qualification Framework.

Actions for the next three years

- 2.7** In the Children's Plan, we made a wide range of commitments relating to further investment in the quality of people who work with children and young people to support them in working together. These actions will be taken forward over the next three years and provide the context on which the Expert Group will build in helping us to develop our strategy for 2020.

Schools

- 2.8** There will be increased investment in the quality and the diversity of the school workforce, so that schools have the supply, skills and capacity to deliver their contribution to the vision of the *Children's Plan*. This will help ensure that children are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing; but also that schools really can and do deliver personalised learning.
- 2.9** Taking forward the ambition of 'a new generation of school leaders entering the system' we are, in partnership with the National College for School Leadership (NCSL), rolling out a revised National Professional Qualification for Headship (NPQH) qualification focused on a new generation of leaders, and promoting positive management of succession planning with particular focus on 51 "difficult to recruit" local authorities. We are developing the school business manager role to give schools the planning, strategy and business approach they need to make the best of their resources; preparing to consult on proposals for smaller, more effective and strategically focussed governing bodies; and expanding the Future Leaders programme. We are also expanding the National Leaders of Education programme and promoting collaboration and federation so that successful schools support other schools – using the best to help the rest.

- 2.10** Under the theme 'recruiting the best' we are launching with the Training and Development Agency for Schools (TDA) and employers Transition to Teaching to attract more science, mathematics and ICT teachers; stipulating the minimum time student teachers must spend in training when on a one-year Graduate Teacher Programme; continuing to support the work of Teach First, which aims to attract, train and support top graduates to work in challenging schools in deprived areas; working with social partners to redefine teachers' and leaders' core responsibilities; and working with GTC to improve competency procedures for those not suited to teaching.
- 2.11** Working closely with the TDA and our social partners, we are delivering the commitment to 'developing world class skills' in school for teachers by setting out an ambition that teaching should become increasingly a Masters-level profession – focusing initially on teachers in the first five years of their careers and developing a more structured approach to teachers' early professional development. We expect to start with trainees on post graduate routes into teaching from September 2008. The new qualification should recognise the improvement in teacher quality that impacts on raising standards and narrowing the attainment gap. The TDA will evaluate the effectiveness of the programme through the impact it has on pupil achievement. Working with our social partners again we will be exploring how to frame a contractual entitlement to continuous professional development (CPD) so it best supports teachers' professional development.
- 2.12** For support staff we are ensuring fair rewards through the creation of a new negotiating council to develop a framework for their pay and conditions and refreshing the skills strategy for the wider schools workforce. The refreshed strategy will look to build on the achievements we have already made here. These include: a new vocational qualification; revised National Occupational Standards for supporting teaching and learning; and the higher level teaching assistant programme which now includes a strand aimed specifically at enabling support staff to develop and use specialist skills/knowledge they may have, such as mathematics or science.

Bromley Priory School

As part of the remodelling process at Bromley Priory School, it became clear that they needed to expand the roles of the support staff so that no teacher would have to carry out any unnecessary tasks that were not part of their core role of teaching.

To enable the support staff to gain the skills and confidence required to undertake their changing role many of them have now achieved Level 1 and 2 Vocational Qualifications and some are working towards Level 3.

*'It is no coincidence that the school's performance at KS3 and GCSE has improved substantially at the same time as the school introduced the above initiatives. **The significant aspect of the changes is the fact that teachers are now much more focused on teaching and learning.** There are now very few occasions where staff are required to be in school after 4.30pm on any day of a school week.'* Nick Ware, headteacher

'Workforce reform has enabled support staff to develop skills and knowledge, which strongly support the Every Child Matters Agenda, as well as creating an infrastructure to provide a more effective teaching and learning environment.' Director of Support Services

2.13 We require a workforce that provides young people with high quality learning and supports their development in and outside formal education. The priorities for the youth workforce are set out in *The Children's Plan* and *Aiming high for young people*. These include providing high quality training for school and Further Education (FE) staff teaching Diplomas and Functional Skills and ensuring that leaders and managers of 14-19 consortia are supported to meet the challenges of collaboration and joint working to deliver the 14-19 reforms; exploring potential barriers to effective collaboration between the schools and FE sectors; improving skills for careers education and guidance in schools and colleges in particular to raise aspirations of young people to take advantage of the new learning pathways opened up by 14-19 reforms; and ensuring that the skills needed to deliver high quality 14-19 educational reforms are embedded in Initial Teacher Training and continuing professional development.

Social Work

2.14 We are investing nearly £73 million (including £7m in capital) over the next three years in a package of proposals to enhance the capacity and skills of social workers working with children and families. Building on the commitments we made in *Children's Plan* and in *Care Matters: Time to Change* we will work with the CWDC and GSCC to:

- Pilot a fast-track work based route into social work for mature professionals offering accelerated entry and progression. Offer scope for local areas to build on successful trainee schemes targeted towards high achieving graduates.
- Run a national marketing and communications campaign to encourage more people from a wider range of professional backgrounds into social work. This will commence in 2009/10.
- Improve undergraduate and postgraduate training so all social workers have the qualifications, skills and knowledge they need to offer highly personalised support and services to children and families. We will pay particular attention to reviewing the supply and quality of practice placements in social work, working with key partners.
- Pilot a newly qualified social work status from September 2008 offering a year of supported induction for about 1,000 new social workers underpinned by appraisal against outcomes statements and protected caseloads. Pilots will offer supported early professional development for social workers as they move into their second and third year of employment and improvements in supervision.
- Develop and pilot a framework for professional development for social workers, including those in specialist roles. This will set out the standards and competences expected at different career stages, provide a coherent career pathways, improved development planning and incentives for advanced social workers to remain on the front line.
- Test approaches to remodel roles and practices through: targeted recruitment and retention approaches; peer support for middle managers; additional funding for local authorities to invest in ICT for social workers; and Social Work Delivery pilots (announced by CWDC earlier this year). Findings from this work will support pilots of the social work practices model in a

small number of local authorities (the legislative basis for these pilots is set out in the Children and Young Persons Bill which is currently going through Parliament).

London Borough of Barnet

To tackle the issues of high social work vacancies, Barnet assembled a multi-disciplinary, public/private project team to determine what was needed to turn the situation around.

Having ensured that they were offering competitive allowances, salaries and working conditions they established a new, unique and eye-catching brand image and established a recruitment website. They focused on a high-profile presence at jobs fairs and entered into a partnership with PizzaExpress, who provided venues and refreshments for social/information evenings for prospective social workers to meet senior managers and frontline staff to discuss the benefits of working for Barnet.

They also established a joint post with Middlesex University to develop their trainee scheme, employment route training and capacity to support student placements.

The impact of this effort has been:

- a reduction in their vacancy rate for frontline children and families social work teams from 35% four years ago to 3% now;
- a reduction in the use of agency staff and a rule made that any agency staff are only able to stay three months – after which they either have to seek permanent employment with Barnet or move on;
- a consistently upwards trajectory of outcome measures for children in Barnet with children experiencing far fewer placement changes and much greater continuity of social worker;
- a very high number of high calibre applicants for the Social Care and Safeguarding workforce training and the trainees have revitalised and rejuvenated the workforce; and
- more staff from black and minority ethnic communities have been attracted and therefore the workforce more closely reflects Barnet's richly diverse population.

Foster Care and residential care

2.15 To further improve the support foster carers receive, CWDC will build on the foster carers' training and development standards by developing specialist standards for specific groups, such as those caring for disabled children. In addition, we will be funding a national roll out of the 'Fostering Changes' programme, with the aim of supporting foster carers in dealing with difficult behaviour and establishing effective relationships with the children in their care. We are also piloting a project to ensure that good practice arising from the multi-dimensional treatment foster care programme is applied to foster carers more generally.

2.16 To attract more people into foster caring we have introduced a national minimum allowance to cover the cost of caring for a foster child and we continue to fund a national advice line for foster carers. The introduction of the independent review mechanism (IRM) for foster carers will introduce greater independence into the approvals process for foster carers.

- 2.17** With respect to residential care, we are piloting a project to explore the value of a social pedagogic approach in children's homes and CWDC will take forward work to consider the development needs of residential care workers.

Early Years

- 2.18** We will continue to up-skill and professionalise the early years workforce and make it a profession of choice for a wide range of people. Our focus will primarily be on the private, voluntary and independent (PVI) sector because that is where the workforce is least well-qualified and standards are most variable. We will intervene strategically to boost the market to establish a cadre of graduate early years professionals (EYPs) and a strong culture of continuous professional development across the whole workforce.
- 2.19** We are planning a range of workforce development activities to meet these priorities:
- We expect to make rapid progress over the next three years towards our ambition of at least one graduate EYP leading the learning and development of children in every full day care setting by 2015 and two in settings in the most disadvantaged areas. Through a dedicated Graduate Leader Fund, we are investing £305 million over the next three years to support this and have given an in-principle commitment to making funding available until at least 2015.
 - CWDC is helping to create a sufficient supply of graduates with EYP Status. As well as funding course fees and student support packages for existing training pathways, from September 2008 it will be trialling and testing additional routes to EYP status to suit candidates with differing experience and qualification levels.
 - CWDC will also run national and local campaigns to promote EYP Status and professional leadership in the early years, and to promote recruitment generally by demonstrating its viability as a career. The first elements of local activity will start in summer 2008 and will be supplemented by a national advertising campaign later in the year.
 - CWDC has work under way to establish a new qualifications list for the Early Years Register that will help to ensure all those meeting the Level 2 and 3 qualification requirements of the Early Years Foundation Stage (EYFS) framework have the knowledge, understanding and skills necessary to deliver the EYFS successfully. For those already in the workforce whose qualifications are not on the new list, CWDC will develop transitional pathways to help them acquire the necessary skills and expertise.
 - The CWDC's work on the qualifications list will contribute to the intention that, over time, Level 3 will become the minimum level qualification for the early years workforce. CWDC will produce an action plan for increasing the proportion of the workforce with an appropriate and full Level 3 qualification.
 - The National Strategies will be rolling out, from September 2008, specific programmes to develop practitioner knowledge and expertise in developing children's speaking and

listening skills and supporting their social and emotional development. Additional funding for supply cover announced in the Children's Plan will be made available to PVI settings to enable them to take part fully in this continuous professional development.

Play

- 2.20** Play is important to children's quality of life. Not only does it allow children to learn and enjoy themselves, it also contributes to a healthy lifestyle, helping children's physical, emotional and social development. Professional, well-trained play workers are a key part of the children's workforce and they need to be able to make a real difference to the five Every Child Matters outcomes.
- 2.21** We have been working with the CWDC and SkillsActive the Sector Skills Council responsible for the playwork workforce, to identify the issues and develop strategies that will deliver the Children's Plan commitment for 4,000 play workers to achieve recognised play qualifications and for a core of professionally qualified new graduate leaders to emerge. Our vision is for a playwork workforce that is qualified to at least Level 3 where appropriate, that is led by professionally-trained graduates and that can make a full contribution to Every Child Matters.
- 2.22** We have asked CWDC to manage this programme of work, with additional funding of £3.5 million in 2008-09, £2 million in 2009-10 and £2 million in 2010-11. CWDC will work closely with SkillsActive, to develop strategies which meet the needs of the sector. An urgent priority will be to put the necessary arrangements in place so that Level 3 training can begin to be delivered to play workers from autumn 2008. We need to make an early start to ensure that 4,000 play workers achieve Level 3 qualifications by 2011. The intention is that the first play workers to benefit from this will work towards the National Vocational Qualification Level 3 in Playwork.
- 2.23** There are many ways in which graduates could be trained and deployed in the playwork sector. CWDC is commissioning research which will explore how graduates may be most effectively deployed within the workforce and where they can add most value to the sector. We expect to have early findings from the research in autumn 2008.
- 2.24** We also want to improve management and leadership skills in the playwork workforce more generally. We intend to work with CWDC and SkillsActive to take forward ideas on this theme, including introducing measures to develop an appropriate management and leadership award that will support individuals' continuous professional development.
- 2.25** We have agreed with CWDC and SkillsActive that those implementing the Children's Plan commitment to the play workforce will work with the Sustainable Development Commission to establish the role sustainable development should play.
- 2.26** Further details about the Play Strategy can be found in the Play Strategy consultation document, being published alongside this document.

Further Education (FE)

- 2.27** To improve the professionalism of FE staff, the FE workforce reforms launched in September 2007 saw the introduction of new qualifications for teachers (QTLS) and FE Principals (PQP) and a requirement for teachers to maintain their knowledge and professional standing through continuing professional development. These reforms are already improving the quality of FE teacher training and raising the reputation of FE in the eyes of learners and employers.
- 2.28** In order to maintain the pace of change and develop further to meet future challenges, Lifelong Learning UK (LLUK) published an FE Workforce Strategy in December 2007. An Implementation Plan will be published in March 2008, setting out the steps that will be taken over the next three years to realise the ambitions of achieving a fully qualified and professional FE workforce.

Youth

Information, Advice and Guidance (IAG)

- 2.29** In the context of the new Diplomas, the raising of the participation age and the growing availability of Apprenticeships, the importance of high-quality careers education and information, advice and guidance (IAG) for all young people has never been greater. Since 1 April 2008, we have devolved to local authorities the responsibility for commissioning high-quality, impartial IAG for young people that conforms to the widely endorsed 'Quality Standards' published in October 2007. We will support local authorities in meeting our clear expectation that IAG practitioners (including Connexions personal advisers) should:
- have the knowledge and skills required to exercise their role – including a full and up-to-date understanding of 14-19 provision and routes into higher education;
 - hold a relevant professional qualification at Level 4 or above; and
 - have access to high-quality, relevant continuing professional development opportunities.
- 2.30** We will also work with the Training and Development Agency for schools and the National College for School Leadership to support improvements in the CPD available to those leading, managing and delivering careers education and IAG in schools and colleges.
- 2.31** The new secondary curriculum, to be phased in from September 2008, includes a new 'Economic Wellbeing and Financial Capability' programme of learning opportunities within Personal, Social, Health and Economic education (PSHE education). This programme brings together careers education, work-related learning, enterprise and financial capability. We will ensure that suitable CPD opportunities are available to support the embedding of the new programme across the curriculum, and the extended activities of the school. This is an important step towards achieving the goal of informed and impartial information and advice by schools to all their students.
- 2.32** Alongside these specific improvements to the delivery of information, advice and guidance to young people, we need to support major improvements in the overall quality and professionalism of staff working across youth support services. *Aiming High for Young People*

set out how we will invest £25m in priority areas that will help realise improvements across the youth workforce and deliver high quality practice. These include:

- introducing a new leadership and management initiative to support the development of a shared set of skills, knowledge and behaviour for leaders and managers across all sectors who work with young people, particularly those leading the integration of youth support services;
- encouraging more people into the workforce to whom teenagers can relate and who will raise their aspirations, including developing a new post-graduate recruitment scheme and promoting existing youth apprenticeships and undergraduate courses;
- working with national third sector youth organisations to support the training needs of staff working in the third sector and volunteers who will continue to be critical to achieving the ambitions set out in Aiming High and the Children's Plan;
- working with partners to introduce a common platform of skills and training for those across all sectors who work with young people – including developing new qualifications as appropriate for support staff.

2.33 CWDC, LLUK and other key Sector Skills Councils are currently developing detailed delivery plans for each of these commitments under the leadership of CWN and in consultation with employers and a wide range of staff working with young people across public, private and third sectors. Implementation will begin early in 2008-09.

2.34 An important part of our thinking around workforce development in order to improve outcomes for young people, concerns those working with young people in the most difficult circumstances. This includes those working with young offenders and those at risk of offending. An important part of this is work underway to look at the youth justice workforce and those working in other agencies which need to support these young people. We are developing a Youth Crime Action Plan which will set out our strategy for tackling youth crime and a Green Paper on the resettlement of young offenders. Both will be published in summer 2008, and may have specific implications for those working with young offenders, including after their engagement with the youth justice system comes to an end, and those at risk of offending.

London Borough of Tower Hamlets

London Borough of Tower Hamlets (LBTH) feel that it is essential that their youth workforce reflects the mix of young people in their area and that local people can access the training they need to become skilled youth workers.

In 2002, LBTH developed a partnership with Tower Hamlets College and other Higher Education institutions to create a Youth Work Training Forum. Made up of local representatives from the statutory, voluntary and independent sector, one purpose of the forum is developing a training programme based on the needs of the local workforce and employers. A staff audit and a database of workers has meant that the investment has been focused on the right training and staff can move more easily between employers.

Working with partners, LBTH, has enabled a “progression ladder” of accredited courses to be developed and a combination of expertise and funding streams to cover the costs.

Tower Hamlet’s vision is that all young people within the borough can step on the progression ladder, even 15-year-olds with no skills and no experience can progress to becoming qualified youth workers, university graduates and active and committed members of the community.

Trainees are employed to undertake the new youth work apprenticeship framework. The youth work apprenticeship programme focuses on 16-18 year olds who are not in employment, education or training (NEETs). Apprentices access high quality training and get relevant work experience and often go on to gain employment with LBTH and elsewhere.

Tower Hamlets provide training in new and more convenient ways, they are one of the five local authorities partnering in a new flexible learning initiative called *y-power*, which enables young people to study at any time of day, at work or at home, and at their own pace.

Young people have also been involved in a project called “Build your own Children’s Worker” which enables young people to contribute creatively to the job description for new roles.

Parenting/Families

- 2.35** The National Academy of Parenting Practitioners (NAPP) is rolling out a training programme for parenting practitioners, nationally, to deliver evidence-based parenting skills courses in Sure Start Children’s Centres, extended schools and other local settings.
- 2.36** Parent Support Advisers (PSA) are being piloted in 20 local authorities until the end of summer 2008. Funding is being provided via the Schools Standards Fund between April 2008 and 2011 to expand PSAs across all LAs. PSAs support parents and their children in a school context, in particular to improve pupil attendance, behaviour and attainment. They aim to intervene early at the first sign of any social, health or behavioural problems. PSAs are increasing schools’ capacity to deliver extended services, especially parenting support and swift and easy access to targeted specialist services (SEA).
- 2.37** We will also ensure that every LA has two parenting expert advisers who will coordinate support to parents in deprived communities. Their work should be planned to fit alongside other provision that may be available locally, for example Respect Parenting Practitioners, Parenting Early Intervention Pathfinders, Parent School Advisers, Family Intervention Projects and other parenting and family support delivered through Children’s Centres and Extended

Schools. These parenting experts are able to deliver evidence based, structured parenting programmes on a one to one and group basis, targeting the parents of children and young people whom local agencies (e.g. schools, children's centres, housing, health services, anti-social behaviour teams etc) agree to be at risk.

- 2.38** To support families with high need we will continue to fund a key worker approach through Family Intervention Projects (FIPs), providing whole family intensive working for families involved in persistent anti-social behaviour and expanding them to more authorities. The Family Pathfinders and Extended Pathfinders for Young Carers will build on the FIP key worker approach, for a broader range of families with complex needs.

Bristol City Council

In Bristol, staff from the Family Intervention Project, the ASB team, the Youth Offending Team and the Youth Inclusion and Support Panel were all trained in the Triple P programme (a parenting programme) together. The experience of learning the same methods has created a common understanding between these agencies of how to work effectively with parents which has improved links and helped to remove traditional service silos. These staff now jointly run parenting groups which has created valuable new resource locally.

Health

- 2.39** A key policy aim of the Government is to develop a health and social care system which delivers health promotion, early intervention for vulnerable children and the delivery of care for sick children. Current examples include the work being done around health promotion, immunisation, obesity, children's mental health, diabetes and disability. These policy aims need to be supported by a flexible workforce which puts the patient or user at the centre of care and which can work in different settings and in different teams. For children, this means providing a full range of services to cover the child's development from 0 to 19 in health and in sickness. The children's health workforce needs to concentrate on delivering the right outcomes through a range of highly technical and specialised health practitioners and those at individual and community level out of hospital.
- 2.40** Competent, trained and flexible health teams make a major contribution when needed at each stage of a child's development. At a local level, PCTs and LAs are already working together to develop Joint Needs Assessments for their local patches and to determine and recruit the workforce they need to deliver services. Examples of good practice already exist where children's health care teams are liaising closely with colleagues from other organisations but there is still a lot of work to do across the country as a whole.
- 2.41** At a national level, the DH Next Steps Review led by Lord Darzi is considering how health and social care will be delivered over the next 10 years and beyond. Maternity and children's services form an important part of the review. Another stream is considering whether changes need to be made to the current workforce planning system to ensure that a flexible workforce is available in the future which puts the patient or user at the centre of care and which can

work in different settings and in different teams. The review is due to be published in the summer of 2008. The interim review published in late 2007 re-emphasised the importance of local organisations getting together to decide how services will be delivered in their patch.

- 2.42** DH and DCSF have also been working together to update Standard One of the National Service Framework for Children, Families and Maternity Services so that it better reflects the changing landscape of children's services. This joint DH and DCSF publication (March 2008) is the first step toward strengthening the Child Health Promotion Programme and building an integrated and sustainable preventive service for children. The recent Child Health Promotion Programme guidance is clear about the leading role of Health Visitors in co-ordinating health care for children, the importance of engagement with Sure Start Children's Centres and trusts and the importance of GP and other health staff engagement.
- 2.43** These key messages are embedded throughout the forthcoming joint DCSF/DH Child Health Strategy.

Prioritisation of resources in the long term strategy

- 2.44** Up to now, workforces within different sectors of children's services have developed at different rates. For example, schools and FE colleges have had widespread graduate leadership of practice for a number of years. Youth and play work are at a less advanced stage. It means that different sectors face different challenges in realising the Children's Plan vision of a world class workforce delivering world class services. This raises issues on which we would welcome Expert Group consideration. We need to reach a view on whether we should be looking to level up skills across sectors so that children of all ages and in all circumstances benefit equally from high quality provision. Alternatively, we could accept sector differences and look to achieve incremental quality improvement in each. This rate of improvement would depend on where the sector was starting from, where it needed to reach and how important it was, relative to other sectors, in its impact on outcomes for children, young people and families. We would therefore like the Expert Group to work with us to consider how resources should be prioritised in relation to different parts of the workforce.

Chapter Three: Developing a world class workforce

This chapter describes the context to quality improvement in individual sectors and across the workforce, and identifies areas on which we would particularly like to focus the attention of the Expert Group. These are:

- *What are the key characteristics of the children's workforce that will have a positive impact on outcomes for children, young people and families?*
- *How best do we take forward the development of these characteristics for those in the children's workforce so that their impact on outcomes is optimised?*
- *How do we maximise the opportunities for, and minimise the threats to, delivering quality improvement for the children's workforce?*

- 3.1** The Children's Plan sets out our ambition to develop a world class children's workforce able to provide highly personalised support, and our commitment to continue to drive up quality and capacity of those working in the children's workforce. This includes a commitment to develop a professional children's workforce which reflects the diversity of the population and is graduate led and, where appropriate, is qualified to at least Level 3.
- 3.2** We would like the Expert Group to work with us to develop this ambition – to develop a clearer understanding of the workforce qualities which will make the most difference to outcomes for children and young people, and to ensure that our strategy for 2020 is focused to develop and embed these characteristics throughout the workforce.
- 3.3** Quality and professionalism is currently understood in very different ways by different people and occupational groups within the workforce. Teaching and social work are already graduate level professions, youth is developing a post-graduate recruitment programme to attract high calibre and motivated graduates to the profession, greater graduate leadership in early years is underway and play is planning to establish a core of qualified new graduate leaders. Similarly, work is underway as part of the Modernising Nursing Careers programme to consider the academic preparation of nurses and whether or not graduate status should be adopted. There are also some people – including many volunteers – who bring great experience to the children and young people they work with, but do not have formal qualifications.

3.4 In considering what more we need to do to continue to improve the quality of the workforce, we need to ensure that quality improvements will equip the people who work with children and young people to deliver the personalised services which need to be in place for the children and young people of 2020. This means ensuring that our investment, and the work of national and local partners in developing the skills and capacity of staff, will equip people who work with children to deliver joined up, personalised services which reach out to all children and young people – including those who may be most disadvantaged or likely to ‘fall through the gaps’ – and support and challenge them to achieve across all five Every Child Matters outcomes.

How government can influence quality in the workforce

3.5 The primary objective of this strand of our workforce strategy is to improve outcomes for children and young people through improving the quality of the children’s workforce. We see the main routes of influence available to us as being the following:

- **Funding:** For example, in early years, the Graduate Leader Fund is being used to stimulate the supply of and demand for graduate leaders, an investment based on the evidence we have of their positive impact on the quality of provision and in turn outcomes for children.
- **Regulation:** Legislating for the workforce to have certain characteristics. For example, it is a requirement that teachers in maintained schools must generally have Qualified Teacher Status, but the law also allows other categories of people to teach in certain circumstances. Regulation can help to ensure that the workforce meets certain minimum quality requirements, typically measured by qualification levels.
- **Inspection:** An effective inspection regime, underpinning regulation, is crucial not only in ensuring that minimum quality standards are being met but in encouraging practitioners and employers to evaluate and continuously improve their practice.
- **Participation and empowerment:** Enabling children, young people and families to make more informed decisions about the service they receive. This can be a significant lever where users have a genuine choice of service provider eg in childcare and early years and increasingly in other parts of the system. All other things being equal, well informed users will be inclined to choose the best quality provision and this should encourage employers to up-skill their workforce accordingly.
- **Framework for CPD and qualifications:** Having a qualifications framework that acts as an incentive for the workforce to improve its quality by rewarding those gaining higher qualifications and allowing greater access to opportunities throughout children’s services. Fit-for-purpose, respected qualifications also provide assurance that the workforce possessing them is genuinely qualified to perform effectively and meet the needs of children, young people and families. A structured programme of CPD that links qualifications and provides opportunities for on-going training and development can be a key contributor to quality improvement.

- **Quality assurance:** Self evaluation and reflective practice are vital if practitioners are to learn fully from what they do and develop their skills, knowledge and experience to improve provision.
- **Local delivery arrangements:** The role of Children's Trusts and their partners, including local authorities, Primary Care Trusts and schools, in leading work locally is a critical one in delivering measurable improvements for all children and young people. Their Children and Young People's Plans should be underpinned by local workforce strategies which cover all Children's Trusts partners.

3.6 We need to consider how these and other means of influencing the workforce can best be drawn on in developing our strategy for the next 10 years. In this chapter, we focus on some key areas where it will be particularly important to influence the workforce.

Developing a Common Core of Skills and Knowledge

3.7 When we consulted on Every Child Matters in 2003, one of the strongest messages was that people who worked with children needed a common set of skills and understanding relating to cross cutting issues such as information sharing, safeguarding and child development. The Common Core of Skills and Knowledge for the Children's Workforce (usually known as the Common Core) was published in 2005, after extensive consultation, and outlines the basic skills and knowledge needed by people whose work brings them into regular contact with children, young people and families. The Common Core is used extensively across the sectors that make up the children's workforce, to inform and support workforce development and training. It is central to the design and development of qualifications for the sector and the development of the Integrated Qualification Framework (IQF), due to be completed in 2010.

3.8 The Common Core sets out skills and knowledge under six main headings:

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

3.9 The Common Core is being widely used by local authorities and other organisations to help develop their workforce strategies. Examples include:

- A Strategic Workforce Group in North Yorkshire, with members including the County and district councils, health, Connexions and the private and voluntary sectors has been working to fund joint training specific to the Common Core.
- In partnership with Middlesex University, Barnet Council has developed accredited Common Core training modules. This has strengthened existing partnership arrangements and

continued private, voluntary and independent sector participation in workforce development initiatives.

- In Gloucestershire the Early Years and Childcare Section of the Department for Children and Young People produces a training booklet aimed at early years carers, play workers, school staff and parents. The courses that run either offer a qualification or link to the Common Core.
- TDA has embedded the Common Core in its revised professional standards for teachers and higher level teaching assistants and in the new occupational standards for supporting teaching and learning.
- NSPCC has developed training in child protection for sports workers, based on the Common Core.
- Skills for Health has mapped the Common Core to the health sector's knowledge and skills requirements.

3.10 However, the Common Core is not yet visible in practice throughout the workforce, particularly by practitioners and those outside the core children's workforce. Consultation during the summer of 2007 also confirmed that there is a growing demand for additional guidance on how the elements that make up the Common Core might be applied and an expectation that this should be provided centrally.

3.11 The publication of the Children's Plan, the development of a workforce action plan and the establishment of the Expert Group, provides an opportunity to review and enhance the Common Core. We would like to consider whether the approach, presentation, reach across the workforce and content of the Common Core remains a sufficient and appropriate basis for ensuring that the workforce, over the next ten years, will have the common skills, knowledge and behaviours that it needs to meet the needs of all children and young people.

Professional identity

3.12 Strong professional identities exist in many parts of the children's workforce. Teachers, social workers and health professionals, for example, are well established professions, with registration and regulation requirements to meet. The perception that strong professional identities such as these equate to high quality provision is a recognised one and explains the drive to professionalise sectors within the children's workforce. For example, work is currently under way to create similar professional identities in early years and youth work.

3.13 As we look to improve services for children and their families through the development of more integrated and holistic services, we think it is important to recognise people's need for professional identity whilst encouraging them to practice in other settings and train with people from other disciplines. We would though like to have a better understanding of the extent to which children's interests are best met by the professionals serving them identifying first and foremost with their profession, their sector or children's services more generally.

- 3.14** With increasingly integrated working across children's services, it is reasonable to think that professionals might become less defined by their professions' boundaries. We recognise the need to consider further this notion of professional identity and its impact on outcomes. It will help to inform how we want the workforce to be seen – particularly by itself, by children and by those we wish to attract into the workforce.
- 3.15** The Children's Workforce Network will review the role of regulation and registration within the children's workforce. This will involve:
- scoping existing regulation and registration within the children and young people's workforce;
 - giving particular attention to strengthening the relationships and linkages between different regulation systems and regulators within the workforce;
 - considering the wishes of those within the workforce who wish to be registered but are not currently;
 - consulting a wide range of stakeholders on future needs and directions in regulation and registration;
 - providing options and recommendations for consideration by the CWN Board and by Government.

Pedagogy

- 3.16** We would welcome the Expert Group's advice on the value of introducing new professional disciplines into the children's workforce. For example, some countries have a long history of using social pedagogues to work with a broad range of children across age groups. We would like to consider the value they might add in this country and how we might introduce them drawing upon international evidence as appropriate. Given how many different definitions of 'social pedagogues' there are, we would welcome any advice the Expert Group is able to offer on this.
- 3.17** We are currently piloting a project to explore the value of a social pedagogic approach in residential children's homes. We will be looking closely at the findings from this pilot but realise that this approach is specific to one sector and might not offer a way forward for the children's workforce more generally.

Working with disabled children and young people

- 3.18** *Aiming High for Disabled Children* sets out the Government's transformation programme for disabled children, young people and their families. It aims to improve their life chances through a range of measures including investment in direct service provision – such as short breaks – and wider measures to improve quality – such as the "core offer" and the new disability indicator. Everyone in the children's workforce is increasingly likely at some point to work with

children and young people with disabilities and needs a level of awareness of disability issues in order to work with disabled children and integrate them within mainstream settings.

- 3.19** CWDC will be researching the skills and behaviours required by the children's services workforce to improve and transform support for families with disabled children. Specifically, this will need to include consideration of the workforce implications of delivering the expansion of short breaks, improving services as disabled young people experience transition to adulthood and delivering *Aiming High* as a complete programme in line with the emerging "core offer" standards.

Reaching and engaging those most in need

- 3.20** *Ending child poverty: everybody's business*, published in March 2008, set out the need for sustained national, regional and local effort to tackle child poverty, including across all agencies, service providers and professionals. It is important that practitioners fully understand the dynamics of poverty; how it is not simply an issue of lack of money but impacts on children's experiences and opportunities in childhood, as well as their life chances in adulthood. Growing up in poverty can damage cognitive, social and emotional development, which are all determinants of future outcomes.
- 3.21** One of the recommendations of a recent report¹ about Sure Start Children's Centres is that training is developed to equip the workforce with the necessary skills and knowledge to engage the most disadvantaged and socially excluded families. Following discussion at the Children's Workforce Network, CWDC will lead a project with the involvement of other Sector Skills Councils to consider how best to respond to this recommendation.
- 3.22** We are undertaking work to deliver on our commitment in the *Children's Plan* to work with Sure Start Children's Centres, schools and local authorities and invest further in the development of outreach services. As part of that work we will establish core principles, and standards for a comprehensive outreach service that meets the diverse needs of different families and communities. Appropriate training materials and courses will be provided alongside additional funding for around 5,000 practitioners without other sources of funding to take up these new opportunities, ensuring the workforce has the skills and knowledge needed to work effectively with the most disadvantaged children and their families.
- 3.23** Working closely with colleagues in other sectors, the health workforce has a major role to play in reducing social exclusion and helping children to reach their physical, social and educational potential. For example, school nursing services deliver access and choice to health promotion, prevention, protection and care.
- 3.24** It will be important to consider how the work of practitioners across the children's workforce can benefit children from poor backgrounds and close the gap in outcomes between children

¹ *Children's Centres: ensuring that families most in need benefit* Capacity and Esmée Fairburn Foundation

from low income families and the rest. We are considering how we can best support all practitioners to engage with and contribute to tackling poverty, inequality and disadvantage.

Safeguarding

- 3.25** The *Staying Safe Action Plan*, published in March 2008 sets out cross-Government work to be taken forward over the next three years to improve children and young people's safety. One of the key messages from the consultation is that keeping children and young people safe is everyone's responsibility, including all those who work with children, as well as parents, children and young people, and the general public.
- 3.26** Safeguarding is one of the six areas of expertise within the Common Core of Skills and Knowledge. A good deal of work has already been undertaken locally to reflect these aspects of safeguarding in embedding the common core into training and development activity. The *Staying Safe Action Plan* and consultation highlighted the need to extend knowledge about wider safeguarding issues within the children's workforce and the Action Plan sets out work to continue to make progress on safer employment practices for those who work with children. This includes a commitment to work with CWDC on new guidance and training on safer recruitment for all of the children's workforce, including the duties and responsibilities on employers under the new Independent Safeguarding Authority scheme, which will reform current vetting and barring practices.

Working with parents and families

- 3.27** The capacity of the children's workforce to work in partnership with parents is essential to realising the *Children's Plan* statement that parents bring up children, not governments. We aim to provide those working with parents and families with the skills, training, support and supervision necessary to reach and work effectively with all types of families and all family members, holistically, whatever their needs and circumstances. This includes:
- Reviewing occupational standards and training with National Academy of Parenting Practitioners (NAPP) and appropriate sector bodies to ensure that the children's workforce is able to engage effectively with all types of parents, with a particular focus on fathers.
 - TDA, NCSL, NAPP and CWDC mapping the range and responsibilities of apparently similar specialist roles in the children's workforce, including areas such as parenting and family support, and considering what qualifications are available across various groups, how these roles are working in practice and what issues are arising. This will be undertaken with a view to a major re-modelling of these roles to introduce a new group of children's pastoral leads who would work with every child needing targeted support additional to the universal offer.
 - Encouraging local authorities to train their early years workforce to engage better with parents in supporting children's early learning; and ensuring that all those working with families strengthen their skills in engaging parents in their children's learning – in particular

building on the learning from the Early Learning Partnerships, Parent Support Advisers and Transition Information Session pilots.

Leadership and management

- 3.28** The need to have high quality leaders and managers is essential if integrated working is to be successful. We want managers at all levels to perform to their best, from senior strategic leaders to front-line supervisors. Leaders and managers have an important role to play in delivering the increased collaboration between groups of schools, children's centres and other agencies that is necessary to provide inclusive and sustainable extended services. We will therefore work to support the clusters and federations of schools that are a key model for the delivery of these services.
- 3.29** Leadership and management covers a very wide area and there is a great range of qualifications, development opportunities and research studies in place or underway. Alongside this document we are publishing a professional development framework for those leading and managing children's services. Leading and Managing Children's Services in England describes the knowledge, skills and behaviour relevant to all leaders and managers of children's services and will support the development of effective and innovative leaders across the workforce. Relevant qualifications include the National Professional Qualification for Headship (NPQH), the National Professional Qualification in Integrated Centre Leadership (NPQICL) and there is also a wide range of ways of establishing graduate leaders in the workforce. We want to work with our partners on the Children's Workforce Network to take stock of the current offerings and consider how they contribute to better integrated working. We have asked CWDC to advise us on the development and content of a strategy for leadership and management for all Children's Trust partners.
- 3.30** At the most senior level, we will publish later in the year the findings and recommendations of a research study that has looked at the training and development requirements of senior local leaders and managers of children's services. It is important to ensure that those who currently occupy senior positions, and those who aspire to senior positions, have opportunities to develop the knowledge, skills and behaviours needed to perform the roles effectively. As a first step, we are publishing alongside this document a national professional development framework which sets out the knowledge, skills and behaviours required of strategic leaders of children's services.
- 3.31** We are often told how important it is to engage middle managers effectively when introducing change. Building on the findings of research into the training and development needs of middle managers, we have asked CWDC to advise us on how best to develop this important group of managers, including the feasibility and design features of a developmental programme for middle managers in Children's Trust arrangements.
- 3.32** For those working directly with children, young people and families, we will ask CWDC to review emerging models of supervision in integrated children's services and provide

information for the workforce on the journey towards implementing effective supervision in integrated settings.

- 3.33** We also wish to consider the extent to which new entrant graduates should be used as catalysts of change in leading and shaping integrated services, given the need to quicken the pace of development here.
- 3.34** It is also important that people responsible for commissioning services have the skills and knowledge to do so robustly. Better commissioning skills for leaders and managers are a vital ingredient in shaping local services. In autumn 2008, we will launch a three year programme to embed effective commissioning by strengthening local authorities' commissioning capability with better skills and knowledge through peer-to-peer support and training. This will complement the work being done in other areas, e.g. world class commissioning for Health and Wellbeing.
- 3.35** Another step towards the development of a skilled commissioning workforce in local authorities will be new National Occupational Standards (NOS)² for commissioning services for children, young people and families, developed by Skills for Care & Development, which includes CWDC as one of its partners. The NOS are expected to become available for the development of training programmes in autumn 2008. Qualifications based on the NOS will be developed subsequently.

Graduate leadership of practice

- 3.36** We set out in the *Children's Plan* a clear vision for a children's workforce that is graduate-led. The measures outlined in Chapter 2 will take us forward in realising this ambition in sectors including early years and play and we expect that this will be a considerable programme of work over the next few years. The review of the National Health Service, *Our NHS, Our Future* is also looking at the education and training needs of staff in health occupations.
- 3.37** We would like to consider the case for further development of graduate leadership in other parts of the workforce. Evidence from schools and early years indicates that (graduate) teachers have a positive impact on outcomes. We want to develop an understanding of the contribution graduates can make in other parts of the workforce and to understand whether any graduate has a positive impact on outcomes or whether this depends on their training and experience. Being better able to answer this should help to inform the training, development and deployment of graduates in those sectors of the children's workforce where few are currently employed.
- 3.38** As graduate opportunities are developed across the workforce, we also need to understand the overlap between graduate roles in different sectors and what this means for their training, development and deployment. For example, we would like to consider whether there is a need to bring Early Years Professional, Qualified Teacher and Qualified Teacher Learning and

2 National Occupational Standards for Commissioning, Procurement and Contracting for the Social Care, Children and Young People's Workforces

Skills statuses closer together. As graduate roles in youth and play work are embedded, it will be helpful also to understand how much the graduate roles have in common. Where there is significant overlap between roles, there may be arguments for creating a generic status or qualification. But equally where there are no such overlaps or where there are particular requirements in specific sectors this may be a step too far.

Raising skills throughout the workforce

- 3.39** In the *Children's Plan* we set out our vision that alongside the drive for universal graduate leadership of practice, level 3 should become the minimum qualification level for non-graduates in the workforce. There is less unanimity of view about how best, and how quickly, to achieve this than there is for the vision of graduate leadership. There are also questions about whether this is the right standard for all parts of the workforce – for example in health or the Third Sector.
- 3.40** Sector Qualification Strategies (SQS), and their equivalent for non-Sector Skills Councils, are the vehicle for individual sectors to set out their priorities and to identify the areas where Level 3 is appropriate for roles in their individual sectors. SQSs also provide the means through which programmes might attract LSC funding.
- 3.41** The above activity is sector-based but the need for sector-specific qualifications can be a barrier to mobility between sectors. More generic qualifications could improve the position without compromising the quality of provision. For example, as part of the work to develop the Integrated Qualifications Framework, CWN has developed a set of generic units, at Level 3, based on the Common Core of Skills and Knowledge.
- 3.42** We would be interested in the Expert Group's view on whether the aim of quality improvement across the children's workforce is best served by a focus on Level 3 qualifications.

Continuous professional development

- 3.43** Level 3 and graduate qualifications are only elements of an overall approach to continuous professional development. Up to now, different sectors have taken different approaches to developing their workforce. The TDA has a very structured approach to CPD for the schools workforce, involving accreditation, appraisal and standards for the whole workforce. A similarly structured approach is being piloted for children's social workers. However, CPD in many other sectors is more ad hoc, non-accredited and reactive to local circumstances.
- 3.44** How best to take forward CPD for the children's workforce is an important issue. What evidence is there about the impact of CPD on child outcomes in different sectors? Are any particular approaches, such as accreditation, replicable across the wider children's workforce and what would be the advantages of doing so? It could be that, as with the discussions above about graduate leadership and Level 3 qualifications, there is scope for some cross-sector CPD addressing generic development requirements such as induction with more specialist, higher level, activity being handled sector-by-sector.

Workforce capacity

- 3.45** Securing and sustaining high quality services for children, young people and families not only depends on the quality of the workforce delivering those services but also on its capacity. However well qualified, there must be sufficient numbers if services are to be maintained and improved. Local decisions on workforce deployment, informed by local workforce strategies, will be hampered by sector shortages with possible impacts on services for children more generally. We know that this has been the case in some children's services such as social work and early years. Up to now, addressing capacity issues has been tackled largely on a sector-by-sector basis, but we are considering the case for a more joined up approach to recruitment and retention across the children's workforce. It is also important to recognise that capacity will be improved by services working better together, reducing the duplication of effort, for example in gathering information.
- 3.46** We are also interested in how best to encourage the continuing involvement of volunteers within the children's workforce whilst emphasising its increasingly professional nature. This might build on initiatives such as the school based Student Associate Scheme, administered by the TDA, which encourages undergraduates to consider the teaching profession as a future career by giving them a taste of classroom life and to use the undergraduates as role models for school pupils.

Workforce diversity

- 3.47** Research suggests that parents' confidence in services is higher where the composition of the workforce reflects that of the local community. However we have little understanding of the links between workforce diversity and outcomes.
- 3.48** One of the barriers to a better understanding of the relationship between workforce diversity and outcomes is the range of definitions and methods used to measure diversity. CWDC is developing an overarching "State of the children's workforce" report that will include information on diversity. This will help us understand better the links between diversity and outcomes. CWDC is also working with its partners to promote diversity by making resources, guidance and tools available, and has now established diversity as one of its quality criteria for its work.
- 3.49** We are keen to hear views on how best to create a children's workforce that is not only world class but reflects the communities it serves. This is why, for example, we have asked the TDA to make particular efforts to recruit more men into primary teaching and more teachers from ethnic minorities and with disabilities. This is by no means a criticism of the current workforce; it is simply that we want to facilitate diversity wherever we can, and to have a teaching population that is representative of the pupil population. It might be that the moral case for securing such diversity is overwhelming, even though evidence of its impact on the quality of outcomes for children and young people is not compelling. Alternatively, it could be argued

that priority should only be given to those measures which demonstrably have an impact on quality of service.

Status

- 3.50** How those working with children, young people and families perceive themselves and how they are perceived by society generally are important factors in efforts to improve the quality of what they do. Perceptions, or status, of the workforce are the result of many things – the cultural importance attached to working with children; the gender balance of the workforce; the nature of the work; the extent to which the workforce is qualified and professionalised; pay rates and career opportunities; recruitment and retention rates. Whilst some roles within the children’s workforce such as teaching may enjoy relatively high status, others such as childcare, social work and residential care are held in relatively low esteem. This will work against efforts to recruit and retain good quality people. If we are to raise the quality of the children’s workforce generally and those working in particular sectors specifically, we need to address the question of low status where it is perceived and the many factors that determine it.
- 3.51** The extent to which Government alone can influence the status of a particular sector will vary depending on its role in that sector. Clearly, where it is an employer of all, or a significant part, of the workforce as with schools it will have a more influential role than in sectors such as early years and play where there is a diverse market of private, voluntary and independent employers. That said, we want those working with children, young people and families to enjoy a higher status in society. We see the Children’s Plan and this document playing a part in achieving this, but recognise that more needs to be done over the coming months and years as we strive to meet our Children’s Plan goals for 2020.

The Expert Group

- 3.52** In this chapter we have highlighted a number of key areas where we would seek to influence workforce development and which help to define the characteristics of the workforce as well as impacting on how it is perceived. In doing so we have raised a number of questions. We will look to the Expert Group to consider these in their work to identify and maximise the opportunities to develop workforce characteristics which have the most positive effect on outcomes for children and young people and deliver quality improvements for the workforce itself.

Chapter Four: A workforce that works together

This chapter sets out what we mean by integrated working, including the new expectation that Children's Trusts will, by 2010, have in place high quality arrangements for early intervention for children and young people with additional needs. The chapter looks at the progress that has already been made in implementing integrated working practices and assesses the main challenges ahead. It asks the Expert Group to consider:

- *How we develop and build consensus around a vision for integrated working and ensure accountability for delivery of that vision*
- *How we support Children's Trusts to meet the 2010 expectation*
- *How we achieve culture change across all children's services, including in schools and health*

4.1 The Children's Plan sets out a powerful vision of children's services, with schools and early years settings at their heart, working together and in effective partnership with children, their parents and young people, to give every child and young person the support they need, when they need it, to fulfil their potential across the five ECM outcomes. Integrated working lies at the heart of this, providing the glue that binds together services and practitioners across agencies and professional groups, from leaders and managers, through middle managers, line managers and supervisors to practitioners, with families themselves.

4.2 Integrated working is needed:

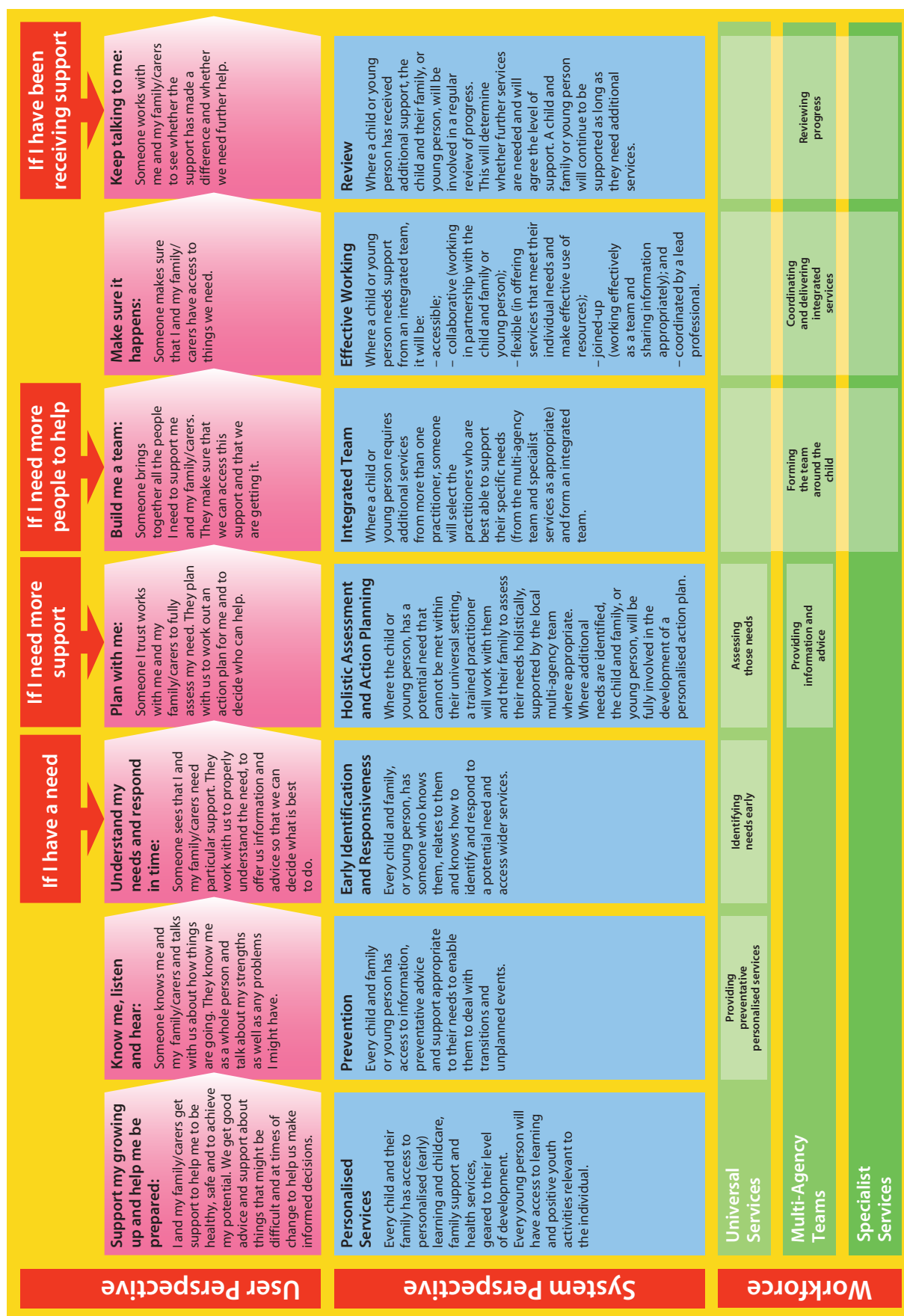
- to provide more comprehensive approaches to prevention and early intervention in universal settings;
- to provide services that are personalised around the needs of individual children and their parents;
- to make sure that everyone supporting individual children, together with their parents, share high expectations of them to succeed;
- to provide better co-ordination and a single point of contact for families;
- to reduce the likelihood that children or young people who are at risk of harm, or are putting others at risk, go unnoticed by the system; and

- to start to move towards a system where it is service users, not just the services themselves, who drive design and delivery and where it is children, families and young people themselves who are empowered to take responsibility for their own outcomes.

Our vision for integrated working

- 4.3** We want to reach consensus about a broad vision for integrated working that has widespread acceptance and support across the whole children's workforce. Based on this consensus, we need to be able set out a clear picture of what it is that we mean by integrated working and what that means for the different sectors and workforce groups – with clarity about who is responsible and accountable for what and what that means in practice. Only by being clear about accountabilities, and bringing everybody on board behind a single vision for integrated working, will we be able to achieve the momentum needed to effect the step change we now need if we are to realise the vision in the Children's Plan.
- 4.4** We would like the expert group to help us develop, and build consensus around, the new vision. This vision needs to be shared by professionals in health, education, social care, the voluntary sector, youth services and all the other sectors providing support to families. We want it to apply to every child, whatever their local area, age, level of need and family background. We want it to provide a broad national framework that local areas can use as a basis for taking forward joint visioning at local level. And we want it to build on what has already been achieved, drawing on the many examples of good local practice across a wide range of sectors.
- 4.5** We have developed a draft vision (Figure 3) for the expert group to consider as a possible starting point. It has been designed to show what successful integrated working will deliver for each child and has informed by the "10 golden threads" emerging from the LGA's Narrowing the gap project:
- you can do it! (expect the best)
 - together with parents ("you know your child, we know about children's services, we can better help him/her if we work together")
 - through the eyes of the child
 - holding onto the baton – ensuring stability and continuity
 - learning to learn (children succeed best when they feel physically and emotionally secure)
 - "cornflakes to canoeing" (extended school activities should be planned and provided in all areas)
 - unite to succeed (sanity not vanity – multi-agency working)
 - shape up and keep fit (re-shaping the workforce so that everyone has a set of core skills and specialists focus on specialist tasks)
 - prove it – making change happen (magnified focus on outcomes and narrowing the gap)
 - from good to great (passion with purpose – transformational leadership)

Fig 3: Vision for integrated working



4.6 Figure 3 shows, from the child's perspective, the service we would like to see in place. It is intended to apply for every child and young person, whatever their level of need, and show what we would like to see in place in a system focused on prevention, early intervention, personalisation and effective working with children and their parents, and with young people. It is intended to show:

- What we would like to see in place for every child (the blue/middle line): joined up personalised, preventative universal provision, with early identification and effective joined-up intervention, based on holistic assessment (through the Common Assessment Framework or through more specialist assessments when these are needed), for those children who need additional support (including from specialist services).
- How this would look from the child or young person's perspective (the pink/top line), where there is effective partnership working with the child and their family or young person.
- How the workforce would work together across services and settings to provide this (the green/bottom line).

Jesse Boot Primary School in Nottingham has developed extensive extended school facilities to provide support and activities for the local community. The school has taken the lead in developing partnerships that offer personalised, integrated services focussed on removing barriers to learning, developing prosperity, health and wellbeing for local families.

Jesse Boot offers a purpose-built lifelong learning centre and health suite, as well as a purpose-built performing arts centre and extensive outdoor provision. A community and arts development co-ordinator has been in post for three years to help develop extended schools services. Before and after school child care, after schools clubs, family learning and a range of vocational and non-vocational courses are available at the school.

A multi-agency locality team (MALT) meets at the school termly to discuss pupil needs and progress and support the school with strategies. Those at the meeting agree who is the most appropriate to be the lead professional on a case by case basis for each child or family needing multi-agency support. In addition the school has replaced the SENCO role with a full-time new appointment, the Lead Professional for Integrated Services (LPIS). The LPIS provides the link between teaching staff, families and the available services so that the school can receive on-going feedback about the impact of support being given to pupils. When a need is identified for a child to access multi-agency support, the school meets the child's parents to complete a Common Assessment and then the LPIS liaises with external agencies to set up a programme of intervention and support.

"A belief in inclusion is at the heart of what Jesse Boot Primary School offers. We believe that this is about social justice. The school is developing personalised, integrated services that put the child and family at the centre of what we offer."

"There is a realisation that working with other agencies is the way forward because our members of staff can't deliver it all – particularly when we are aiming to reduce social and emotional barriers to learning." Lynda Valentine – Head Teacher at Jesse Boot Primary School.

4.7 Implicit in this vision is a view about who is responsible for what. For settings and services, it implies that:

- universal settings, most often schools and early years settings, are responsible for knowing the children they work with, monitoring their progress, identifying when they may need additional support and, where possible, providing it;
- universal settings, with the support of the Children's Trust, are responsible for assessing needs requiring wider services from the Children's Trust (usually through the Common Assessment Framework) and engaging with the Children's Trust to have those services provided;
- universal settings and Children's Trusts together are responsible for the provision of joined-up services, including by agreeing together who should be the lead professional to co-ordinate activity and be the main contact for families; and
- individual services are responsible for providing timely high quality services in their service area.

4.8 For practitioners, the vision implies that:

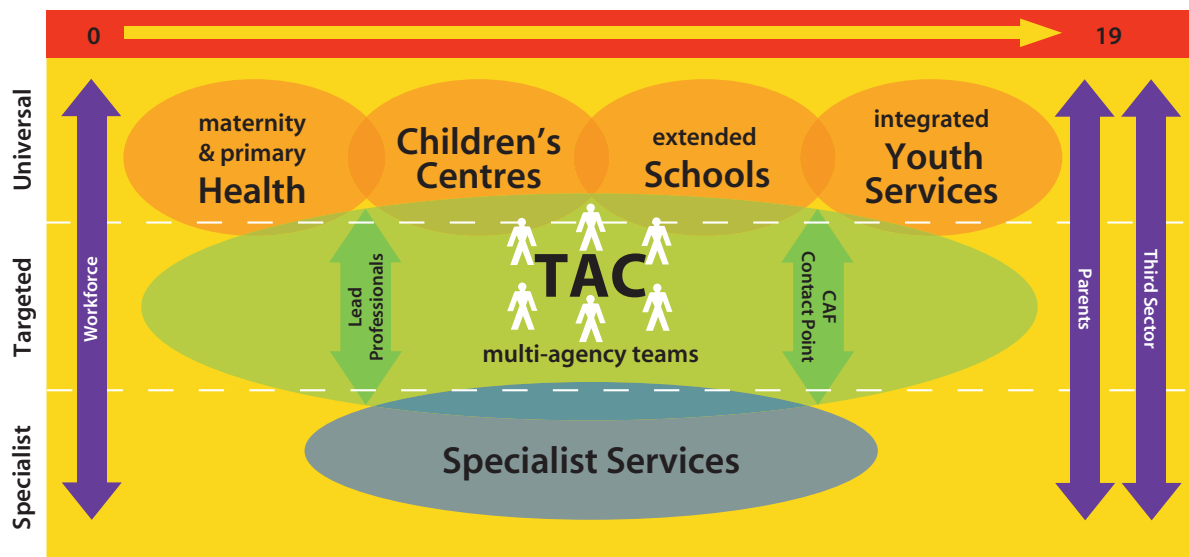
- All practitioners in the workforce in all settings, individually and collectively, are responsible for "knowing" the children and young people that they work with, monitoring their progress and doing something to help if they think there may be a problem. In most cases this will be in schools (in which case the Personal Tutor may take this role, supported as appropriate by Learning Mentors, Special Educational Needs Co-ordinators (SENCOs), Parent Support Advisers and others in schools) and early years settings, because these are the services most families use.
- Some practitioners in universal settings (in schools this would normally be Learning Mentors, SENCOs or other staff with a pastoral role) are responsible for providing further support that may be needed and, where necessary, completing common assessments and engaging with staff across the Children's Trust.
- Practitioners providing targeted and specialist support are responsible for providing timely high quality support in their professional area, working effectively with each other and with practitioners in universal settings, including agreeing with them who should be the lead professional.
- Lead professionals are responsible for co-ordinating provision (but not for the availability or quality of services) and acting as the main contact for families.

4.9 We want to consider how to set a national framework to support delivery of this vision so that it is available to all children, whatever their needs and wherever they are in the country. This includes considering its implications for roles and responsibilities within the workforce and for accountabilities within the system.

4.10 Figure 4 shows the key components of integrated working as they are emerging through Children's Trusts. It is not intended to imply a single delivery model, but rather to show schematically what a system of integrated services look like in practice. It shows:

- the network of integrated, universal settings, including extended schools, Children's Centres as a hub for early years settings and youth and health settings;
- multi-agency teams providing targeted early intervention, integrated with and easily accessible from universal settings;
- wider, specialist services for children with more acute/complex needs, accessible from multi-agency teams and universal settings;
- clear processes and pathways connecting up these services, using integrated working tools including CAF and lead professionals to support multi-agency working; and
- supported by a high quality workforce that works in an integrated way to support outcomes.

Fig 4: Children's Trusts – a continuum of support and opportunity



TAC: Team Around Child

4.11 Local areas are putting in place different structural models to integrate universal and specialist services and many are using a combination of approaches. For example, some Children's Trusts have developed permanently co-located multi-agency teams, placed in and around schools (serving a cluster of nearby schools), children's centres and other community settings. In these examples, the team has a permanent team manager, practitioners are employed by or seconded to the team, requests for services/resource allocation decisions are made by the team itself and the team uses common processes and ways of working with time spent at the outset developing and agreeing them. In addition to permanent team members (or the "core" team), there are usually a number of "virtual" teams who contribute on a part-time or "as required" basis (Case study 1).

- 4.12** In other examples, there is more use of “virtual” multi-agency teams. These are teams of named practitioners with different professional backgrounds who regularly work together in a multi-agency team while remaining employed by their “home” service. Sometimes they participate part time in a multi-agency locality team and work within their own service for the rest of the time. The team will often adopt common processes for their services and allocation of cases and resources will normally be managed by the team but may be done through a multi-agency panel of managers (Case study 2).
- 4.13** In some areas, multi-agency working is achieved through the embedded use of common processes across all partners, rather than relying on fixed multi-agency arrangements. In these examples, practitioners from different professional services come together to deliver integrated services around the needs of an individual case, forming a Team Around the Child (TAC), rather than being part of permanent structures. The make-up of the group of practitioners is not specified in advance and different practitioners can be involved at different times with different children. In these examples any practitioner can initiate and participate in a multi-agency meeting. Meetings are initiated either by the practitioner who identifies the need for support or by a regular multi-agency panel which reviews requests for services. (Case study 3)

Case study 1:

Shropshire has set up five multi-agency teams across the county. Each team is currently located in a school or locality base and serves all the schools and agencies in the area. In each area, there is a core team of co-located practitioners including a multi-agency team manager, an Information Sharing and Assessment co-ordinator, social workers, a Barnardo’s family support worker, Youth Inclusion Support Panel member, senior primary mental health worker, education welfare officer, Children’s Information Assistant and a substance misuse practitioner, who are supported by a virtual team including educational psychologists, school nurses, health visitors, other head teachers, children’s centre services, teenage pregnancy workers, police, Connexions and Further Education Colleges.

When a practitioner in a universal service identifies a child has additional needs, they assess the needs using the Common Assessment Framework. Then, the coordinator arranges a Team Around the Child (TAC) meeting involving the key practitioners who will need to provide the multi-agency response. One member of the team takes the role of lead professional. The process is supported by a local child index which records who has already had an assessment or previous support from the team and an on-line directory of services.

Case study 2:

West Sussex is bringing together all services through the cross-professional harmonisation of structures, cultures and business processes.

There are 8 Integrated Service Delivery Areas (ISDA) and within these sit ‘virtual’ multi-agency teams made up of named individuals from education welfare, educational psychology, social care, inclusion support and family support.

Related services in Children’s Trust partner agencies work in an aligned way with these integrated teams e.g. Primary Mental Health Workers and community health practitioners. The PCT is fully committed to the alignment and is joint funding one of the Integrated Service Delivery Manager posts.

Case study 3:

Stockport has achieved a very successful roll-out of common processes (including the Common Assessment Framework and team around child meetings) across all of their services, with particular success in engaging schools. This roll-out does not involve forming permanent multi-agency teams. The main characteristics of the roll-out are:

- the lead is from the safeguarding section but arrangements apply to work with children at Tier 2 as well as Tier 3
- a dedicated project manager is the driving force behind all the activity
- the arrangements are supported by a very strong multi-agency steering group that acts as sponsors and change champions across all services
- persistence and consistency are important with the same messages being repeated over and over
- working groups and pilots were used to test and refine the processes and secure buy-in
- existing good practice models and processes were used
- there was a planned data collection and evaluation up-front and the results were acted upon to improve the processes
- there was active engagement with schools to develop close working relationships, including a system of named contacts in schools and a named contact in the central support team
- training sessions and support, including twilight training sessions for schools, were provided by the central team
- there was a focus on initial nurturing and support, for example, by providing assistance with the first team around the child meeting
- the central team provides an advice service so that practitioners can discuss their concerns about a child and receive advice about what to do next
- the central team monitors adherence to processes and follows up on any gaps, e.g. review meetings not held. Any repeated failures are reported to managers and to the local safeguarding board
- evaluation is an on-going process

- 4.14** The expert group might wish to consider these examples and, in particular, whether and how far we might promote aspects of them as part of a national framework. For example, the evidence so far suggests that co-located models offer particular advantages to integrated working and accessibility for families (although they may not work everywhere and other models can also work well). It may useful to consider how the national framework can best reflect emerging evidence and good practice in this and other areas covered by the examples.

Building on local achievements

- 4.15** Local areas have already made considerable progress in putting in place the key structures needed to support integrated working. One in three schools is now an extended school and 2,500 Children's Centres are now in place (against the target of 3,500 by 2010). Many local areas have put in place, or are putting in place, multi-agency arrangements for targeted

support. Almost all local areas are using the Common Assessment Framework (CAF) and lead professionals to co-ordinate provision. There are some excellent examples of good practice on which we can draw and we need to build on what local areas have already achieved.

- 4.16** Children's Trusts have also been working towards the 2008 Targeted Youth Support (TYS) expectation that *"By the end of 2008 we want every area to have arrangements in place across all their services, including schools, children's services and health and youth justice services, for early identification of vulnerable young people, prevention of problems before they escalate, and joined-up support coordinated by a lead professional when problems do emerge."* (Children's plan, paragraph 6.40). Self-assessment data provided by local authorities in January 2008 suggests that around 75% of areas are making reasonable progress in reforming their youth support services, but that there remains a significant minority who still have substantial progress to make.
- 4.17** Some local authorities are using the support provided under YYS to galvanise broader implementation of integrated working across the full age range. Information from GOs and other sources suggests that progress is very variable across areas, with some very good examples but others a long way from having integrated structures and processes in place.
- 4.18** Despite good progress, there is consensus that there is still a long way to go to embed the sort of culture required for mature, sustainable integrated working across services, even in those areas that are furthest ahead. For this to happen, the principles of integrated working must be seen throughout leadership, management and the workforce: in service design, setting targets, assessing service needs, organisation, governance and delivery. Children's Trust boards need to ensure that the voice of front line providers, including schools, is clearly heard and directly influences these arrangements. At the strategic level schools themselves need to have real involvement in the process of agreeing priorities and commissioning services, as well as agreeing the detail of integrated working arrangements in practice. Services and practitioners need to work in a new way, and in true partnership, with children and their parents and with young people, understanding that it is they who have the biggest impact on outcomes and therefore need to be wholly engaged, take responsibility for their own outcomes, and drive service delivery. Practitioners need to take appropriate responsibility for the full set of ECM outcomes, recognising that problems in one area will impact on the others, and be prepared to offer flexible responses, rather than just referring to someone else. They need to focus on what is needed to improve outcomes rather than just offering what services might traditionally provide. Practitioners need to be willing to work as part of a multi-agency team, trusting and working with other professionals and, supported by more integrated information sharing systems (eCAF and ContactPoint), sharing information where appropriate.

Key challenges

4.19 Evidence from GOs, CWDC research, TDA and other stakeholders suggest that the main challenges are:

- improving local co-ordination and synchronisation: integrated working arrangements need to be implemented as part of a wider change process that includes plans for extended schools, children's centres, building multi-agency teams, CAF/lead professional, TYS, Connexions transitions. Building full stakeholder engagement is essential. In many cases these activities are operating separately; this is not helped by fragmented DCSF support through a variety of field forces in these areas;
- building local capacity: Children's Trusts need to reconfigure their existing services and commission new ones to provide practitioners to support the needs identified in universal settings; there is a perception, particularly in universal services, that these services, for example, for social care, are not available with swift and easy access;
- cultural issues: for example studies report anxieties about changing roles and working across professions, reluctance to work outside traditional service areas or share information and the challenges of bringing together different professional cultures in relation to ways of working, roles, responsibilities and accountabilities, in an environment where there are conflicting objectives, targets and standards; and
- building the required skills: for example, raising overall awareness; and developing practitioners skills in identifying needs; using the processes and tools to support integrated working (such as common assessment, the lead professional role and the IT systems) and knowing when to share information; and in communications in the absence of a "common language".

Implementing the vision

4.20 Children's Trusts are starting from very different positions in implementing integrated working. Many have already introduced new structures and processes, and they will need to focus on maturing their models, embedding arrangements across all sectors, including early years, health, schools, colleges, work-based learning routes, youth and community settings, and fostering the culture of integrated working and practice change needed for sustainability. Local areas that have yet to make real headway will need to work on bringing on board partners to develop and agree a local programme for change. All areas will need to build on what they have already achieved, eg, through targeted youth support, maturing their models, extending across the full age range and completing "join-up" with universal services as roll-out of the network of extended schools and children's centres completes by 2010.

4.21 Making progress in this area has been given an extra impetus by the Children's Plan which said that: *"We will expect Children's Trusts to have in place by 2010 consistent high quality arrangements to provide identification and early intervention for all children and young people who need additional help."* (Children's Plan, paragraph 7.21)

The role of schools

- 4.22** Schools will play a key part in implementing the vision for integrated working. School leaders will need to work with Children's trusts to agree new arrangements and drive local culture change within the school ethos. Staff in schools, and other universal settings, will have the key role in prevention, spotting and assessing needs early and engaging with wider services. While much of the day to day work will fall to pastoral staff in schools, teachers and support staff need to play a role too – particularly in identifying where children's progress in learning may be being impeded by issues outside the classroom.
- 4.23** While some local authorities report good engagement with schools, others claim that schools have been difficult to engage. Schools have challenged the bureaucratic way that some local authorities are implementing the new arrangements, particularly the CAF. Evidence from TDA suggest that arrangements have worked well where there has been partnership between schools and local authorities and some degree of remodelling has taken place in each, with local authorities providing school-facing teams and schools remodelling their pastoral roles.

The role of health

- 4.24** Health professionals also need to take a central role, particularly where they are in the lead in early years through the Child Health Promotion Programme (CHPP) and for children with disabilities. While good engagement of midwives, health visitors, GPs and other health professionals is key to the success of children's centres and integrated services more widely, many local authority and Health colleagues report significant difficulties engaging each other; many of these difficulties are around professional status, accountabilities, cultural issues and organisational barriers and can prevent the child being put at the centre of care.

Setting the framework for delivery and clarifying accountabilities

- 4.25** The expectation for 2010, together with the developing vision for integrated working, and frameworks already in place for TYS, extended schools and children's centres, starts to set the framework for delivery. As part of this, we recognise a demand from schools, local authorities and their Children's Trust partners for clarity about what they need to do to drive progress forward. At the same time, there is wide recognition that approaches to integrated working need to be developed, with full stakeholder engagement, and owned locally.
- 4.26** For example, we might consider whether there should be a national delivery framework, which brings together the key elements of integrated working across extended schools, children's centres, health and Children's Trusts, setting out who needs to do what. The existing TYS delivery framework provides a possible starting point (and could readily be adapted for the whole age-range), as does the LGA's Narrowing the Gap project, which sets out in much more detail the role and contribution of schools and health in this work. We are already exploring how to bring together the various tools that exist for local authorities (and, if possible, PCTs) to self-assess their progress in areas related to integrated working.

- 4.27** Directors of Children's Services, working through Children's Trusts and other local partners, are responsible for delivering integrated children's services. Partners in Children's Trusts are covered by the Children Act section 10 duty to cooperate to promote well-being. Schools are under a new duty to promote well-being and working in partnership with Children's Trusts will help them meet it.
- 4.28** The new statutory guidance *Children's Trusts: statutory guidance on inter-agency cooperation to improve well-being on children, young people and their families*, sets out in detail what is expected of Children's Trusts. The guidance sets out the key role that partners, including schools, health and other partners have in driving progress forward to meet the 2010 expectation. It emphasises the need for Children's Trust boards to work with front-line providers, including schools, to work out arrangements for engagement and influence that will provide strong accountability in both directions.
- 4.29** In addition:
- We have agreed with school stakeholders (the Implementation Review Unit) that there should be further guidance around integrated working processes (CAF and lead professional) for local authorities in relation to schools (and possibly other sectors) and CWDC's draft 08-09 remit includes this.
 - The planned DH/DCSF Joint Child Health Strategy will provide an opportunity to reinforce the importance of integrated working between health professionals and other children's services.
 - The recently published Child Health Promotion Programme (CHPP) guidance, which places health visitors in the lead for CHPP, is clear about the role and importance of engagement with Children's Centres and with Children's Trusts more widely and the importance of GP and other professional engagement.
 - The new Joint Strategic Needs Assessments should provide a lever for local authorities and Primary Care Trusts to ensure that services commissioned by PCTs provide adequate coverage of children's needs.
 - The Department of Health are exploring whether there is scope for the NHS Operating Framework to better reflect integrated working and workforce issues.
- 4.30** We recognise the need to look at accountability and whether we need to do more to make agencies accountable for progress. Although integrated working is an important enabler of performance against a wide range of outcomes in the new National Indicator Set, there are no specific indicators in this area. It is also not clear whether and how we can, or should, develop a mechanism for monitoring local authority progress in integrated working although we are developing a self-assessment tool that could be used to support this. The integrated working theme should also feed through as an important element in the new Comprehensive Area Assessments, which will focus on partnership working. There may also be a case for the Children and Young Peoples' Plan regulations to be strengthened in this area. We also need to ensure

we have enough mechanisms in place to encourage and incentivise the range of stakeholders to engage and make progress and also to enable them to engage positively at an early stage.

Supporting Local Authorities and their partners

- 4.31** We are already providing considerable support to local authorities in areas related to integrated working. In particular there is:
- field force support to all LAs to implement extended schools, provided by TDA, co-ordinating the activity of Extended Schools Remodelling Advisers based in LAs;
 - support to schools to offer access to extended services provided by ContinYou;
 - joint TDA/NCSL work piloting extra support for schools who are having implementation problems offering access to extended services;
 - field force support to all LAs to implement children's centres, provided by Together for Children;
 - general support to school leaders, and other leaders of integrated settings, provided by NCSL;
 - field force support to all LAs to implement Targeted Youth Support (TYS), provided by GOs and TDA, with support targeted on the areas facing the greatest challenges, as part of a co-ordinated package of measures announced in the Youth Taskforce Action Plan on 18 March to support local areas to improve services for vulnerable young people;
 - regional support provided by consultants to LAs to support ContactPoint and eCAF implementation, including co-ordinating the activity of Local Implementation Managers in LAs;
 - general support (guidance and training etc) to all LAs, provided by CWDC, on integrated working;
 - regional support to LAs for workforce reform, provided by CWDC, to help LAs develop workforce strategies; and
 - extensive field force support directed by the National Strategies, focused on raising standards in the core subjects through improved teaching and learning in early years' settings, primary and secondary schools.
- 4.32** A key objective is to ensure that we, and local partners, are able to make best use this support to make more rapid progress in integrated working, and the culture change it requires, across children's services, particularly among those areas facing greatest challenges. Paragraphs 1.9 and 1.10 set out our current plans for improving joint working between the key agencies involved. In taking this work forward, we need to consider practical ways of ensuring that support is effectively targeted to where it is most needed and that support arrangements are helpful in inculcating the integrated approaches we are advocating.

Developing capacity

- 4.33** Some areas report difficulties reconfiguring services and establishing multi-agency teams. Schools report that there are insufficient targeted resources to meet identified needs and stakeholders report particular problems with social care and Child and Adolescent Mental Health Services (CAMHS). Nevertheless these problems do not exist everywhere – some local authorities are placing social workers into multi-agency early intervention teams, with more “hard end” social workers staying in social care settings. Others have remodelled so that early intervention social care is done for example by family support workers, with social workers offering advice to the multi-agency teams. Similarly, in some areas CAMHS staff are in multi-agency teams, whereas in others the local authority has commissioned early intervention counselling for young people with lower level emotional and behavioural needs.
- 4.34** We would like the expert group to help us understand more about these issues. For example, how far there are “real” shortages of resources, services or key professional groups and how far workforce remodelling, better commissioning of services and early intervention can be expected to deal with the problems. We also need to understand how far these problems are a symptom of different expectations of service thresholds, which may be improved as services develop better working relationships.

Skills for integrated working

- 4.35** As well being skilled in their professional area, practitioners across children’s services need to be able to work more effectively in partnership with children, parents or young people and with practitioners from other services and professional groups.
- 4.36** All staff in universal settings need to be able to monitor how children and young people are progressing and identify and, where possible, deal with any needs as they emerge. Selected staff in universal services need to be able to do outreach, complete common assessments, be a lead professional, know what services are on offer and be able to work with the local Children’s Trust arrangement and practitioners in other agencies. This will include using the tools of integrated working including ContactPoint and eCAF. Managers and leaders of multi-agency and integrated teams, and staff in them, need to be able to work together and communicate effectively, knowing how and when to share information appropriately. Some may need to be able to take on a Budget Holding Lead Professional role, responsible for commissioning to meet individual needs.
- 4.37** The Common Core of Skills and Knowledge, as described in Chapter Three, is strong on multi-agency working and sharing information. This is now being embedded in the National Occupational Standards for several occupational groups and forms the basis of the Integrated Qualifications Framework.
- 4.38** Local authorities are responsible for providing training to equip practitioners across children’s services, including those in schools and health, with the knowledge to complete common assessments, act as a lead professional (or budget-holding lead professional) and share

information appropriately. CWDC maintains a set of model training materials that local authorities can adapt for local use. They plan to review the delivery of these materials and make recommendations as to how to improve the quality of local training delivery.

- 4.39** Local authorities are also responsible for developing and implementing local workforce strategies, although progress with these has been patchy so far. To improve this, CWDC is developing a workforce reform model to support local areas and ensure local strategies have a focus on integration. We expect this to include regional support to local workforce strategies, targeted on those making least progress, and the provision of direct funding to local authorities to make progress on this and integrated working more widely.
- 4.40** We need to consider whether more can be done to equip staff, particularly in universal services, to meet the new demands of integrated working. We might also consider what more should be done, eg, on mapping the required skills, training and professional development, developments to the Common Core, occupational standards and accreditation.

Tackling cultural barriers

- 4.41** The work that CWDC is doing to drive workforce reform through local workforce strategies, and on training materials and good practice, will go some way to helping local authorities tackle cultural barriers to integrated working. In addition, CWDC is looking into the feasibility of an award scheme for local authorities (modelled on Investors in People) and a national communications strategy, both aimed at culture change. We also want to consider how we can bring together the emerging evidence from practice and evaluation so as to strengthen the current evidence base for the effectiveness of integrated working in improving outcomes. We would like to consider with the Expert Group what more we can do to support local culture change.
- 4.42** There is a widespread view that the only way to achieve the culture change needed for integrated working is to have an integrated workforce, united by a common vision, purpose, values and language. This relates to the issues around professional identity explored in Chapter Two. Some stakeholders argue for terms and conditions to be examined and these certainly seem to feature as a barrier to working in integrated settings. We would be interested in views from the Expert Group about the value of this approach. We are clear that we want to maintain a diverse workforce, but one that can work more effectively together.
- 4.43** People who have developed them successfully tell us that an essential part of forming multi-agency teams is to go through the process of agreeing a common purpose, language, process etc that can be owned locally and be the basis of local collaborative working. Joint training and other opportunities for local networking are also helpful. National developments, such as CAF, the Common Core and IQF all appear to be useful as part of this process, but it may well be that culture change can really only be achieved by practitioners across the workforce coming together and being more “integrated” at local level.

Annex A: Issues for the Expert Group

1. The vision for the workforce in 2020 and the developments needed to realise it.
2. What we need to do to ensure that workforce policy development, and support for its delivery, is sensibly 'joined up' and coherent so that it supports the integration we are seeking locally?
3. How resources be prioritised in relation to different parts of the workforce.
4. The key characteristics of the children's workforce that will have a positive impact on outcomes for children, young people and families.
5. How best to take forward the development of these characteristics for those in the children's workforce so that their impact on outcomes is optimised.
6. How do we maximise the opportunities for, and minimise the threats to, delivering quality improvement for the children's workforce?
7. How we develop and build consensus around a vision for integrated working and ensure accountability for delivery of that vision?
8. How we support Children's Trusts to meet the expectation that they will have in place consistent, high quality arrangements to provide identification and early intervention for all children and young people who need additional help.
9. How we achieve culture change across all children's services, including in schools and health.

Annex B: Children's Workforce Network's Values for integrated working with children and young people

Key attributes

Children and young people value practitioners who enjoy working with them, who treat them with respect and who are good at communicating with them.

Children's practitioners place the interests of children at the heart of their work. They share responsibility for a range of outcomes for children. They are committed to ensuring all children have the chance to: be healthy, stay safe, enjoy and achieve, make a positive contribution, and experience economic well-being. They recognise children's fundamental right to be safe, in order to reach other goals.

Practitioners concern themselves with the whole child¹, whatever their specialism. Although their own involvement with specific children may be short-term, children's practitioners work to develop the potential and capacities of children for the longer term.

Children's practitioners are committed to equality of opportunity for all children, and actively combat discrimination and its effects through their work. They respond positively and creatively to diversity among children and families, and colleagues.

Children's practitioners pursue positive outcomes for children whose circumstances place them at risk of exclusion or under-achievement.

Practitioners recognise that respect, patience, honesty, reliability, resilience, trustworthiness and integrity are valued by children, families and colleagues. By demonstrating these qualities in their work they help to nurture them in others.

Work with children and young people, parents, carers and families²

Children's practitioners recognise and uphold children's rights³. They involve children in decisions that affect them and take account of their views and preferences taking account of their capacities. They recognise that childhood and early adulthood are times of change, and that they need to respond to changes in children's views, capabilities and circumstances.

¹ This implies that practitioners take a view of children in the round, and do not focus exclusively on, for example, their offending or their disability or their learning needs. Practitioners understand that they may misinterpret, misdiagnose or intervene in a misguided way if they lack key information about a child's context and history.

² Practitioners need to be aware of and responsive to other significant relationships beyond the family that can have a positive effect on children's outcomes.

³ Children's rights are given international expression in the UN Convention on the Rights of the Child, which children's practitioners should know and uphold.

Practitioners recognise the fundamental role played by parents in children's well-being and development, and strive to work in partnership with them.

Practitioners are committed to engaging children and families fully in identifying goals, assessing options, making decisions and reviewing outcomes. They support children's and families' involvement in issues that matter to them, including through involvement in the development and evaluation of children's services.

Children's practitioners appreciate that their work will present dilemmas to be resolved, particularly between sharing information and maintaining confidentiality. They understand that their duty to safeguard children comes first, but otherwise respect the right of children and families to confidentiality, and are always clear about information they are obliged to share.⁴

Integrated work with a range of colleagues

Children's practitioners value the contribution that a range of colleagues make to children's lives, and they form effective relationships across the children's workforce. Their integrated practice is based on a willingness to bring their own expertise to bear on the pursuit of shared goals for children, and a respect for the expertise of others.

Practitioners recognise that children and families, and colleagues, value transparency and reliability, and strive to make sure that processes, roles, goals and resources are clear.

Practitioners involved in integrated work recognise the need to be clear about lines of communication, management and accountability as these may be more complex than in their specialist setting.

They uphold the standards, and values of their own professions in their inter-professional work. They understand that sharing responsibility for children's outcomes does not mean acting beyond their competence or responsibilities.

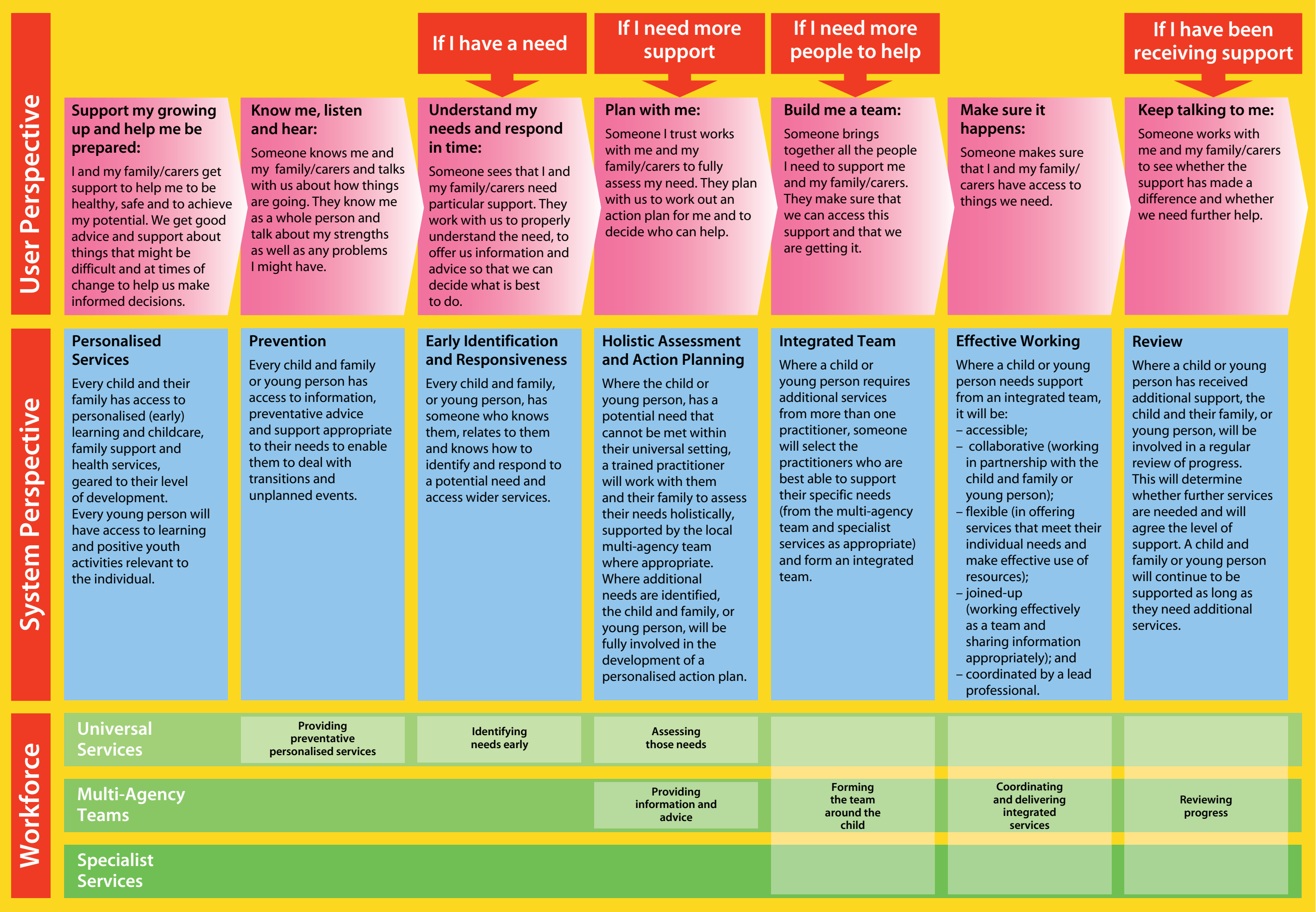
They are committed to taking action if safety or standards are compromised, whether that means alerting their own manager/employer or another appropriate authority.

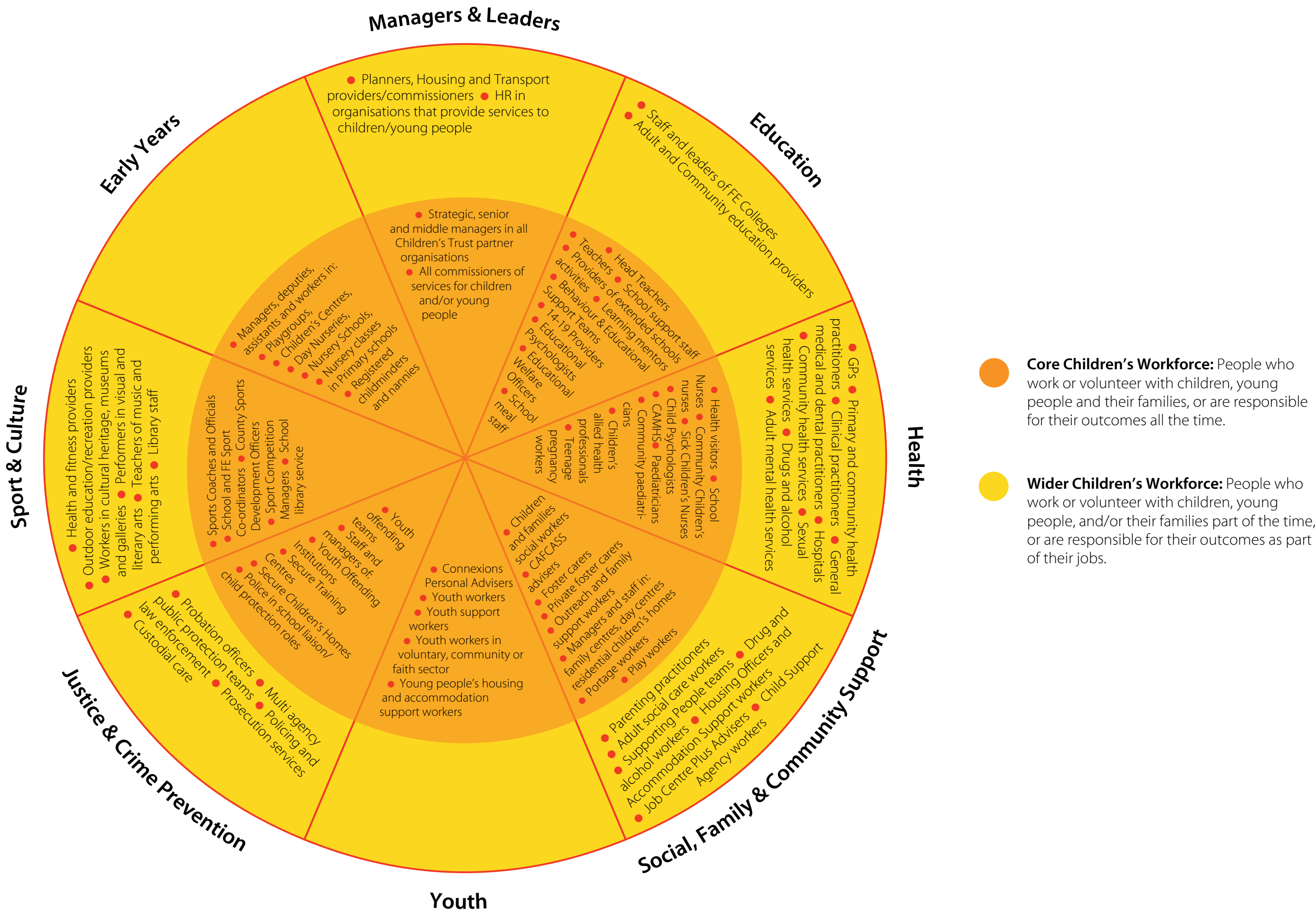
Children's practitioners understand that the knowledge, understanding and skills integrated work may differ from those in their own specialism. They are committed to reflecting on and improving their inter-professional practice, and to engaging with relevant research and other evidence.

Work with children is stimulating and rewarding. It can also be emotionally demanding, and children's practitioners are sensitive to and supportive of each others' well being.

⁴ This is a statement of values and practitioners will need to have regard to detailed professional and inter-professional guidance in this complex area.

Vision for integrated working





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