

Children and Young People Support and Safeguarding Service

You Can, I Can, We Can

Workforce Development Plan

2021 - 2023



This plan sets out our commitment to supporting all staff working in Children and Young People Support and Safeguarding Services, by providing a strategic framework for workforce development.

October 2021

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1. INTRODUCTION

1.1 Aim and Scope

In the East Riding, we recognise our workforce is our most valuable asset, we are in a privileged position to transform the lives of our children, young people and families. In order to create the conditions for keeping children and young people safe, promoting their welfare and enabling them to fulfil their potential we need a highly skilled, experienced and stable workforce, committed to making a difference.

Our Model of Practice enables a united workforce approach and framework to working with our children, young people and families and allows us to embed our values within everything we do.

We aim through our work to ensure that our children, young people and families are at the heart at everything we do. We understand and acknowledge to achieve our vision we need to recruit and retain motivated, child centred professional staff who believe in what we want to do but also can deliver on this vision.

We are committed to supporting staff at all levels and within whatever role they feel confident in, offering clear routes for progression for those who wish to pursue management or areas of special interest.

Like all Local Authorities in the UK, we have workforce challenges and a depreciating social work skilled pool to draw on, so we aim to grow and look after our own where we can, as we recognise that our workforce is our greatest asset. This plan has been developed to ensure we deliver first class professional development opportunities and career pathways for our staff.



1.2 Our Ambition, Vision and Mission for Children and Young People

Our ambition is for all children and young people in the East Riding to lead fulfilling lives where they are happy, healthy, confident and safe. We will work in partnership to remove barriers to achievement and narrow the gap so that everyone can reach their potential.

Our Vision
We will deliver good outcomes for children, young people and their families through the provision of professionally compassionate, curious and evidence-based practice that is **outcome focused**.

Our mission is to advance excellence in practice by providing leadership, ensuring quality, developing learning and strengthening service capacity so that local based sufficiency matches need.

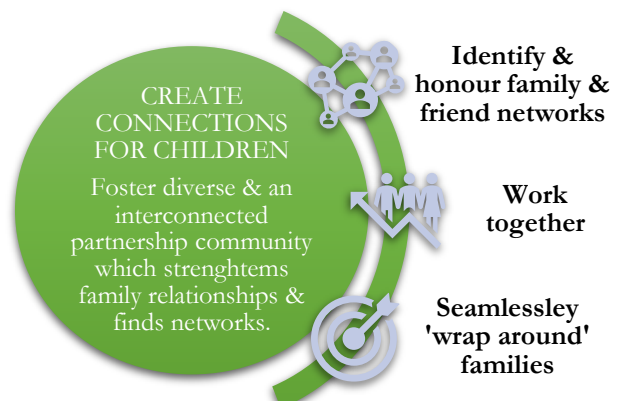
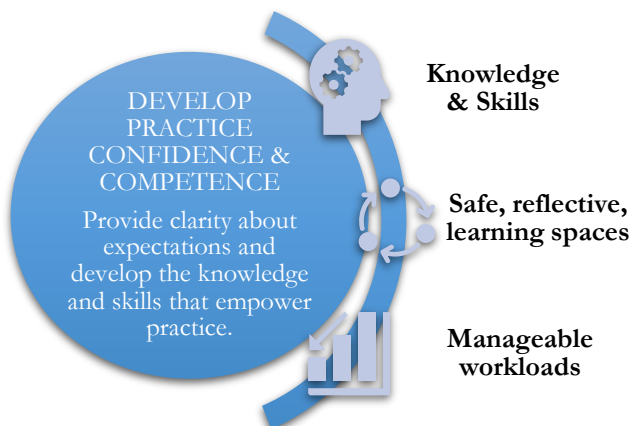
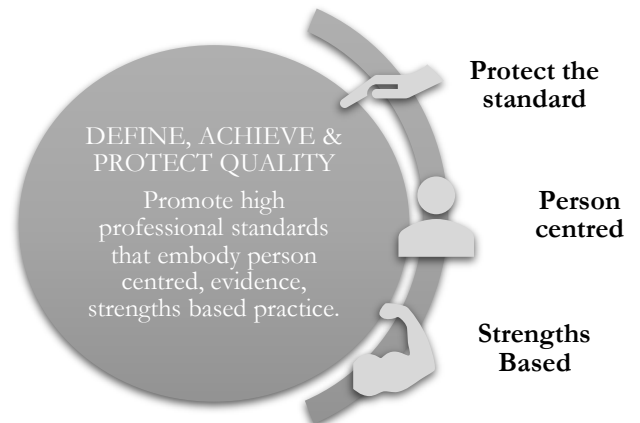
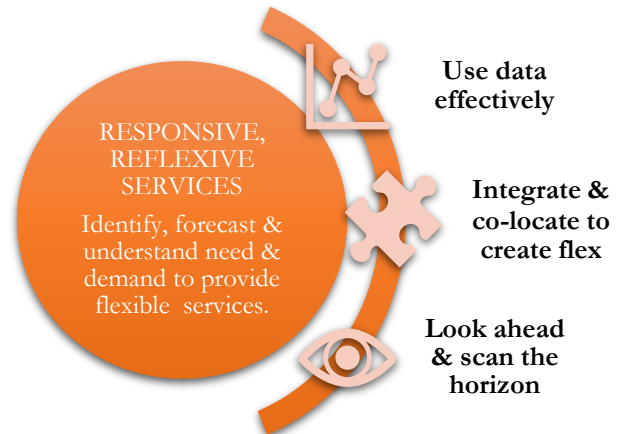
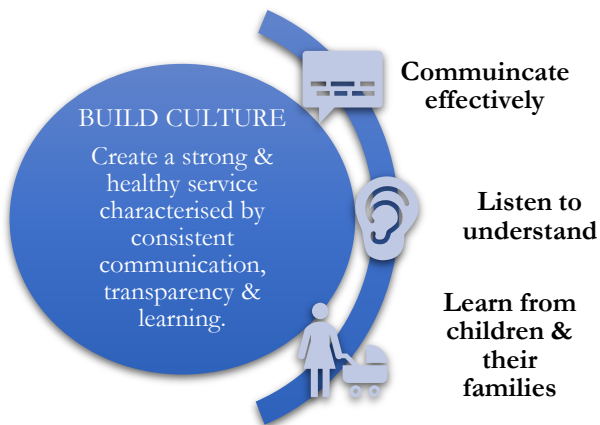
Our Values

- ♥ We work in a strengths-based way
- ♥ We value relationships and understand the importance of being kind
- ♥ We work collaboratively – doing ‘with’ not ‘to’ or ‘for’
- ♥ We understand the importance of working with the whole family, including the family network and wider community
- ♥ We are child-centred and understand the importance of purposeful direct work

1.3 Corporate Priorities

Quality	Pride	Respect
We work together to provide the best services possible	We are proud of what we do and we positively embrace change	We treat people fairly and are open, honest and lead by example
I do my best for the people I serve +	I am an ambassador for East Riding of Yorkshire Council +	I can be trusted to do the right thing and be ethical in my actions +
I make every pound of the public purse count +	I am motivated and strive to continually improve services +	I care about my work, my colleagues and the people and communities I serve +
I work with colleagues and external partners to achieve the best results +	I have a flexible attitude and strive to innovate +	I value people, listen and respect their views +

1.4 CYPSSS Priorities



1.5 Key Objectives

Our workforce objectives identify key areas of focus under each of our outcomes and includes reference to work already underway and future planned activity. We will review the priorities annually to ensure responsiveness to the changing local and national context.

Strong and Stable Workforce:

- Retain high quality and experienced practitioners to create a stable, consistent and knowledgeable workforce, which enables the development and maintenance of relationships with children, young people and their families
- Attract and recruit high calibre practitioners to ensure a fully resourced, qualified and skilled workforce for meeting the current and future needs of children, young people and their families.
- Be proactive in our workforce analysis and planning, taking into account regional and National trends, to ensure sufficient flow and stability of high quality and experienced practitioners to meet current and future demand for services.
- Review and benchmark the East Riding CYPSSS workforce offer, to ensure it is compelling, competitive and effectively marketed to encourage high quality practitioners to apply and stay in East Riding.

Skilled and Knowledgeable Workforce:

- Create clear pathways for development and progression, aligned with competencies, skills and experience.
- Provide a comprehensive programme of professional development opportunities for all staff, which equips them with the knowledge and skills they need to safeguard and promote the welfare of children and young people.
- Develop partnership links to promote innovative practice and contribute to our capacity to provide learning and development opportunities.

Inspiring, Empowering and Effective Leadership and Management:

- Support succession planning by providing learning and development opportunities for aspiring leaders.
- Ensure that those undertaking a management or supervisory role are empowered and given the guidance, support and professional development to become great leaders.
- Progress management oversight and the effectiveness of frontline practice so our work with families improves to be good or better.

Creating the conditions for good practice to flourish:

- Support the health and wellbeing of practitioners so they are able to practice effectively and sustainably in an emotionally demanding and potentially stressful environment.
- Create the conditions for good practice, enabling a focus on direct work with children, young people and their families.
- Be a reflective and learning organisation, driving continuous improvements in practice and outcomes for children, young people and their families.



2. Model of Practice

2.1 CYPSSS Stronger Together approach

A strengths-based, relationship approach is at the heart of our work with children, young people and their families. The Stronger Together approach provides a framework that sets out how we 'do' work in CYPSSS for our workforce, our partners and those we support.

We are fully committed to establishing and embedding a values-based practice model, equipping the workforce with the tools, techniques and guiding principles to practice confidently and safely. We will ensure all leaders are utilising Stronger Together as an overarching value base and utilising Signs of Safety for informing risk sensible decision-making and practice. Through our model of practice framework we will drive quality of practice, outlining expectations of and support for managers and practitioners. The model will be employed as a whole systems approach underpinning all aspects of our practice, including our systems and processes.



Signs of Safety

The Signs of Safety approach uses strengths based 'solution focussed' techniques to increase co-operation and promote partnership working with parents, young people, children, and families. The Signs of Safety framework should appear in all areas of our practice to provide a consistent approach by practitioners and for our children, young people and families.

Restorative Practice

The restorative practice model creates a universal way of communicating with each other rooted in restorative principles and values. These principals should be central to our approach to practice, with our line managers modelling restorative principals in their approach to management and in the practice with the children and families we work with. This will be evidenced through observations of practice and quality of practice measures.

Systemic Practice

Systemic practice seeks to make sense of the world through relationships, focusing on the whole system rather than individuals. Systemic practice supports relationship building, communication, reflection and analysis of the systems families live within, looking for meaning within interactions and seeing how things are connected. Systemic practice enables the expression of different viewpoints and generates multiple hypotheses about what might be happening in a family. It also helps to introduce change into a system, creating new explanations and potential solutions for the problems facing families.

Social Pedagogy

Social pedagogy is not a tool or technique but a professional and personal stance that promotes relationship-based practice. Using social pedagogy involves being reflective, being open to learning and having an awareness of our own emotional reactions to work. Practitioners are encouraged to connect their head (learning and reflection), heart (building relationships) and hands (being practical through completing everyday activities and taking forward plans) to understand and reflect on how we bring our whole selves to work.

3. Effective Practice Academy



We know it is essential for our staff to have continuous professional development throughout their career journey and to achieve this we aim to develop our own Workforce Academy.

The Academy programmes aim to:

- Support staff to develop themselves and their careers by refreshing their skills and developing them through progression and into new roles
- Ensure all staff have up to date knowledge and skills to fulfil their roles
- Drive cultural change and develop a shared language and values for working with children and families across East Riding of Yorkshire Council footprint
- Drive up and help maintain professional standards
- Build effective leadership skills and capacity across CYPSSS to lead and sustain change
- Keep abreast of new practice and bring learning into East Riding of Yorkshire Council footprint

East Ridings of Yorkshire's Workforce Academy will offer our CYPSSS practitioners a pathway throughout their career with East Riding of Yorkshire Children's Services.

The Academy will create an environment which supports career stability and places continuing professional development at the highest importance. The design of the faculties recognises that not everyone wants to progress to a career in management and will offer practitioners the opportunity to develop skills and expertise in practice.

The Academy will be the central structure for learning and development and is divided into ten different faculties that captures practitioners at all stages of their career.

- Faculty 1: Induction and core modules for working with children and families in East Riding of Yorkshire Council
- Faculty 2: Social Work Education and Students
- Faculty 3: Newly Qualified Social Workers (including ASYE programme)
- Faculty 4: Practice Education and Teaching
- Faculty 5: CYPSSS practitioners
- Faculty 6: Advanced, Experienced and Senior practitioners
- Faculty 7: Leadership and Management
- Faculty 8: Foster Carer and Residential Care Officers
- Faculty 9: Children and Young People Specialist Services
- Faculty 10: Local Response

We are keen that all staff who join us, in any role, feel welcomed and a part of East Riding CYPSSS. When joining the service, staff are expected to complete core training which will provide them with a welcome and orientation into CYPSSS and a clear understanding of the standards of

practice expected within the organisation, including the model of practice and an introduction to the signs of safety framework.

Within the Workforce Academy we will ensure that our practitioners have a contemporary and varied offer for training and development to make sure they can understand and respond to changing needs, awareness of harm, risk and need and the wider world in which we operate.

We will ask staff to sit with their manager every year and plot their training needs using the Employee Development Review (EDR). We will use the outcomes of those discussions to develop the next annual workforce development plan to support staff in enhancing their practice so that this can be evidenced through their work, and support in their progression portfolio and future career aspirations.



4. Workforce offer

Faculty one- Induction and core modules for working with children and families in East Riding of Yorkshire Council

Faculty one will focus on offering the workforce core modules which are an Induction into East Riding and the foundations to excellent practice. These will be learning opportunities which are relevant to all areas of the workforce, no matter what your role or service area and will be on key areas of practice that will support the East Riding vision of developing excellent practice.

The modules will provide the foundations and introduction to the work that practitioners are completing with families, understanding risk and likely harm and key current areas of practice. This faculty will also introduce the East Riding model of practice, including the practice framework Signs of Safety.

This faculty will incorporate any mandatory and essential training for the workforce, such as navigating case recordings systems, whilst ensuring that this training is current and relevant to the role of practitioners across the workforce.

Faculty two: Social Work Education and Students

Faculty two in the Workforce Academy will focus on the development of our students and social work education. We will work closely with the local Universities and Teaching Partnerships to ensure that our students have access to a number of development opportunities whilst working in the Authority.

Students on placement in East Riding CYPSSS will be welcomed into the service with an Induction program and then offered regular development opportunities to build their skills and knowledge during their placements.

Faculty three- Newly Qualified Social Worker

Newly Qualified Social Workers in East Riding CYPSSS will complete the 12 month ASYE program, with a focus on continued learning and ongoing support. NQSWs in East Riding of Yorkshire are expected to attend twice monthly developmental workshops within the first 6 months of their practice and once a month thereafter.

In addition NQSWs will take part in monthly reflective spaces to support their reflective practice in their early social work career. Our NQSWs will also have the opportunity for learning experiences from within the Humber Teaching Partnership.

Faculty four- Practice Education and Teaching

Practice assessors will be given the opportunity to develop their knowledge and skills to ensure they can assess practice in-line with the practice competency framework and knowledge and skills statement. Practice assessors will have the opportunity to take part in regional developmental opportunities within the Humber Teaching Partnership so that learning can also be taken from our peers and within a multi agency environment.

East Riding CYPSSS will work closely with the local Universities and Teaching Partnerships to ensure that our practice assessors have access to a number of development opportunities, including Practice Education programs.

Faculty five- CYPSSS Practitioners

Faculty five will support practitioners across CYPSSS and will build on the foundation learning that is offered within Faculty One- Induction and Core modules. Faculty five will be the building blocks for continued learning and provide opportunities for ongoing professional development.

This faculty will offer a breadth of learning and training to staff across the workforce and utilise information gathered during EDRs to focus the learning opportunities on the needs of the workforce. This faculty will also make sure that learning opportunities are current and relevant to service areas, needs of the teams and highlight any new learning that is identified nationally or locally.

Faculty six – Advanced, Experienced and Senior Practitioners

Faculty six provides learning opportunities for our experienced workforce who have developed a good knowledge base in their area of practice and want to continue to progress their career by developing their knowledge and skills further. Faculty six will focus on the workforce who may want to develop more specialist skills and knowledge base and deepen their understanding in areas of practice when working with children and families.

At East Riding we recognise that not all staff want to progress into management and Faculty six means that this is not a barrier to career development as our workforce have the opportunity to enhance their skills and knowledge in areas of practice through learning and development opportunities.

'Centres for excellence'

East Riding of Yorkshire are developing 'centres for excellence' where staff will be supported and encouraged to develop their knowledge base to become highly skilled practitioners with expert knowledge in areas of practice that they are passionate about. Our practitioners will then be ambassadors for this area of practice and support their colleagues and teams in driving practice forward.

The following areas will become Centres for Excellence and our staff across CYPSSS will be involved in developing these:

- Sexual Harm and Protectors Work
- Domestic Abuse
- Extra familiar Abuse
- Neglect
- Parenting

Faculty seven - Leadership and Management

Faculty seven will provide development opportunities to our current managers at all levels. If you work in CYPSSS and want to be a manager, then this Faculty will support you in this journey as we will offer an aspiring managers development program. We will work alongside our colleagues within the Learning and Skills area of East Riding of Yorkshire council to offer learning opportunities that are relevant to all areas of practice.

Learning opportunities will be available around supervision, leadership and management tasks ensuring we are supporting in the development of inspiring and effective leaders here at East Riding.

Faculty eight- Foster carer and residential services

Our foster carers and residential services at East Riding are supported with their own faculty which recognises the complexity of the work completed in this area. The learning and development program available will provide a range of essential and developmental training to our foster carers and residential services so we can ensure that the team supporting some of our most vulnerable children have the opportunity to regularly access evidence informed, current and relevant training that meets their needs.

Faculty nine- Children and Young People Specialist Services

This faculty will provide a core learning offer for staff in Children and Young People Specialist Services, providing consistency in the approach to working with children, young people and their families across the services.

Faculty ten- Local Response

Learning and development will be provided in response to issues identified, as well as ensure that national and regional practice developments and legislative changes are considered and embedded within East Riding of Yorkshire. This may involve commissioning of external training providers to meet local need.

5. Other learning and support mechanisms



Effective Practice Consultants

We currently have two Effective Practice Consultants and an ASYE mentor who provide practical support and advice to our practitioners; they can provide one to one direct support, coaching, advice and joint working on specific pieces of work with practitioners.

Model of Practice Leads

We currently have two Model of Practice Leads who are supporting the understanding and implementation of the Stronger Together approach across our practice system. They will work with practitioners and teams within the team environment so the development and mentor work can be done alongside practitioner's day-to-day work.

Team or group-based workshops based on individual needs

We can develop workshops and learning sessions that are tailored made to meet the needs of the teams or individuals. These will be designed and delivered by the Effective Practice, Learning and Improvement team alongside the individual requesting the support.

Bite size learning

We want to make learning and development accessible and we recognise that when practitioners are busy, bite size small learning sessions are useful. These are responsive to need and built into our development programmes.

In addition, each month a 7-minute brief will be circulated from our Effective Practice, Learning and Improvement team which focusses on a topic linked to the needs of our service. Research suggests that 7 minutes is an ideal time in which to concentrate and learn. This briefing is designed to support learning and development in a number of ways:

- Provide an outline for team leaders to deliver short briefings to staff on key topics
- Support reflective discussions within teams and with peers and colleagues
- Challenge staff to think about the application to practice within their role
- Links to further resources and information available

Understandably the briefing will not have all the answers, but it is hoped it will act as a catalyst to help teams and managers to reflect on their practice and the systems in place.

Community Care Inform

At East Riding of Yorkshire Council all of our CYPSSS staff have access to Community Care Inform as we value and actively promote evidence informed practice and want to support our staff in keeping up to date with research and guidance. We have also developed a bespoke East Riding landing page



The Virtual College provides our staff the opportunity to access a vast number of e-learning courses they can utilise to support their learning and development at a time that is convenient for them.

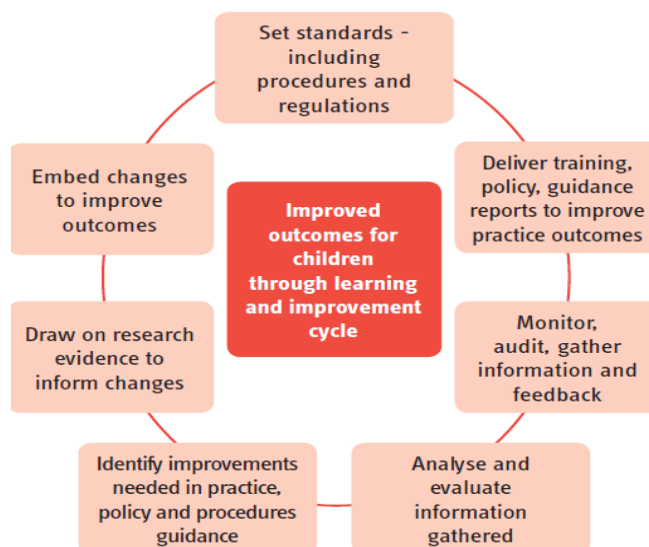
Practice Forums

Practice forums are designed to provide learning and development opportunities to specific groups of staff such as our practice assessor forum. Practice forums build a community of support between practitioners and provide a space to learn from each other.



6. Quality of Practice

All Performance, Improvement and Innovation activities undertaken in CYPSSS directly support the improvement of practice and will feed into the development of workforce development activity. Learning must be shared with the right people and used meaningfully to change practice and improve outcomes for our children, families, and employees.



Please see section 10 for our Quality of Practice Framework. Information from the Quality of Practice activity will influence workforce development planning through monthly triangulation meetings. These meetings are organised to consider and reflect on themes and trends highlighted to effectively plan a learning and development response. This process supports a continuous learning cycle.

7. Resilience and Wellbeing



Our staff are our greatest resource; without them we would not be able to provide an effective service to children, young people and their families who need support. In CYPSSS we are committed to providing staff with the support they need to promote their emotional and mental wellbeing and to ensure they develop the levels of resilience necessary to maintain their wellbeing during difficult situations.

Wellbeing and self-care are at the forefront of our priorities, essential when considering the experiences and environments our workforce are exposed to. Our work with children, young people and families implicitly exposes us to trauma and traumatic events both directly and indirectly which can impact individuals in many different ways. In addition, we all experience difficulties and challenges in our own lives which we need to manage and process alongside our work.

We are committed to supporting our staff and are achieving this through;

- **Wellbeing Champions** – Advocates within each team in CYPSSS to share information on the promotion of wellbeing. Our champions will also attend training to support their role
- **CYPSSS Wellbeing Wagon** – A mobile unit specifically for CYPSSS, the ‘wagon’ will have health and wellbeing information, space to discuss wellbeing matters and host small wellbeing sessions (such as mindfulness sessions etc.) and provide an opportunity for some ‘time out’ for practitioners.
- **Work life balance initiatives** – The introduction of more accessible flexible working options, including a 9-day fortnight, and specific no meeting times. A service wide reduction in emails sent out of hours will support the message to our workforce that a work life balance is important and is expected.

Please see section 10 for further guidance on our Wellbeing Strategy.

8. Recruitment and Retention



Working with our children, young people and their families is one of the most important and rewarding jobs and the right person can make the biggest difference to their lives. In CYPSSS we recognise the importance of recruiting and retaining a highly skilled workforce to provide excellent services for our children, young people and families.

We are committed to finding the right candidates to work within CYPSSS starting with how we recruit, induct, support and promote the process of progression and the opportunities we can offer our staff. Our aim is to achieve a stable and permanent workforce that upholds and promotes the values within our Model of Practice.

- **Recruitment** – Our recruitment and retention strategy has been developed to ensure that all recruiting managers within CYPSSS are unified in the process of recruitment and embedding our Model of Practice within the process.
- **Induction** – Within our Effective Practice Academy we will have an induction faculty for all new starters to CYPSSS, to enable a consistent approach and messages to those starting in CYPSSS.
- **Retention** – We are focussed on providing the best environment possible in which practice and practitioners can thrive. This includes a commitment to emotional wellbeing support, being strengths-based and celebrating practice, and promoting a culture of high support/high challenge. We have committed to offering our workforce the option for a 9 day fortnight, flexible working and market supplement to our Advanced Social Work Practitioner and Senior Social Worker roles.
- **Exit Interview** – We are committed to understanding the reasons behind staff leaving CYPSSS and learning from these reflections, along with ensuring staff have a voice in relation to their journey with CYPSSS. All employees leaving the authority will be given an opportunity to complete their exit interview with the Principal Social Worker or Principal Practice Lead

8.1 Social work career pathways

The Children's Social Work Career Pathway outlines the opportunities for you as a practitioner at East Riding of Yorkshire Council, to progress in CYPSSS. We want to make sure that you reach your potential and achieve your goals which is why we are dedicated to providing you with the support you need to progress as well as creating specialisms for those who do not want to be managers. Throughout your career in East Riding of Yorkshire Children's Services, you will be supported by the Effective Practice Academy and your managers to help you progress through the pathway.



Progression from NQSW to Social Worker

We offer a comprehensive Assisted and Supported Year in Employment (ASYE) which offers protected and progressive case loads, protected learning time, and additional learning and development opportunities for our Newly Qualified Social Workers. We also have a dedicated ASYE Mentor post, which increases the capacity for coaching, mentoring and co-working pieces of work by an experienced advanced social work practitioner. More information about the ASYE programme can be found in the ASYE handbook, attached at section 10. Successful completion of your ASYE will result in progression from grade 8 Newly Qualified Social Worker, to grade 9 Social Worker.

Progression to experienced social worker

Qualified social workers (who have completed ASYE) will be grade 9 or 10 dependent upon experience. The criteria for each grade align with the Professional Capabilities Framework and the integrated job specification can be found below in section 10.

Social workers at grade 9 will be eligible for progression to grade 10 when the social worker and their manager agree through supervision and EDR's that they are consistently able to meet the criteria as set out at grade 10. This would not usually be achievable without 18 months post qualifying experience following successful completion of ASYE, however individual circumstances, such as where there has been previous relevant experience, can be discussed with the portfolio Strategic Lead and the Principal Social Worker. Social Workers will be asked to demonstrate how they apply in practice the Professional Capabilities Framework and Post Qualifying Standards: Key Knowledge and Skills Statement for Child and Family Practitioners.

The portfolio requirements for progression to grade 10 are as follows:

- Previous EDR evidencing continuous professional development and developmental discussions
- Reflective discussion between social worker and line manager which outlines and records the evidence that the social worker is consistently meeting the criteria, as set out in the PCF and Post Qualifying Standards Key Knowledge and Skills Statement for Child and Family Practitioners (template attached).
- Direct observation of practice
- Reflective space activity facilitated by the area manager which must include feedback from the child and family

These documents should be saved electronically in a file titled 'Progression Portfolio' in the social workers individual personal supervision file. The reflective space activity tool should be anonymised and recorded as evidence of the quality of practice of the individual social worker.

The area manager will be accountable for the overall decision made for the social worker to progress to grade 10. A decision record should be completed to agree the career graded progression and should attach the completed reflective discussion template as an attached document to the Decision Record. The portfolio strategic lead and the PSW should be added as consultee to the decision record process.

Advanced Social Work Practitioner role

Advanced social work practitioners are our most experienced social workers within social work teams and an important aspect of their role is offering support and guidance to less experienced members of the team. Our ambition over the next 12 months is to create the practice environment where the advanced social work practitioners are able to hold a 50% reduced case load, with the other 50% of time spent mentoring and co-working with less experienced colleagues. This will be achieved in a number of ways but relies on an effective recruitment cycle to support a safe reduction in workload.

8.2 Grow your own social work strategy

Part of a revised recruitment and retention strategy is to strengthen and refocus our resources onto a *'grow your own'* model. We have been committed to our *'grow our own'* culture for several years and recognise the importance of supporting social workers through their training; this has evidenced success in relation to attracting and recruiting Newly Qualified Social Workers (NQSWs). We have done this through strengthened relationships with higher education institutes (HEI) including increased partnership working, with a number of experienced employees supporting with lectures and Professional Learning Teams. Improved social work student practice placement information and a wider range of placement availability has increased the number of social workers in training choosing ERYC as their preferred option. The matching of students to placements has improved, which allows social workers in training to complete both practice placements within our local authority.

In addition to supporting traditional degree programmes, we also support the Step Up programme and have committed to 3 social work apprentice posts each year from 2021 – 2023. The social work apprentice positions will be ringfenced for current employees wanting to progress into a social work career with East Riding.

9. Success Criteria



The progress and impact of this workforce development plan will be monitored and assessed against a range of quantitative and qualitative measures in line with the aims and objectives:

Strong and Stable Workforce:

- Percentage of permanent staff
- Retention rate
- Workforce stability (length of service)
- Themes from exit and retention interviews

Learning and Development:

- Workforce Health Check
- Training take up and completion rates
- Feedback relating to learning and development offer

Creating the conditions for good social work to flourish:

- Average Caseloads
- Sickness and absence rates
- Workforce Health Check
- Feedback from Children, Young People and their Families

Leadership and Management:

- Percentage of supervision completed in time
- EDR's
- Workforce Health Check

Governance and Accountability

The implementation of the Workforce Development Plan will be undertaken within the Participation, Performance and Innovation (PII) portfolio, with overall governance by Strategic Lead for PII. The objectives and impact will be monitored via the Quality of Practice Framework and monthly triangulation meetings. Further scrutiny will be provided through progress updates to the Senior Leadership Team as part of practice, performance and quality monitoring meetings and high-level monitoring via the monthly Line of Sight meetings.