

Wirral Children's Trust Workforce Development Strategy

2012 – 2015

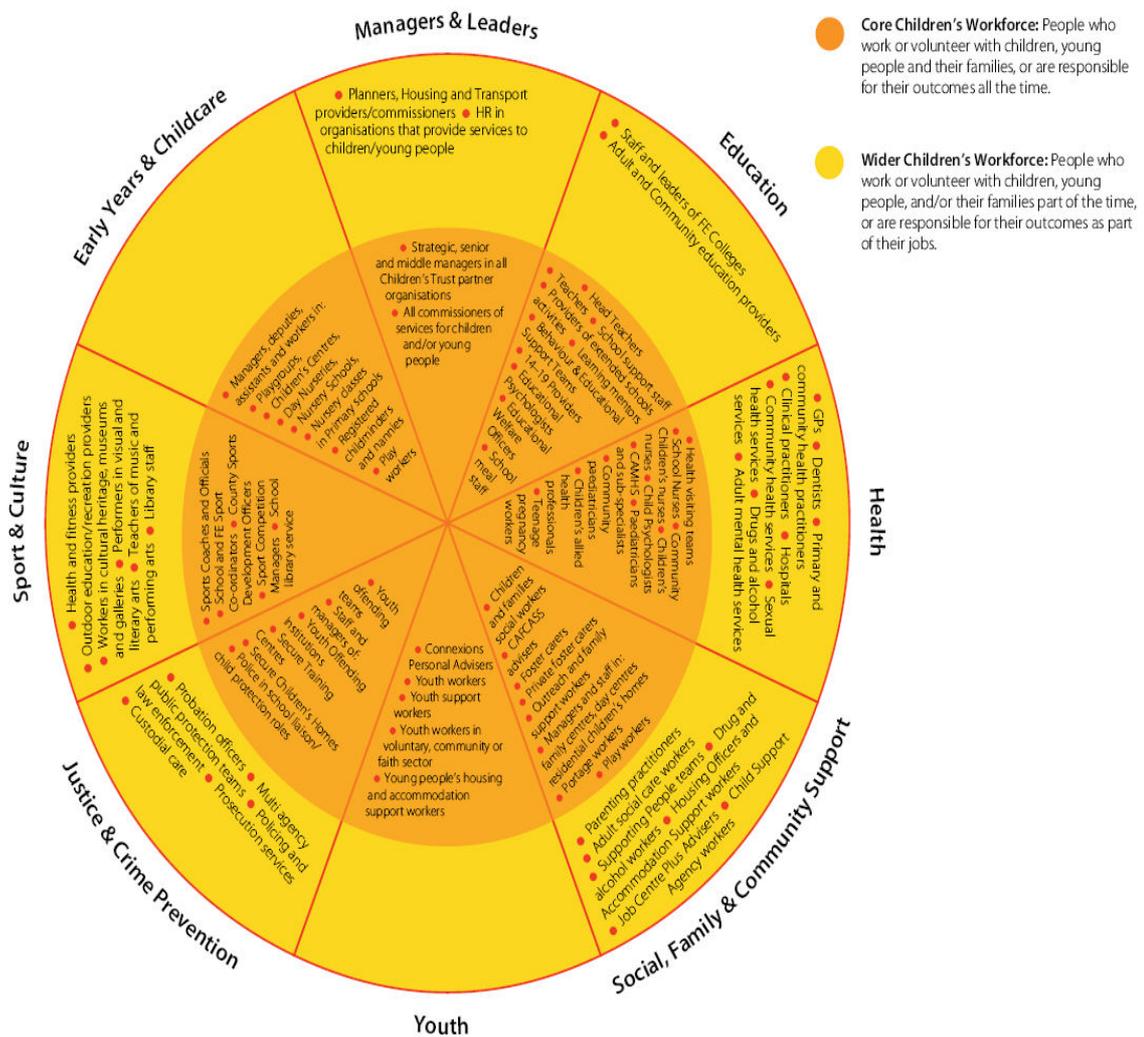
DRAFT

1. Introduction

This three year strategy sets out the strategic priorities for Wirral's Children and Young People's workforce for the period of 2012 - 2015. It is aligned with the Wirral Children and Young People's Plan and in line with that plan it will be reviewed annually to ensure it stays relevant to the needs of the children's workforce and the local community.

In line with the 2020 Children and Young People's Workforce Strategy this strategy draws together people from all eight sections of the workforce. This includes:

Figure One



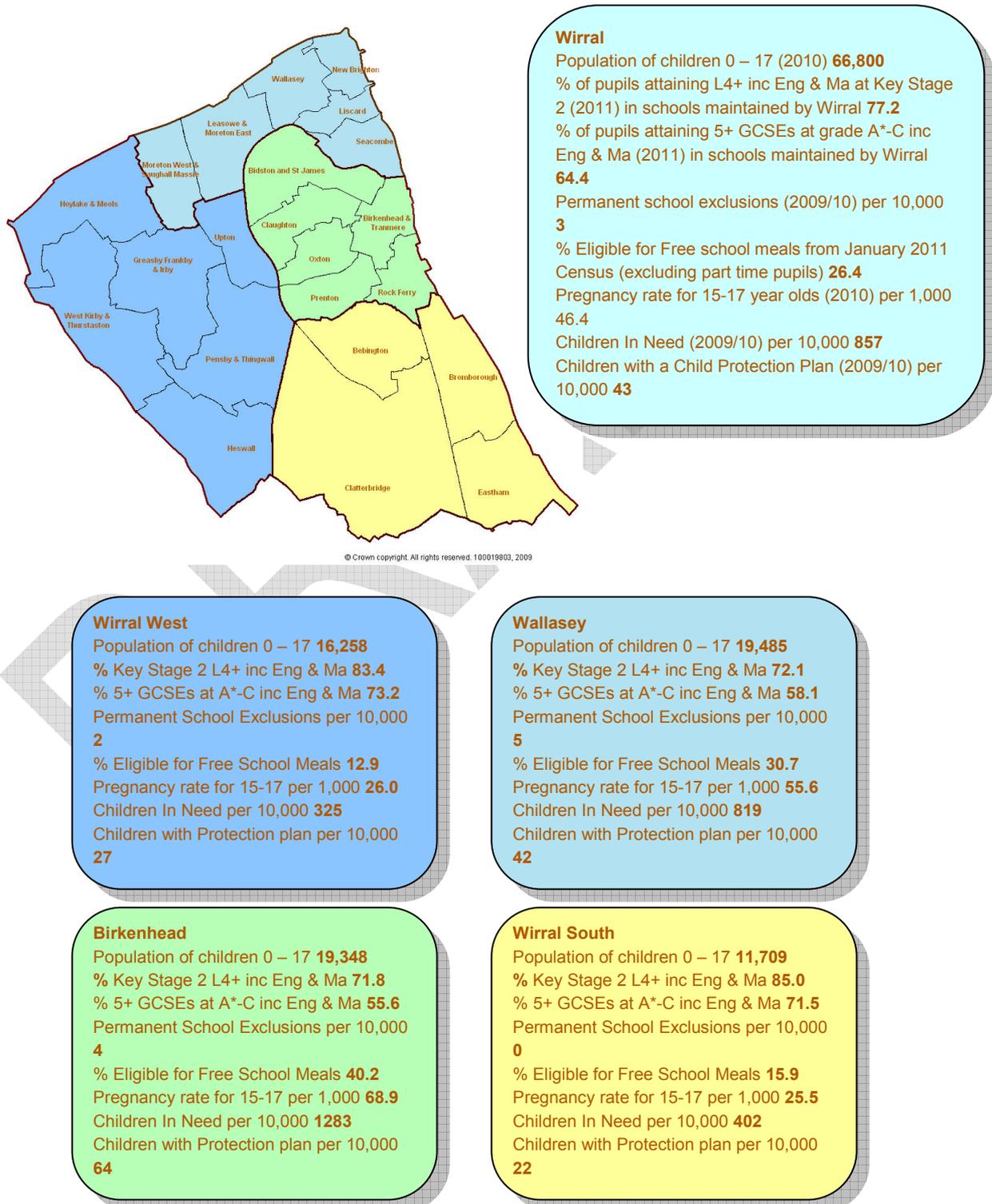
The preparation of this strategy has been informed by the Children's Workforce Strategy Group and key workforce data. In addition there is a commitment for ongoing consultation with key stakeholders.

2. Context

2.1 Living in Wirral

Wirral is a diverse area which is divided by the M53 motorway. There are areas of affluence to the South of the Borough and areas of significant deprivation to the North of the Borough, which has a significant impact on children and young people, as shown below.

Figure two is taken from the Children and Young People's Plan 2012-13.



2.2 Relationships with other Strategies and Plans

This strategy has been placed in context with a number of key strategies and documents at a local, regional and national level. The intention of this section is to merely reference the key documents.

Local Agenda

- Wirral Council Corporate Plan
- Medium Term Financial Strategy
- Children and Young People's Plan 2012 - 2013
- Wirral Children's Workforce Strategy Statement of Intent 2009.
- People Strategy
- Local Safeguarding Children's Board

Sub Regional / Regional Agenda

- Local Strategic Partnership Group
- Sustainable Communities Strategy
- City Region Skills and Employment Strategy
- City Region Apprentice Strategy – check wording

National Agenda

- 2020 Children's Workforce Strategy
- The Local Government Workforce Strategy 2010
- Excellence and Fairness – Achieving World Class Public Services
- Department for Business, Innovation and Skills – Skills for Sustainable Growth

3. Vision, Principles and Priorities

3.1 Vision

As stated in the '2020 Children and Young People's Workforce Strategy''The people who work directly with (and in support of) children, young people and their families can make a great difference. Most are passionate about doing so. They should be respected and supported and have the confidence, pride and capacity to make a positive difference for all children. Especially the most disadvantaged.

To meet this ambition that this should be the best country in the world for children and young people to grow up in. Everyone in the workforce by 2020 will need to be;

- Ambitious for every child and young person
- Excellent in their practice
- Committed to partnership and integrated working
- Respected and valued as professionals

In order to achieve the requirements laid out within the 2020 Children and Young People Workforce Strategy. Wirral has developed a Wirral Children and Young People's Plan 2012 - 13 which lays out a vision, principles and key priority areas. These are detailed within table one.

Table One

Vision	Principles	Strategic Priority Areas	Workforce Strategy Priorities
To enable Wirral's children, young people and families to access services quickly in order to be secure, healthy, have fun and achieve their full potential	Every child matters	Social and Economic Wellbeing	Develop our leaders and managers
	Keeping our children safe through effective safeguarding	Staying Safe	Develop a strategic approach to recruitment
	Improving outcomes for children, young people and their families	Being Healthy	Create a single children and young people's workforce
	Organising around children and young people and taking account of their views	Enjoying and Achieving	Develop integrated working
	Operating across the partnership as a single integrated service	Making a Positive Contribution	Put safeguarding at the forefront of workforce development
	Continuing to build on excellent partnership working		Develop a workforce knowledge bank
	Integrated strategy and governance		
	Integrated delivery and processes		
	Early intervention and prevention		
	Targeted support for vulnerable groups		
	Equal value and common standards		
	Fitness for purpose utilising new approaches and technology to improve our efficiency and service		
	Responsibility and accountability		

3.2 Have We Got This Right?

We will know we have got this strategy right if our children and young people can honestly say the following statements (taken from Children in Care Council research, 2011).

- “I want my social worker to be clear about what they are telling me and give me information about what is happening to me.”
- “I want information to be communicated to me suitably for my age.”
- “I want people to turn up at the time they promised me they would”
- “I think all meetings should be focussed on me, the child”
- “I want feedback on my opinions, whether it is good or bad”
- “I want to be kept safe from harm.”
- “I think my foster carers should encourage and support me to do well at school.”
- “I want to be listened to and my opinion considered.”
- “I don’t understand jargon, please don’t use it.”
- “I want to feel like I am involved in the decisions and planning that affects me.”

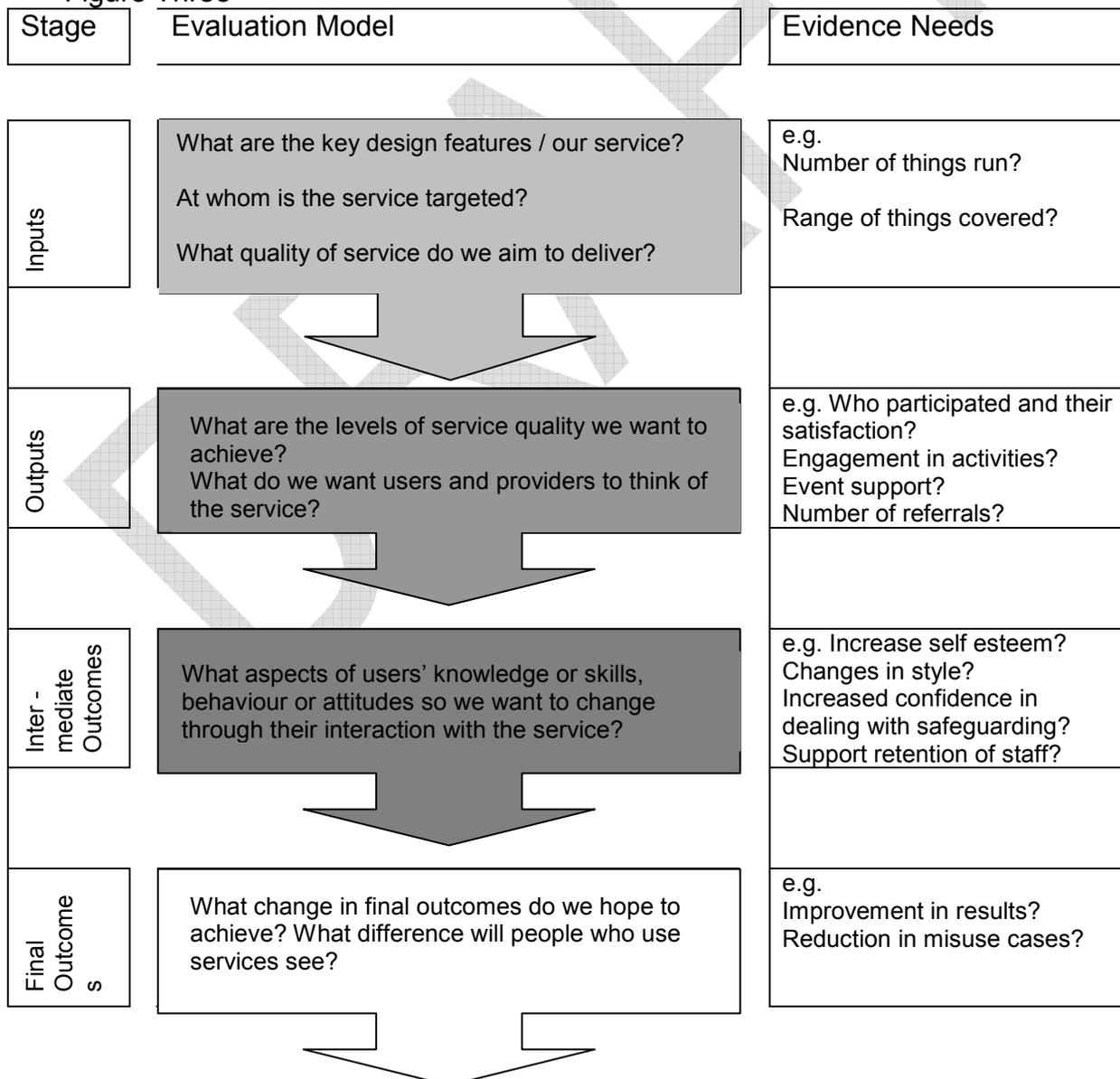
3.3 Evaluation of Impact

An impact evaluation model (IEM) developed by the TDA will be adopted, enabling activities undertaken under the banner of this strategy to be measured. This complies with the TDA eight key principles for practitioner lead evaluation of:

1. Keep it simple.
2. Aim to contribute to the evidence base.
3. Sample (a few things well).
4. Focus on how users benefit.
5. Be objective.
6. Use different evidence sources, triangulate to make case for impact.
7. Not proof, but a persuasive case.
8. Use an impact evaluation model (as detailed below).

The model is made up of four key stages, and all have equal importance, as detailed below.

Figure Three



3.4 Workforce Strategy Priorities

The workforce strategy 2011 – 2014 will support the achievement of the vision, principles, strategic priority areas and expectations of young people as detailed above, through delivery of a number of workforce strategy priorities:

3.4.1 Priority One

Develop our Leaders and Managers

Our aspiration in three years time is a developed leader and manager who role models exemplar behaviour; demonstrates effective application of integrated leadership across the Children's Trust; makes clear links between national policy, local policy and understands the context and demonstrates commitment to a robust leadership support process.

3.4.2 Priority Two

Develop a strategic approach to attracting and developing opportunities for the joint children's workforce

Our aspiration in three years time is that all children, young people and their families will receive an improved quality standard of service regardless of status, need or level of intervention; a flexible workforce with transferable skills that can enhance the quality of services.

3.4.3 Priority Three

As an outcome of priorities 1 and 2 – Delivery of development activities for the children and young people's workforce

Our aspiration in three years time is to have a set of generic skills and competencies that are utilised and applied across the Children's Trust regardless of service specific requirements.

3.4.4 Priority Four

Develop integrated working

Our aspiration in three years time is that effective integrated working will be embedded within the Children's Trust.

3.4.5 Priority Five

Put safeguarding at the forefront of workforce development

Our aspiration in three years time is to demonstrate that safeguarding knowledge and skills are effectively embedded and that there is a common understanding that safeguarding is the responsibility of all. This is as it is critical that everyone in

the workforce understands their responsibilities in relation to safeguarding and knows what to do if they suspect a child is at risk of harm.

3.4.6 Priority Six

Develop a workforce knowledge bank

Our aspiration in three years time is to have completed analysis of workforce demographics; and produced and implemented a workforce plan across the Children's Trust.

4. Challenges Facing Wirral

The above priority areas have been identified in order to respond to a range of current and future challenges faced within Wirral. These include:

- Youth Unemployment
- Child Poverty
- Use of resources
- Effectiveness and efficiency of service provision and utilisation
- The continued requirement for high quality services

5. Our Plan for the Future

In order to address the challenges facing Wirral and achieve the priorities outlined in this document; as well as meet the needs of children's and young people and their families, we will

5.1 Develop our Leaders and Managers

- **Performance Management**
Ensure Managers and Leaders understand the principles of performance management and can apply them in context of their organisation in order to meet the vision, principles and priorities outlined in this document and add value. Develop a performance management framework to align to the needs of the Children's workforce.
- **Bigger Picture**
Managers and Leaders understand their roles, extending beyond single organisational boundaries to connections with all partners, engagement and improving outcomes for all.
- **Assessing Capability**
Benchmark Leaders and Managers current competence, develop learning plans and associated resources as an outcome in order to address needs identified. Ensure Leaders and Managers understand and can demonstrate appropriate behaviour in the workplace, and can role model it to rest of the workforce.
- **Leadership and Management Development**

Ensuring current and future leaders and managers are developed and supported academically and vocationally to meet the needs of the integrated working and partnership agenda. This includes integrated and distributed leadership, matrix management etc.

- Leadership Support
Develop a framework to support leadership development, including cross organisational working, allowing individuals to learn from each other and work across differing sectors, coaching and mentoring.

5.2 Develop a strategic approach to attracting and developing opportunities for the joint children's workforce

- A collaborative approach to recruitment and selection
Where applicable adopt a shared approach to recruitment and selection, making the best use of resources.
- A Children and Young People's Induction Framework and Programme
Have a single approach to the induction of staff in line with the common inductions standards tool.
- Promote Children and Young People's Workforce as a career opportunity to build capacity within the sector; building career pathways. Engage with young people through career events, work experience, apprenticeship and graduate opportunities. Support targeted workplace opportunities for disadvantaged groups e.g. care leavers, people classified as NEET.

5.3 As an outcome of priorities 1 and 2 – Delivery of development activities for the children and young people's workforce

- Clear behaviours focused on positive outcomes for young people.
Define and promote positive behaviours across the workforce through learning and development, performance management and practice.
- Develop a high quality, appropriately trained workforce.
Undertake training needs analysis to understand the wider workforce requirements and develop a learning and development plan to address these. Within the plan introduce new high quality, cost effective delivery methods including e-learning, out of hours training, mixed groups. Develop a clear impact evaluation process.
- A clear framework of career progression
Develop structured skill and career development pathways linked to qualifications credit framework for key functional groups within the Children and Young People's workforce; supporting succession planning and talent management. Produce a generic competency and capability framework for functional areas across the wider workforce.
- Generic key workers pilot

Support the pilot of key workers for intensive support with families identified as level four across the partnership. Extend options for skills development, knowledge and skills, identifying new ways of working, increasing capacity and improving outcomes to staff working with families at level two and three and work with staff to achieve this.

5.4 Develop integrated working

- **Raise awareness of integrated working**
Articulate what integrated working means in reality and how it relates to other concepts including integrated services and early intervention.
- **Researching and sharing best practice**
Gather learning relating to the workforce from across the sector. To support the further development of integrated working models and practice to improve delivery outcomes for children and young people.
- **Joint commissioning of learning and development**
Where applicable design and deliver, commission and evaluate learning and development across the workforce.
- **Workforce Barriers**
Support the addressing of workforce barriers to integrated working e.g. practical location issues, cultural issues, team building, visioning for the future.

5.5 Put safeguarding at the forefront of workforce development

- **Safeguarding activity**
Through the WSAPB and LSCB monitor, review and feedback on safeguarding activity to the Children's Trust.

5.6 Develop a workforce knowledge bank

- **Workforce Planning**
Have a clear understanding of Wirral demographics, skills and qualifications in order to inform current and future models of working practice and priorities.

6. Think Family

Through the Wirral Children's Workforce strategy we will support the delivery of the Think Family agenda; as the toolkit developed by the Department of Children, Schools and Families (2009) highlights this agenda should form an integral part of local strategies to improve children's well-being and in particular Children and Young People's Plans (CYPP) and other local strategic plans including this strategy.

Through this strategy and action plan we will support:

- The reform of systems and services provided for vulnerable children, young people and adults to secure better outcomes for children, by co-ordinating the support they receive from children's, adults' and family services so that they can:
 - Identify families at risk of poor outcomes to provide support at the earliest opportunity.
 - Meet the full range of needs within each family they are supporting or working with.
 - Develop services which can respond effectively to the most challenging families.
 - Strengthen the ability of family members to provide care and support to each other.

- Services of all types – statutory, voluntary and independent – may all come into contact with families at risk of poor outcomes. The implications of Think Family are far reaching and extend to both universal and targeted services working with adults, young people, children and families and working across all sectors.

7. Implementation

A three year action plan has been developed, as detailed within appendix one. This incorporates all of the development areas. Progress against the action plan will be reviewed through the workforce strategy group into the Wirral Children's Trust.

A communication plan will be developed to launch this workforce strategy document in context of the bigger picture agenda, consult with a range of stake holders and raise awareness of the strategy document.

Actions will include:

- Development of a communication strategy.
- Launch children's workforce strategy.
- Promote workforce strategy across all partners.

**DRAFT WORKFORCE DEVELOPMENT STRATEGY
IMPLEMENTATION PLAN 2012- 15**

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
Priority 1. Develop our leaders and managers						
1.1 Performance Appraisal	Build performance appraisal framework and have it agreed and in place	Performance management framework in place		April 2013		
		Number of people trained per annum to be confirmed		December 2013 and 2014		
		Managers able to undertake high quality performance appraisal sessions		Within 3 months following undertaking formal training		
1.2 Assessing Workforce Knowledge, Skills and Behaviour	Review the Children's Trust Workforce competencies to assess: <ul style="list-style-type: none"> • Are they still relevant • Are they known • Are they used 	Inform our L&D strategy / plan		April 2013		
	Benchmark generic knowledge, skills and behaviour of the	Inform our L&D strategy / plan		April 2013		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
	workforce					
	Benchmark line management capacity against a range of common core competencies	Inform our L&D strategy / plan		April 2014		
	Undertake a joint training needs assessment to inform the L&D Strategy / plan	Needs clearly identified		April 2013		
	Develop a L&D strategy / plan to meet the partnership requirements identified	L&D Plan produced and in place		September 2013		
		New methods of learning and development implemented, in differing locations – making the most of resources		ongoing		
	Assess if core behaviours are required across the partnership	Assessment undertaken and results identified		December 2012		
	If outcome of assessment is yes – develop core behaviours framework	Core behaviours developed		April 2013		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
	in consultation with partners and people who use services					
1.4 Leadership & Management Development	Review Integrated knowledge and skills framework	Review completed		December 2012		
	Benchmark line management capacity against a range of leadership and management competencies	Inform our L&D strategy / plan		June 2013		
	Undertake a joint training needs assessment to inform the L&D Strategy / plan	Needs clearly identified		April 2013		
	Develop a L&D strategy / plan to meet the partnership requirements identified	L&D Plan produced and in place		April 2014		
	Assess if leadership and management development is informed by national policy, local policy and context	Status against national policy is known and understood		ongoing		
	Assess if core leadership and	Assessment undertaken and		December 2012		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
	management core behaviours are required across the partnership	results identified				
	If outcome of assessment is yes – develop core behaviours framework in consultation with partners and people who use services	Core behaviours developed		April 2013		
	Inform leaders and managers about differing leadership approaches and their applicable e.g. distributed leadership, integrated leadership and matrix management	Bespoke leadership offer including as applicable training, conferences, networking developed in line with requirement		June 2013		
		Current leadership and development offer is utilised by appropriate parties e.g. ILM, MBA, Skills for Wirral Managers		June 2012	Chris Rollinson (ILM) OD team (Skills for Wirral Mgrs)	
1.5 Integrated Leadership	Develop a package of leadership support	Leadership support package in place		Feb 2013		
	Facilitate two briefings per annum relating to	Bi annual facilitation	Ann Clarkson	ongoing		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
	learning from current practice / change / matrix management	undertaken				
	Develop activities to share learning from current practice			ongoing		
Priority 2. Develop a strategic approach to attracting and developing opportunities for the joint children's workforce						
A collaborative approach to recruitment and selection	Identify key posts requiring a collaborative approach to recruitment and selection e.g. hard to fill posts	Posts identified		October 2012		
	Scope options for collaboration and develop joint principles on issues including: <ul style="list-style-type: none"> • Interviews and selection processes • Involvement of children and adults • Practice 	Framework of opportunities developed		April 2013		
	Undertake appropriate collaboration activities	Joint careers fairs, stakeholder panels etc		ongoing		
A C&YP induction framework and	Discuss the findings from the review the common induction	Analyse to inform future direction	Lynn Loughran	March 2012		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
programme	programme					
	Update common induction programme in line with review findings to ensure it is fit for purpose	Modernised common induction programme that is fit for purpose	Lynn Loughran	June 2012		
	E learning developed to support face to face delivery	E learning package developed and in place	Lynn Loughran	September 2012	Jon Taylor – OD team	
Promote C&YP workforce as a career opportunity	Identify pathways into employment and agree a targeted approach	Attend careers events Apprenticeships Work experience		ongoing	HR / OD Team	
Priority 3. As an outcome of Priorities 1 and 2 – Delivery of development activities for children and young people’s workforce						
Review current multi agency training provision	Assess current multi agency training is undertaken across the Children’s Trust	Current training activity scoped		December 2012		
	As part of assessment identify delivery methods, location, attendance levels etc	Informs future training needs in years 2 and 3.		March 2013		
	Develop appropriate development activities	Development activities developed		March 2014		
Promote behaviours focussed on outcomes for young people (based on	Link to action 1.3 Promotion and communication plan developed	People are aware of and understand their role in relation to outcome focussed behaviours		June 2013		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
rainbow framework)						
Develop a high quality, appropriately trained workforce through joint learning and development	Development of a programme of joint activities to train the workforce in line with identified training needs	Joint L&D across the children's workforce and with SAPB as applicable		March 2013		
	Delivery of a programme of joint activities to train the workforce in line with identified training needs	At least 25% of staff trained and competent, delivering high quality services place		December 2013		
		At least 50% of staff trained and competent, delivering high quality services place		September 2014		
		At least 75% of staff trained and competent, delivering high quality services place		April 2015		
		Staff competence levels maintained through a range of		ongoing		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
		training and development refreshment activities				
	Identify key stakeholders e.g. DASS	Key stakeholders identified and engaged with the process		ongoing		
	Joint learning and development activities evaluated to inform ongoing developments	Training embedded in practice		With 3 months of training being undertaken	Manager led assessment of competence	
A clear framework of career progression linked to generic competencies and capabilities	Develop career pathways for generic roles across CYPD workforce	Map of career pathways and associated qualifications / learning in place		January 2014		
Generic competencies and capabilities	Identify and review cross organisational generic competencies and capabilities	Findings inform job descriptions and person specifications		April 2014		
Third Sector Capacity	Develop capacity across the third sector	Capacity developed		April 2014		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
Early Intervention and Prevention	Identify and scope opportunities for early intervention and prevention	Opportunities identified and assessed		April 2013		
Generic key workers pilot	Support the pilot of key workers for intensive support with families identified as level four across the partnership.			April 2013		
	Extend options for skills development, knowledge and skills, identifying new ways of working, increasing capacity and improving outcomes to staff working with families at level two and three and work with staff to achieve this			April 2014		
Priority 4. Develop integrated working						
Integrated workforce strategy	Identify learning points from integrated workforce strategy to inform future integration programmes.	Process in place to share practice e.g. focus groups, briefings, conference etc Findings incorporated into	Ann Clarkson	ongoing		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
	Link to 1.4	L&D plan				
Raise awareness of integrated working	Use the LTP definition and egg timer model of 'integrated workforce'	Common definition and egg timer model in place	LTP – work stream 3 (workforce re-modelling) lead	Spring 2012 (LTP timeframe)		
	Hold communication activities to raise awareness	Awareness of integrated working enhanced		September 2012		
Research and share best practice	Gather learning from best practice to inform the support required with regard to integrated working	Support requirements realised		Ongoing		
		Support plan in place and operational				
Joint learning and development	Joint learning and development opportunities identified	L&D opportunities identified		Ongoing		
	Key stakeholders identified e.g. DASS	Key stakeholders identified and engaged with the process		Ongoing		
	Joint learning and development activities undertaken	Joint L&D across the children's workforce and with SAPB as applicable		Dec 12		
	Joint learning and development activities evaluated to inform ongoing	Practice embedded		Dec 12		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
	developments					
The removal of workforce barriers	Identify workforce barriers and options for removal	Workforce barrier identified		June 13		
		Plan to remove workforce barriers developed		March 14		
Priority 5. Put safeguarding at the forefront of workforce development						
Monitor, review and feedback safeguarding activity	Report safeguarding activity from LSCB to the Children's Trust including: <ul style="list-style-type: none"> • Attendance levels • Evaluation • Programme development activity 	Regular updates on safeguarding to Children's Trust		Quarterly		
Priority 6. Develop a workforce knowledge bank						
Workforce Planning	Gather and analyse current workforce data			June 13		
	Cross reference workforce data against key indicators e.g. the local population, social work graduate rates etc			June 13		
	Undertake visioning sessions to develop the future vision and develop ownership and engagement	Individuals, teams and organisations own and are equipped to deliver the vision		April 14		

Area of Focus	Action	Output	Responsibility	Timeframe	Resources / Cost	Risk
	Inform learning from Learn Together Partnership (LTP) and localise to meet needs of Wirral			April 14		
	Support workforce remodelling			ongoing		
	Produce an annual workforce plan			Align to the business planning cycle		
	Review NWEO WFP tool to consider appropriateness to CYPD workforce	Benchmark of current WFP position		Sept 13		

DRAFT

Impact Evaluation Assessment

Priority One - Develop our Leaders and Managers

Stage	Evaluation Model	Evidence Needs
Inputs	Leadership and management framework Benchmark competencies TNA planned	Leadership and management framework developed and in place Competency benchmark completed TNA approach detailed and project plan produced
Outputs	Know TNA gaps Develop L&D Strategy L&D opportunities developed	L&D Strategy produced “ “ Programmes & informal activity (shadowing etc)
Intermediate Outcomes	Number of managers trained Effective L&M of staff Application of a variety of leadership skills appropriate to circumstances	Appraisal feedback confirms training has been applied in practice “ “
Final Outcomes	Single approach to Total Family Utilisation of resources deployed in order to have improved services	Evidence of effective leadership accountability External audit / critical self assessment Customer feedback

Priority Two - Develop a strategic approach to attracting and developing opportunities for the joint children’s workforce

Stage	Evaluation Model	Evidence Needs
Inputs	training, support, recruitment, processes, resources	Training undertaken Evaluation details
Outputs	Appropriate people appointed Robust induction process is followed Core competencies met	Induction completed Career pathways established
Intermediate Outcomes	Attendance at work or on training Stable workforce – Retention Performance monitoring Flexible approach Transferable skills Increased numbers of apprentices	Performance appraisal records Improved activity / productivity Service user surveys/feedback Evaluations to inform future delivery Total family approach to working

Stage	Evaluation Model	Evidence Needs
	and workplace opportunities	Apprentices and workplace opportunities translate into jobs
Final Outcomes	Effective workforce practice Relevant support available to meet the needs of children, young people and families when required	Community survey on service delivery and impact

Priority Three - As an outcome of Priorities 1 and 2 – Delivery of development activities for children and young people’s workforce

Stage	Evaluation Model	Evidence Needs
Inputs	Shared understanding of common recruitment competencies. Apply understanding to development of collaborative approaches to recruitment. Undertake appropriate collaboration activities. CYPD Induction framework developed	Common competencies identified and in place. Detail of collaborative activities confirmed. Restructured framework agreed and ready to implement.
Outputs	Posts identified for collaborative recruitment. Framework of opportunities developed. Joint careers fairs, stakeholder events etc. Complete the update of the Common Induction Programme	All identified posts shared across stakeholder groups to enhance recruitment. Jobs fair evaluated against clear success criteria
Intermediate Outcomes	Review of Common Induction programme to identify opportunities for e-learning and classroom based learning	E-learning developed and available
Final Outcomes	Use a collaborative approach to recruitment and selection to attract a high calibre staff into the children’s workforce	Performance appraisal/ supervision identifies the improved impact on outcomes for children

Priority Four - Develop integrated working

Stage	Evaluation Model	Evidence Needs
Inputs	Integrated workforce strategy with clear career progression pathways	Career progression taking place

Outputs	Process in place to share practice Key stakeholders identified and engaged	Briefings, focus groups, events Barriers to integrated working reduced
Intermediate Outcomes	Joint learning and development opportunities identified and accessible to all relevant members of the workforce	Numbers of staff attending training Increased awareness of others' roles Stronger networks
Final Outcomes	A skilled and competent workforce able to deliver a quality seamless service to children, young people and families	Integrated workforce practice embedded Workforce have confidence in each others' competencies

Priority Five - Put safeguarding at the forefront of workforce development

Stage	Evaluation Model	Evidence Needs
Inputs	<p>Offer joint learning & development opportunities across the partnership</p> <p>Develop e learning packages</p> <p>Review practices for safer recruitment</p> <p>Identify and make connections with appropriate policies and procedures, considering implementation and impact</p> <p>Undertake joint and integrated training needs analysis to identify safeguarding learning and development requirements across the LSCB and SAPB.</p>	LSCB and SAPB report an improvement in safeguarding activity as a consequence of inputs identified.
Outputs	<p>The LSCB Development Day and joint Development Day with Adults SAPB & LSCB</p> <p>Initiate e-learning packages</p> <p>The local authority has redesigned the Safer Recruitment Policy with a specific addendum for those who work with children and young people.</p> <p>The LSCB will be holding a stakeholder event with a view to</p>	<p>As above, including evidence of:-</p> <ul style="list-style-type: none"> • Attendance levels at training • Evaluation of training • Training programme development activity

Stage	Evaluation Model	Evidence Needs
	<p>reducing the number of policies and procedures in line with Munro recommendations</p> <p>L&D committee are proposing to undertake TNA.</p>	
Intermediate Outcomes	<p>Monitor review and feedback on safeguarding activity.</p> <p>Use evidence from review to clarify that the content of safeguarding training meets the needs of a diverse workforce.</p>	Relevant amendments to safeguarding training are incorporated.
Final Outcomes	<p>To have safeguarding at the forefront of workforce development.</p> <p>Ensure the workforce clearly understands that safeguarding is everyone's business.</p>	LSCB and SAPB report an improvement in the quality of safeguarding reporting.

Priority Six - Develop a workforce knowledge bank

Stage	Evaluation Model	Evidence Needs
Inputs	<p>Professionals and those who support them have excellent skills in responding to the specific needs of children from vulnerable groups</p> <p>There should be enough people with these skills to enable services to meet the needs of the children and families they serve.</p> <p>High quality training and development should be available to people in all parts of the workforce to achieve this.</p> <p>Undertake analysis of workforce data relating to competency levels.</p>	Workforce analysis completed and trends identified to inform future training.
Outputs	Individuals, teams and organisations feel confident in the knowledge they hold to support their ability to deliver the vision of a single children's workforce.	Performance appraisal. Supervision identifies improvement in staff confidence and understanding of shared working.
Intermediate Outcomes	Inform LTP of issues relating to local needs of Wirral workforce.	LTP acknowledges individuality of working practices and professional competencies

Stage	Evaluation Model	Evidence Needs
		across all of its partner members, enabling local services to be developed for local people.
Final Outcomes	Produce an annual workforce plan.	Plan in place with appropriate review schedule

DRAFT