

OUR VISION

“Every child in every part of the county should achieve their potential”



WORKFORCE DEVELOPMENT STRATEGY

CHILDREN'S SERVICES
2014—2016

Contents & Acronyms

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ASYE	Assessed and Supported Year in Employment	LACES	Looked After Children Education Service
CfBT	Centre for British Teachers	LCC	Lincolnshire County Council
CPD	Continuous Professional Development	NEET	Not in Employment, Education or Training
CSC	Customer Service Centre	PCF	Professional Capabilities Framework
EBR	Employment Based Route	RiP	Research in Practice
ESCO	Early Support Care Co-ordination	SILP	Serious Incident Learning Process
FAST	Family Assessment and Support Team	SLDP	Senior Leadership Development Programme
FTE	Full Time Equivalent	SW	Social Work
HCPC	Health Care and Professionals Council	SWRB	Social Work Reform Board

Introduction

This document sets out the priorities and focus of the Lincolnshire Children's Services Workforce Development Strategy for 2014-2016. The strategy is set within the context of a range of national and local drivers including the Children and Young People's Plan 2014 -16 and Lincolnshire County Council's vision and purpose.

It has been informed by the continuous improvement cycle described in the Lincolnshire Children's Services Quality Assurance Framework. This includes; feedback from service users, staff, partner agencies, learning from internal and external inspection and audit, as well as responding to actions arising from Serious Case Reviews and national policy.

As well as incorporating the County Council's 4 core values, we are committed to embedding the Signs of Safety methodology across our learning offer.

Workforce reform and development is a major element in improving outcomes for children, young people and families. The ability to continuously improve is intrinsically linked to;

- The quality and capacity of the people who lead, manage, deliver and support those services
- How effectively people work together across organisational and professional boundaries to combine their expertise

Our Workforce Strategy is aligned to the Commissioning for Lincolnshire programme which will enable our staff to be outcome focussed and ensure the best delivery method for efficient and effective services.

In 2011 an integrated Children's Services Learning and Development Team was created and a host of innovative development opportunities have been identified and implemented. These include a wide range of new courses, a 'Learning House' and the introduction of the Assessed and Supported Year in Employment (ASYE) for newly qualified Social Workers.

In addition, the Learning and Development Offer is being delivered on a wider reach over two bespoke venues in Lincoln and Horncastle as well as a range of other venues to assure flexibility and improved access.

Debbie Barnes
Director of Children's Services

Aims of the Strategy

The aims of this strategy are to:

- Provide an understanding and overview of the Children's Services workforce
- Outline key strategic activities to enhance and develop the Children's Services workforce

Scope

This strategy is for all staff employed by, or within Lincolnshire County Council Children's Services. Although the strategy focuses on the 'core' Children's Services integrated team and other front line teams, there are other commissioned services and teams, which are integral to our Learning and Development Offer and are included within the remit of this strategy.

Our Vision

In Lincolnshire we have high aspirations and a clear shared vision for all of our children and young people. We want all children in every part of the county to achieve their potential and to achieve this vision we will deliver services with our partners that are guided by our strategic principles:

- Early Intervention and Prevention
- Safeguarding
- Aspiration and Wellbeing
- Learning and Achievement
- Best Use of Resources

In addition to the principles, four strategic outcomes for children have been agreed.

- Children and young people are; **Healthy & Safe**
- **Develop to their potential in their early years & are ready for school**
- **Learn and Achieve**
- Children and young people are; **Ready for Adult Life**

We recognise that we can only achieve our vision through effective partnership working across agencies, including schools and a wide variety of voluntary and community sector partners, placing families needs at the centre of everything we do.

National and Local Drivers

This strategy has been developed within the context of some key national and local documents, drivers and strategic groups, including:

- The Children and Young People's Plan 2014-16
- The Munro Review of Child Protection: A Child Centred System (2011) and the government response published in July 2011
- The Children Act 2004
- The Children and Families Act 2014
- Lincolnshire Safeguarding Children's Board
- Lincolnshire Children's Services Social Work Reform Board Group
- Signs of Safety
- Lincolnshire County Councils People's Strategy and Key Cultural Attributes
- Commissioning for Lincolnshire
- Skills for Care
- Quality Assurance Framework for Lincolnshire County Council Children's Services
- Serious Case Review findings
- HCPC Capabilities Framework and Standards for Employers
- The Social Work Reform Board
- The College of Social Work

The 2014-16 Children's Services Workforce Development Strategy is embedded within Lincolnshire County Council's Behaviours Framework, which forms part of the overall strategy for achieving the Council's Vision, Purpose and Values. The Framework aims to enhance both individual and organisational performance; it is an integral part of day to day work, recruitment, induction, learning and development and performance appraisal. The Framework defines the effective core behaviours that all staff across the council are expected to demonstrate regardless of their specific role.

The Framework outlines the observable and measurable behaviours, attributes or qualities that we all display when we approach our work. The behaviour statements provide examples of how we need to perform our roles, rather than what we need to deliver. The skills and knowledge required for each job role are set out in individual job descriptions.

Figure 1 - Values, Vision, Purpose & Culture
Lincolnshire County Council



Lincolnshire County Council's Vision, Purpose and Values sets out the bigger picture of the work we do. Our People Strategy defines how, by developing and supporting staff, we will deliver our key priorities. Individual contributions to the wider objectives are set out in our Performance Appraisals as well as in our respective Director Area/Service/Team Plans.

Our Behaviours Framework describes the effective behaviours we all need to display in our day to day work, as we contribute to the Council's values and the delivery of our objectives. Having a common understanding of the expected behaviours enables the way we do our job, to be assessed and provides clarity when identifying how we can develop ourselves further in order to achieve our full potential and to continue to deliver quality services for our customers.

Our Values

Our values define how we do things at Lincolnshire County Council. They reflect the important shared attitudes, beliefs and behaviours that we value in each other, regardless of our role, the choices and decisions we make and the qualities of how we will work together to deliver the Council's Vision and Purpose.

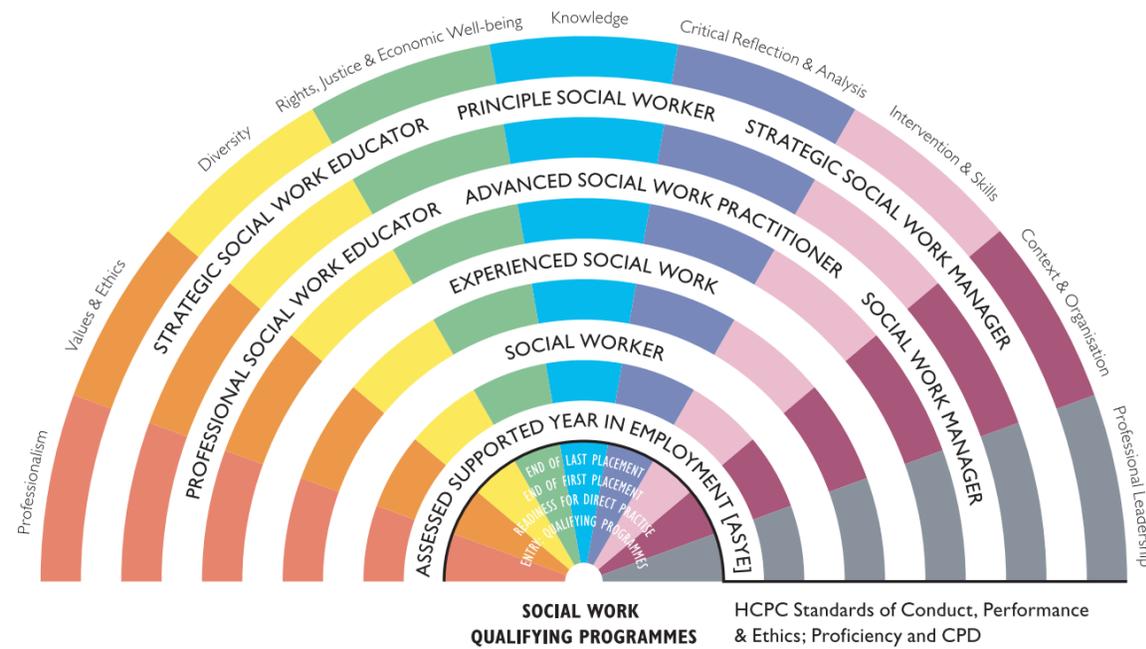
At Lincolnshire County Council the following statement is at the heart of our values and behaviour:

We are proud to work here for the benefit of our customers and communities

To achieve this we will be;

- Professional
- Resourceful
- Respectful
- Reflective

Figure 2 Professional Capabilities Framework



In addition, Children's Services has worked with People Management to develop a bespoke appraisal process based on, and underpinned by, the Council's new Values and Behaviours.

The bespoke process introduces a set of professional capabilities for the Children's Services workforce. Children's Services Capabilities fall into 2 categories, Social Work and Non-Social Work

Social Work - Capabilities, in line with the national Professional Capabilities Framework (see Figure 2) are in place for Assisted and Supported Year in Employment (ASYE) Social Worker, Social Worker, Experienced Social Worker and Advanced Level Social Worker.

Non-Social Work - Capabilities are in place, based on the Professional Capabilities Framework, for staff who do not provide staff supervision and for those that do. These core values will be reflected within the delivery of Learning and Development programmes and will be embedded across all training courses by the Learning and Development Officers.

Our Principles

Lincolnshire County Council takes as its policy statement, which has been adopted by the Children and Young People's Strategic Partnership, that:

"Every child in every part of the county should achieve their potential."

Our Policy and Strategy is informed by five principles;

- **Early Intervention and Prevention**
 - Strong universal services, providing early action and intensive support to vulnerable children and young people
- **Safeguarding our Children**
 - Ensuring children are safe in every environment
 - Encouraging community responsibility for safeguarding
- **Aspiration and Well Being**
 - Ensuring all those working with children champion the importance of aspiration
 - Develop self-esteem, self-belief and resilience in all children, young people and families

• Learning and Achievement

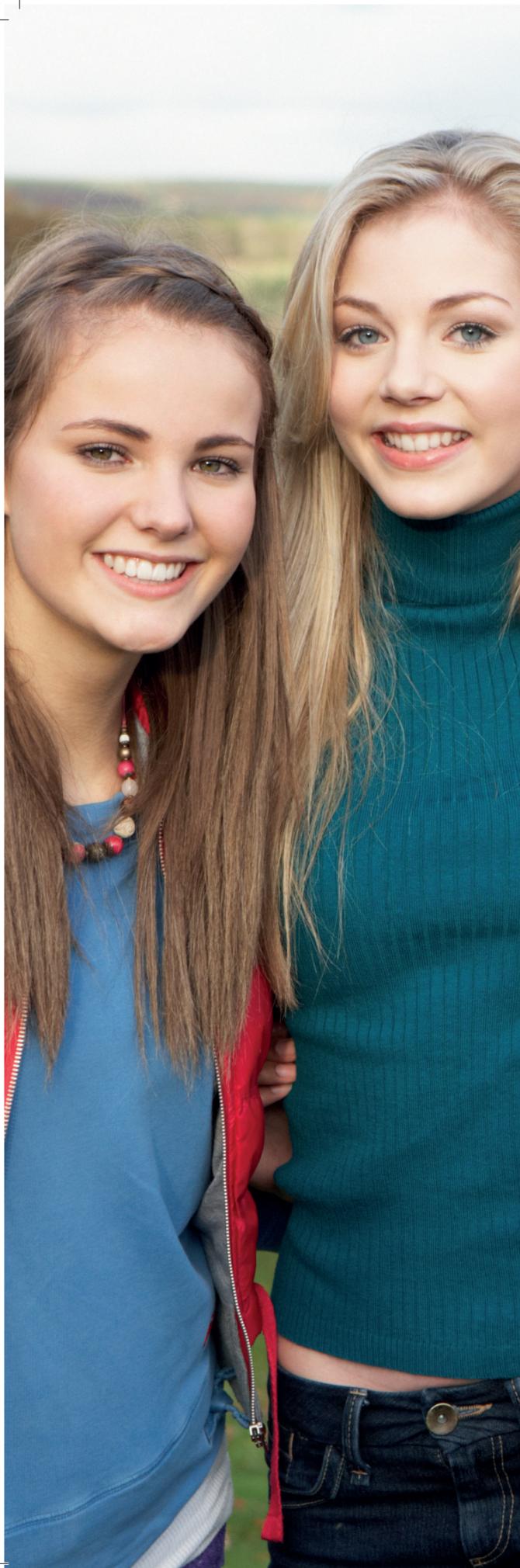
- All children being the best that they can be
- Closing the gap between vulnerable groups and children living in disadvantaged communities

• Best Use of Resources

- Integrating delivery with a focus on outcomes, life chances and opportunities
- Effective use of resources to provide better services locally
- Empower communities, creating opportunities to engage

The Children's Services Learning and Development Programme is underpinned by these principles with clear linkage identified to how each learning opportunity within the programme supports a principle and links to the Professional Capabilities Framework.





The Children's Services Workforce

Children's Services Teams

In 2011 Children's Services locality teams were established with a responsibility for early intervention, prevention and taking and dealing with requests for services for children. Each team receives a contact or referral from the Customer Service Centre (CSC) and a screening process leads to;

- Specialist assessment by qualified social workers
- Assessment and delivery of services through Child in Need or Team Around the Child arrangements.
- Advice and guidance that professionals from outside Children's Services work within Team Around the Child arrangements

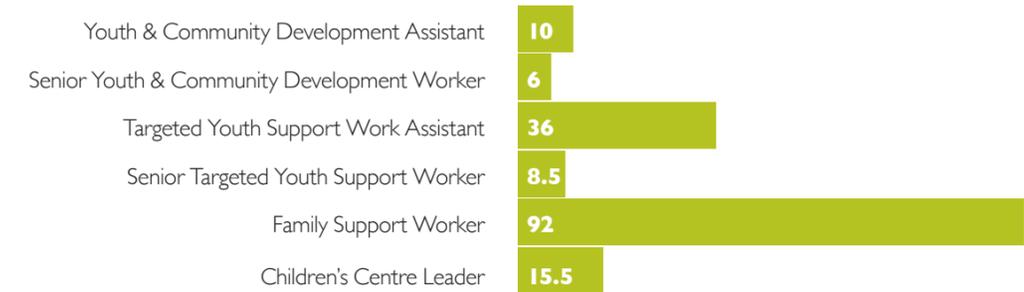
The overall vision is for the teams to support families and children to remain safely within the community, and prevent needs escalating to the point where children are at risk of school exclusion, anti-social behaviour, need child protection plans, are accommodated by the local authority, or enter proceedings.

The core Children's Services Workforce is structured into integrated locality teams, bringing together FAST (Family Assessment Support Team) Social Work and Targeted staff (including Family Support, Youth Support, Youth and Community Development & Children's Centres), overseen by Heads of Service. The current full time equivalent numbers (as of April 2014) & age/gender/ethnicity distribution of Children's Services locality team frontline positions is;

FTE Social Workers - Total 187.18



FTE Locality Targeted Teams - Total 168



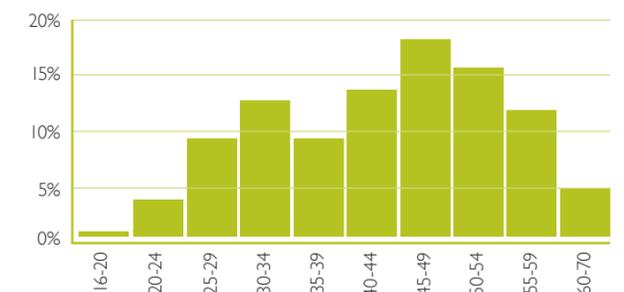
FTE Children's Services Practice Supervisors and Team Managers



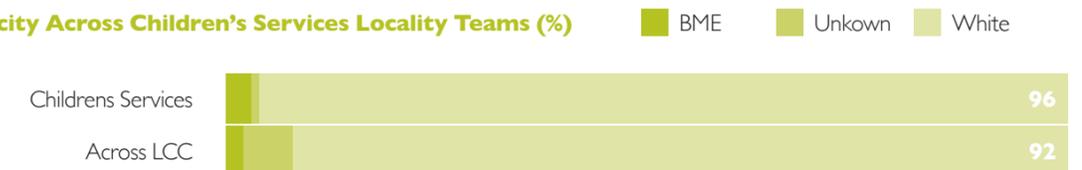
Gender Profile by % Across Children's Services



Age Profile Across Children's Services Locality Teams (%)



Ethnicity Across Children's Services Locality Teams (%)



The above data is utilised in our workforce planning and within the Children's Services Recruitment and Retention Strategy, to monitor and inform recruitment and allocation of staffing resources. Monitoring the workforce enables the Council to identify trends with employment practices and to investigate these further, implementing changes where appropriate.

Figure 3 -
Wider Children's Workforce
Lincolnshire



The Wider Children's Services Workforce

Working in partnership and alongside the locality integrated teams are a range of further front line services and teams. These include:

- Adoption
- Fostering
- Family Group Conference Service
- ESCO Service
- Looked After Children
- Children with Disabilities
- The Contact Service
- Residential Homes
- Children's Centre and Youth Offer Central Hubs
- Looked After Children's Education Service(LACES)
- Parent Partnership Service
- Independent Review Officers and Child Protection Chairs

Further key services commissioned by and/or working with Children's Services include:

• Families Working Together (FWT)

The role of FWT workers is to support families and co-ordinate activity with partner organisations on their behalf to progress their priorities and help families 'keep on track'. FWT workers will put together a plan of activity with a family that they can work through to follow up their priorities. They will feedback on progress made, and ensure families are aware of any sanctions that may transpire if that progress is not made.

• CfBT – including Lincolnshire Birth to Five Service, Careers Service and Education Welfare Service

The Birth to Five Service's purpose is to support early year's providers to continuously improve the quality of their provision, for families and children through appropriate intervention and development strategies. The Careers Service provides careers advice and guidance services to schools and colleges

alongside support to young people aged 16-19 who are Not in Employment or Education (NEET). The Education Welfare Service supports schools and families to improve school attendance rates across schools in Lincolnshire.

• Family Action

Family Action Support Workers visit families at home to discuss how they might provide practical help - including support with developing routines, dealing with stressful times in the day, managing children's behaviour or coping with weekends. Other support includes help with family difficulties such as benefits, budgeting or housing concerns.

• Barnardos Leaving Care Service

Barnardos Leaving Care Services aim to bridge the gap for children between leaving care and living in the adult world. They help young people to develop the life skills they will need to look after themselves, including encouraging them to undertake employment, training or further education. When they leave, Barnardos helps the young people secure permanent accommodation and remains available to offer support and counselling if necessary.

• Action for Children

Action for Children is a UK children's charity committed to helping the most vulnerable and neglected children and young people break through injustice, deprivation and inequality, so they can achieve their full potential. They specialise in working with children and young people whose families need support, who are in care, who are disabled or who experience severe difficulties in their lives.

Children & Young People's Plan 2014-16 Workforce Development Priorities

Background

The Children and Young People's Strategic Partnership's ambition for Lincolnshire's children and young people requires, a sufficient, motivated, skilled workforce, including paid and voluntary workers. The aim is for the workforce to be inclusive, competent, sufficient in capacity and fit for purpose in serving the needs of children and young people. The agreed priorities for workforce development are;

- Our workforce is working together effectively, delivering evidence based interventions and is making the most of the tools and processes that it should be using.
- We have strong leaders and managers.
- Our workforce shares the same vision.
- We support our workforce to work in new teams and roles by offering training and development opportunities.
- We use our money and resources to support our workforce in a cost effective way.
- Voluntary and community organisations have the right support for their workforce.
- Our workforce is able to better understand and support emotional health and well-being of children, young people and their families.

Children's Services Workforce Development Priorities 2014-16

The Children's Services Workforce development priorities are a result of identified priorities in the Children and Young Peoples Plan 2012-15 and the new Children's and Young People Plan 2014-16. Our workforce objectives are centred on 5 key themed priorities with actions that meet these priorities:

1. Embed and deliver evidence informed approaches to improving outcomes.
2. Implement national and local recommendations to enhance our recruitment and development of Social Workers.
3. Implement the Lincolnshire Social Work 'Learning Authority' Strategy and concept.
4. Implement the Signs of Safety approach.
5. Embed Commissioning for Lincolnshire.

Embed and Deliver Evidence Informed Approaches To Improving Outcomes

We will build on our commitment to the use of programmes and interventions, with a proven track record and sound evidence base. We will provide resources for practitioners to enable them to access evidence based research and learning to support their development.

- Significant numbers of Children's Services practitioners have already been trained in the Triple P parenting programme and are now delivering interventions. A further programme of Triple P training will be commissioned in order to train practitioners in Group and Enhanced programmes, alongside additional Standard and Teen Triple P programmes.
- Solihull Parenting programmes will provide an underpinning foundation for our universal and targeted interventions. We will embed a 'train the trainer' model to ensure sustainability.
- The implementation of the Signs of Safety model - initially across front line social work and other front line teams. Signs of Safety is a solution focused approach, which supports frontline practitioners and managers in assessment, analysis and management of risk in child protection cases.

The model will

- introduce a strengths based approach to child protection work that will result in:
 - Improved quality of assessment/analysis/intervention delivered to families
 - Improved engagement of families
 - Improved risk management of vulnerable children as a result of rigorous assessment and safety planning
- Children's Services will maintain and promote their membership of Research in Practice (RiP). This provides access to research, e-learning, learning events and materials and is supported by link officers from Children's Services and RiP. We will be proactive in embedding and raising awareness of RiP across our frontline teams and within our Assessed and Supported year in Employment (ASYE) with Newly Qualified Social Workers.
- The College of Social Work - All frontline social workers within Children's Services have been registered as members of the College of Social Work. Membership enables our social workers to access a range of research and resources including journals, e-books, professional practice guidance and e-portfolios. We believe membership will lead to a stronger, more motivated workforce better equipped to meet the challenges that confront it and with higher satisfaction ratings among people who receive services. It will support us to meet our responsibilities with regard to social workers' CPD, as set out in the Employer Standards held by the Local Government Association, and will enhance our reputation as a supportive employer with \ beneficial consequences for recruitment and retention of staff. We will be proactive in promoting this resource across our front line teams and within our training and other support programmes within Children's Services.
- Children's Services will consider developing further opportunities for practitioners to learn and reflect from each other via mechanisms such as Action Learning Sets and Peer Support and Challenge activities.

Implement National and Local Recommendations to Enhance our Recruitment and Development of Social Workers

We will expand and enhance our support to Social Workers, use workforce data to analyse and identify gaps in our workforce capacity and ensure our programmes to train and recruit Social Workers address such findings:

- Continuing to deliver, evaluate and develop the Assessed and Supported Year in Employment (ASYE) for our newly qualified Social Workers. Children's Services started delivering the ASYE programme in 2012 and it is being delivered jointly with Adult Services, which enables workers to share knowledge and experience. The programme is run following and incorporating the Professional Capabilities Framework (PCF) with monthly workshops. Each workshop focuses on a specific domain on the PCF and incorporates a practical formal element as well as, crucially, aspects of critical reflection on practice. The programme is designed and delivered to allow participants to have a bridge between what was learnt in an academic setting at University and putting this learning in to practice.



- The ASYE programme will be evaluated, developed and enhanced through expanding the range of input into workshops. In particular, planning is in place for Public Health representatives to deliver training as part of the ASYE course, in order to give Newly Qualified Social Workers a comprehensive understanding of Public health and key roles within it such as Health Visitors.
- Co-ordinating and leading the development of the current Employment Based Degree Route into Social Work and to utilise this to address any identified capacity issues where possible across the locality areas. This will include consideration of developing employment based training through Degree and Masters routes.
- Co-ordinating and using the Step Up to Social Work scheme in order to continue to recruit highly trained Masters level students as Social Workers into Children's Services, targeting local areas to address capacity issues.
- The Children's Services Learning House will be fully rolled out. This is a new venture which allows Children's Service practitioners to practice their skills and working methods in a safe environment. The venue is a house set up to replicate a home, but with cameras installed so that practitioners can observe and reflect on their practice. Practitioners undertake scenarios of what they may encounter in their particular role. We have close links with Lincoln University via both the Social Work and Drama departments so have access to actors who can play service users as well as using appropriate props, for example 'virtual babies'. We have delivered sessions using actors to year one Social Work students allowing them to practice, improve and reflect on skills post their first placement. Currently we are developing a program for the Step-up to SW, EBR and Masters Students, the sessions in the House will become part of their evaluated modules as well as to assess their Fitness to Practice; this will begin in the new academic year. The house is also being used on a one to one basis to provide individual support and mentoring. It is intended to develop the Children's Services Learning House to reflect and support improved outcomes with our partners in the Health Service, the Police and the voluntary sector.

- Embedding the national guidance around the Standards for Employers and Supervision Framework. These standards build on existing guidance and include an annual 'Health Check' which will assess the practice conditions and working environment of Children's Services social work workforce, taking into account workload management and case allocation.
- The Professional Capabilities Framework (PCF). The PCF establishes shared expectations of social workers at each stage of their careers, underpinned by the ASYE and continuing professional development. Children's Services has implemented the PCF for social workers and has gone one step further and implemented an adapted set of professional capabilities across the entire Children's Services workforce.
- Evaluation of and consultation on the development of a renewed Children's Services Core Learning and Development Programme will take place in 2013 for introduction in 2014. Social Workers and all other front line teams will be involved in the consultation. The new programme will build on the previous years and seek to provide relevant learning and development opportunities to meet new and emerging needs.
- We will increase our numbers of professionally trained Mentors and Coaches within Children's Services, to provide a network of experienced practitioners who will be able to give additional support to our Social Workers; in particular our Newly Qualified Social Workers.

Implement the Lincolnshire Social Work 'Learning Authority' Concept and Strategy

We will implement findings and recommendations from The Social Work Task Force, The Social Work Reform Board and Professor Munro to strengthen our partnership working with the University of Lincoln across key overarching areas:

- Agreeing the selection criteria to ensure that the right calibre of individual is accepted onto the training from the outset.
- Ensuring that they are equipped for the demands and challenges of their roles for both the academic side and work placement preparing them for the workplace.

- Whilst in the workplace ensuring that they receive continuous professional development.

Children's Services and the University of Lincoln will ensure an integrated approach as partners so that:

- Practice Placements are of the highest standard and relevance and – in time – only in designated Approved Practice Settings. This will ensure students have a realistic understanding of front line social work practice.
- Qualified practitioners receive relevant opportunities to further develop their practice.
- Children's Services will commit the time of various levels of staff that are guaranteed to engage with the development and delivery of the Social Work curriculum and continuous professional development. It is intended for a number of Children's Services staff involved in the process to have a dual role of educator and practitioner.
- The University of Lincoln will ensure that graduating students have a high level of theoretical and practical knowledge to prepare them for the reality of Social Work and the range of skills to ensure workers are competent and capable to fulfil their roles.
- In partnership the university and Children's Services will develop the curriculum and resources made available by Children's Services will be used within academic teaching and during practice placements.
- Collaboratively there will be partnership working in:
 - Programme design – in terms of its vision, structure and philosophy.
 - Admissions and selection.
 - Curriculum delivery and design around areas including: Communication Skills; Human Growth and Development; Mental Health; Neglect, Substance Misuse and Children's Behaviour and Parenting Problems.
 - The integration of theory and practice via practitioner involvement in the curriculum and high quality placements.
 - Reviewing and evaluating the programme.
 - Ensuring a more seamless progression from the qualifying degree to the ASYE.
- Developing staffing arrangements with a view to consider options including a joint appointment with a specific remit to develop and manage

a possible Student Practice Unit, split posts with designated Higher Education engagement time and/or practitioners being awarded Visiting Lecturer status.

Implement the Signs of Safety approach

Signs of Safety is an innovative, strengths-based, safety organised approach, created in Western Australia. The model was created by practitioners, based on what they know works with difficult cases, has attracted international attention and is being used in areas of North America, Europe and Australasia. It is an assessment and planning framework supporting practitioners in determining:

- Whether there is sufficient safety for the child to remain within the family and what support is needed for the family for that to happen;
- Whether the situation is so dangerous that the child must be removed;
- If the child is looked after, whether there is enough safety for the child to return home.

Signs of Safety was developed from a spirit of appreciative inquiry, and the heart of the process revolves around a risk assessment and case planning format that is meaningful for all the professionals, and the parents and children.

Why have Lincolnshire chosen to implement it?

Lincolnshire have chosen to implement Signs of Safety to go some way to meeting the recommendations detailed in Professor Eileen Munro's report into Child Protection, which in turn should ensure the Directorate's readiness for meeting future Ofsted requirements.

A key recommendation of Professor Eileen Munro's report identified the need for, 'Local authorities and their partners to start an on-going process to review and redesign the ways in which child and family social work is delivered, drawing on evidence of effectiveness of helping methods where appropriate and supporting practice that can implement evidence based ways of working with children and families'.

Embed Commissioning for Lincolnshire

The Lincolnshire County Council Vision:

'Working better for you'

- Building on our strengths
- Protecting your lifestyle
- Ambitious for the future



Will be achieved by:

- Making the best use of all of our resources
- Investing in infrastructure and the provision of services
- Commissioning for outcomes based on our communities' needs
- Promoting community wellbeing and resilience
- Influencing, co-ordinating and supporting other organisations that contribute to the life of Lincolnshire

In addition we will be; Professional, Resourceful, Respectful and Reflective in all that we do.

Commissioning for Lincolnshire will help us achieve our Vision. It is through this programme that we improve the standards of commissioning across the Council and therefore improve outcomes for the people of Lincolnshire. It is the main focus for transforming the County Council to meet the challenges facing us as set out in our Organisational Strategy 2012-15.

These include:

- Commitment to value for money services and low council tax
- Need to respond to changing national priorities e.g. 'smaller government', health reforms, welfare reforms, 'Big Society', personalisation of social care, growth in academy schools, Local Government Resource Review, Localism Act etc.
- Reduced government grant
- Low value adding economy with limited employment opportunities
- Population growing
- Large increase in over 75s projected
- Increase in birth rates
- More people are moving to Lincolnshire
- Potential to improve local outcomes and value for money through effective use of technology
- Opportunities to enhance broadband and mobile connectivity

In addition to our 5 priorities we are committed to providing high quality support to our managers through a range of leadership programmes supported by the National College and OPM. Our core offer to the wider Children's Services workforce continues to draw upon evidence based practice to accommodate a range of learning styles.

We will ensure Children's Services leaders and managers access the LCC leadership management programme as part of LCC's Leadership Strategy, to support managers to influence cultural change, motivate staff to drive forward new initiatives and deliver new ways of thinking and working. This will support managers to develop and lead cultural change through explicit behaviours linked to LCC's Values and Core Abilities.

Cohorts of additional Children's Services leaders and managers will be able to access, as needed, via Corporate opportunities the:

- Senior Leadership Development Programme (SLDP). To focus on change and leadership challenge, resilience, new service delivery, delivering results and 'organisational raids' – visits to test bed sites where organisations are developing new approaches to service offers.
- Coaching Style of Leadership Programme. A 90 day challenge in which participants, either in service areas or clusters, will use to determine work specific issues which need to change. With initial coaching support, participants will adopt a coaching style of leadership to develop a workable and lasting solution to the challenge.
- Tailored Personal Development Programme. An approach designed to meet an individual's specific needs as identified through their appraisal, as well as any 360 degree feedback and/or psychometric assessment that they have had.
- LCC Managers Essential Programme. Designed for new managers and those looking to refresh skills and knowledge in specific areas including team motivation, financial and project management, communication skills, managing in a political environment and policies supporting managers.

- LCC Managers Induction. A programme for new managers that is an introduction into the LCC Behaviours Framework and how to access information on tools and processes.

The Children's Services Learning and Development Team will:

- Co-ordinate and deliver additional, Children's Services specific, leadership and management programmes as required.
- Provide 'ad hoc' funding for individual leaders and managers to attend bespoke development opportunities.
- Utilise resources from Research in Practice and the College of Social Work membership to provide development opportunities for managers.

We will continue to review and develop our annual Learning and Development Programme, in consultation with the Children's Services core workforce, to meet needs across Children's Services.

The Children's Services Learning and Development team will take the lead to:

- Consult with teams across Children's Services to identify needs in order to develop new learning and development opportunities.
- Obtain, via a number of mechanisms, feedback from families and children to inform workforce development needs: usage of telephone questionnaires co-ordinated via the Children's Services Stakeholder Engagement Team; tracking that recommendations from Lincolnshire Young Inspectors reports are implemented; via feedback from the Children's Services Munro Champions group.
- Understand and respond to learning needs identified through conclusions from Serious Case Reviews. An identified Learning and Development Officer is liaising with the Lincolnshire Safeguarding Children's Board to complete an audit of identified learning recommendations and to respond accordingly to implement as required. In addition the Children's Services Case Review Protocol, learning from Internal Case Reviews and the

Serious Incident Learning Process (SILP) has led to learning points being established and disseminated via mechanisms including established monthly Team Managers meetings, and the Children's Services Social Care Forum and Munro Champions Groups.

- Co-ordinate and deliver a bespoke Children's Services induction programme that brings together existing elements of induction activities.
- Undertake commissioning activities to identify professional external training options.
- Update and widen our Legal and Court Skills training in partnership with Legal Services.
- Ensure our Learning and Development Officers undertake professional development and attend national 'train the trainer' events in order to cascade new approaches in Lincolnshire.
- Work in partnership with new teams such as Families Working Together to ensure their practitioners developmental needs are met.
- Continue to provide bespoke learning and development opportunities to individuals and teams through our 'ad hoc' process of requesting funding.
- Extend the remit of the Children's Services Learning House to encompass the opportunity for other teams to access this resource.
- Link closely with the Quality Development Team to deliver and provide bespoke learning and development opportunities in response to findings and recommendations from quality audits.
- Deliver training in new ways, including the production of resource packs.
- Enhance our evaluation of training delivered by developing evaluation processes that seek to evidence long term impacts of training on individual practice.
- Supporting staff development and expertise by facilitating access to research (via the College of Social Work, Research in Practice and LCC's Social Care Library) to inform their work.

Assuring Quality in Children's Services

Assuring Quality in Children's Services

The Children's Services Quality Assurance Framework has been developed and implemented to provide a clear overview and strategy with the aim being to achieve and monitor quality against our strategic principles and quality standards.

The purpose of the Lincolnshire County Council Quality Assurance Framework is to:

- Review, Evaluate and Set Standards.
- Provide a consistent system for monitoring and evaluating our effectiveness.
- Prioritise and facilitate continuous improvements within Children's Services.
- Support organisational learning and inform Workforce Development.

Our approach to Quality Assurance includes the following components:

- Using Data to Actively Managing Performance.
- Quality Reviews of Service Areas and Teams.
- Assessing Quality Through Observation.
- The Lincolnshire Young Inspectors Programme.

We seek to evidence and achieve Quality through undertaking the above activities and acting on their findings. We define Quality by the degree of excellence provided, or degree of worth derived from a service by our service users and customers.

As a result the Quality Assurance Framework includes 7 Service Standards from which quality and satisfaction can be measured.

Standard 1: Safeguarding

We will safeguard and promote the welfare of all children and young people who access our services.

Standard 2: Stakeholder Engagement

All children and families views, wishes and feelings are determined, respected and remain at the core of all service provision.

Standard 3: Valuing Our Workforce

All work with children and families is managed and supervised by appropriately trained and qualified staff to achieve the best possible outcomes for children and families.

Standard 4: Partnerships

We aim to work effectively with our partners through on going planning and evaluation events, sharing information and resources and through seeking and utilising expertise to ensure positive and successful outcomes for children and families

Standard 5: Best Use of Resources

We aim to provide a high quality service that is efficient and cost effective in meeting the identified needs of children, young people and families.

Standard 6: Equality and Diversity

In accordance with the Equality and Diversity Act 2010 we will work collaboratively with all children and families to ensure they are treated with respect and dignity and that meeting their individual needs is integral to everything we do.

Standard 7: Compliments, Comments & Complaints

We will utilise all feedback and information from children and families to ensure that concerns and complaints are dealt with effectively; and in a timely manner to make improvements to the service we provide.

Recruitment & Retention

Overarching Objectives

The Workforce Development Strategy shares certain key priorities and links with the 2013-15 Children's Social Worker Recruitment and Retention Strategy. A summary of the strategy is below, highlighting a range of priorities that will further support workforce development.

Recruitment

Within identified budget constraints, Children's Services to:

- Develop a greater understanding of turnover of social workers including identifying why social workers leave the Directorate and develop plans for any corrective actions required.
- Develop a clear and enticing brand for Social Work in the Directorate.
- Develop a rolling recruitment programme to ensure a continual supply of qualified and experienced social workers.
- Attend a geographically wide range of recruitment fairs on a regular basis.
- Use Recruitment and Retention incentives where appropriate and in line with the Council policy.
- To engage with national campaigns such as Step Up to Social Work, HCPC Social Work returners, etc.

Retention

Within identified budget constraints, Children's Services to:

- Develop and raise awareness in social care of the 'golden thread' demonstrating the links between the SWRB and Munro developments and the investment in staff through continuing professional development linking with the CS Workforce Development strategy and the corporate People Strategy.

- Provide bespoke CPD programme for social care that includes social work reforms, leadership development and culture change.
- Review the Employment Based Route programme identifying appropriate next steps.
- Embed the Social Work Standards for Employers including the annual Health Check of social care to identify issues and areas for development/change.
- Incorporate 'teaching authority status' once achieved into their social worker brand and promote internally/externally outlining benefits to social workers.
- Ensure staff awareness of the support available, such as Employee Support and Counselling, following serious incidents.
- Continue to engage positively with the Absence Management project ensuring that suitable actions are taken to support a reduction in absence in the social care teams.



