



Oldham Children & Young People's Partnership

# **Oldham's Children's Workforce Strategy and Plan**

**2006-2011**

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# Oldham Children's Services Authority Children's Workforce Strategy and Plan 2006-11

## *Purpose and rationale of the strategy and plan*

The **purpose** of the Oldham Children's Services Authority Children's Workforce Strategy and Plan is to outline how the Authority will prepare and develop the children's services workforce in order to implement the requirements of the Children Act 2004 and the reforms set out in the 'Every Child Matters' green paper September 2003 and 'Change for Children' DfES 2004.

The **rationale** for the plan is based on the national guidance on the CYP Plan, which states:

'Workforce planning is essential to delivering outcomes, and needs to be joined up to avoid unhelpful competition for labour and also to promote increased inter-agency and inter-disciplinary working. The Government's 'Children's Workforce Strategy; building a world-class workforce for children and young people' (DfES 2005 DfES/1117/2005), recommends the development of local workforce strategies as an integral part of the CYPP. Local workforce strategies should, as part of the CYPP, include detailed local approaches to:

- a. How all the partners in the children's trust will take account of the labour market implications of designing and delivering or commissioning services for children and young people;
- b. How local areas propose improving the mix of skills within services, building on and incorporating the Common Core of Skills and Knowledge, to meet the needs of children and young people better;
- c. Local approaches to recruitment, career development, developing HR capacity, implementing the Common Assessment Framework, improved information sharing, the Lead Professional role and other approaches to multi-disciplinary and multi-agency working, continuous development to embed good practice and develop leadership capacity and training opportunities to meet needs identified by Local Safeguarding Children Boards (LSCBs).'

## *Scope of the Strategy and Plan*

Oldham's children's workforce strategy and plan covers activity over the next 5 years, initially from April 2006 to March 2011. This strategy covers the paid and voluntary workforce in The Children's Services Authority in Oldham. The plan will be updated annually and further revised beyond March 2011.

The **definition of the children's services workforce** is an inclusive one: it encompasses all those whose work brings them into contact with children, via the provision of a service, and includes paid workers and voluntary workers in both public and private sectors. The definition of children and young people covered by Every Child Matters is those who are aged 0-19, and up to age 25 for those who have special needs or who are in public care.

For the purposes of this strategy the definition of the children's workforce includes the following occupational areas:

- Education including Education Support
- Childcare & Early Years
- Youth Work & related including Connexions
- Youth Justice
- Sport & Leisure
- Social Care

- Health including CAMHS

Further breakdown by job title is available in **Appendix 3**.

## ***Vision***

Our vision for the children's workforce in Oldham appears below.

***'Our vision for Oldham's Children's workforce is that it will be inclusive, highly competent, sufficient in capacity and skills and fit for purpose in serving the needs of children and young people.'***

***We will achieve this through excellent practice in workforce planning, recruitment, retention, training and development, so as to maintain the highest standards in delivery and client satisfaction for all the children's services provided in Oldham.'***

## ***Relationship to other Strategies and Plans***

The Children's Workforce Strategy and Plan is part of the Children and Young People's Plan (CYPP). It incorporates Oldham's Corporate Plan 2005-8 priorities, which are:

- Community Cohesion;
- A Prosperous Borough;
- Realising the Potential of Children, Young People and Families;
- An Improved Environment;
- Healthy and Well Cared For People; and
- An Improving Council Striving for Excellence

Please refer to **Appendix 1** for full details.

It also embraces Oldham's Community Plan 2002-2022 priorities, which are:

- Community safety
- Economy
- Environment and transportation
- Health and Social Care
- Housing
- Learning
- Voluntary sector
- Young people

Please see **Appendix 2** for full details

Other plans and strategies that drive and carry forward delivery of the Children's Workforce Plan are listed below.

### National initiatives, strategies and plans

Children's Workforce Strategy, DfES; A National Framework to Support Local Workforce Strategy Development, Department of Health; National Service Framework for Children, Young People and Maternity Services, DfES & DoH; Choosing Health; Health and Social Care Planning Framework 2005-8, DoH; The Local Government Pay and Workforce Strategy 2005, The National Training Strategy for Social Care.

### Local initiatives, strategies and plans

All those plans which contribute to the CYPP and wider workforce plans (listed below)

Alcohol Strategy; Behaviour Support Plan; Children Centres & Extended Schools Strategy; Strategy for Children with a Disability Connexions Continuous Improvement Plan; Crime & Disorder Reduction Strategy; Early Years Plan; Education Improvement Partnership Plan (Excellence in Oldham); Housing – Young People's Housing Strategy; Local Learning Partnership Plan; National Probation Service Plan;

Oldham Community Leisure Ltd (OCLL) Business Plan; Local Policing Plan; Regeneration Strategy; School Organisation Plan; Social Services' Commissioning Strategy, Special Educational Needs Plan; Sports Development Service Plan; Traffic and Transport Plan; Voluntary, Community & Faith Sector Strategy; Workforce Development and Governance Service Plan; Young People's Substance Misuse Plan; Youth Justice Plan; and Youth Service Plan; Children's Social Care Service Plan; Social Care Training and Development Plan; Staff Development Service Plan; Children's Social Care Service Plan; Social Care Training and Development Plan Staff Development Service Plan; Child and Adolescent Mental Health Services (CAMHS) workforce strategies and plans.

## ***Consultation***

### **Children and Young People**

To ensure that we can achieve the vision of a highly skilled workforce serving the needs of children and young people, we are undertaking a large consultation project to explore their needs in relation to the five outcomes of the Every Child matters framework.

Initially we worked with over 3000 children, young people, parents and carers undertaking a 'needs analysis'. Children and young people documented their needs under the five headings and then prioritised these needs to enable a focus for services. In addition to undertaking locality needs analysis work with key stage age groups; we worked with special interest groups. These included children and young people with disabilities, who are looked after and those not in employment, education or training.

We are now undertaking phase 2 of the work, where we are undertaking more in-depth work through focus groups with children and young people. These groups are looking at how children and young people believe services should deliver in their localities against the needs originally identified. Again we are also undertaking work with the special interest groups identified above.

By consulting with children and young people, this will enable us to build services around their specified needs.

### **Wider consultation**

This plan is the first workforce plan and will be subject to wide consultation via publication on the Internet as part of the CYPP, face-to-face events and circulation to key stakeholders. The plan will be amplified and revised on a regular basis and should be viewed as a living document.

## ***Endorsement of the plan***

The Children and Young People's Partnership Executive Board have endorsed this plan.

## ***Contact for further information***

Information regarding this plan can be obtained from Ann Rae, Head of Workforce Development and Governance, Directorate for Services to Children, Young People and Families, Oldham MBC.  
[wdgs@oldham.gov.uk](mailto:wdgs@oldham.gov.uk)

## **Oldham Children's Workforce Strategy Objectives**

Our single objective is to deliver Oldham's Children's Workforce Strategy in line with CWDC requirements using the model developed by the NW Employers' Group. This model uses a process comprising six distinct stages as detailed below.

1. Preparation and securing support
2. Establish current position
3. Identify future needs
4. Identify gaps
5. Develop the workforce development plan
6. Review and evaluation

### **Stage 1: Preparation and Securing Support**

In order to raise awareness of the Children's Workforce Plan and secure support for it our strategies will be:

1. Ensure the Workforce Strategy and Plan is publicised and subject to full consultation with all key stakeholders via appropriate fora and mechanisms.
2. Ensure the strategy and plan is endorsed at the highest level by key stakeholders in the Children's Service Authority.
3. Ensure the plan is shared with the stakeholders and workforce at all levels, via staff briefings, conferences, newsletters, publicity releases and electronic means such as web sites.
4. Ensure the delivery of the workforce strategy is fully integrated into council Service Improvement Plans, Children and Young People Plan and stakeholder and partners' plans as applicable.
5. Ensure the workforce strategy and plan is updated and published.
6. Ensure the ongoing practical delivery and monitoring of the plan and strategy via the Every Child Matters Workforce Reform task group and other relevant groups within the Children's Service Authority.

### **Stage 2: Establish the Current Position**

1. We will gather baseline workforce data across the relevant sectors of Children's Services Workforce in a format agreed with the NW Employers group and Children's Workforce Development Council to enable comparability within the NW region and nationally.
2. We will access local regional and national support for this work via the Oldham Every Child Matters Workforce Task Group, the NW Employers Group and the Children's Workforce Development Council (CWDC).

### **Stage 3: Identify Future Needs**

1. We will try and predict the levels of service and the way they need to be delivered over the next 5-10 years in order to ensure the CSA has the right people in the right place with the right skills at the right time to deliver continuously improving services.
2. We will take into account demographic issues, national and local initiatives, priorities, plans and objectives, planned reorganisation or other major changes and how these may impact on workforce issues.
3. We will ensure our recruitment and retention initiatives, address current and future skills gaps and that our funding and resources are targeted appropriately.

### **Stage 4: Identify the gaps**

Using the needs analysis we developed in Stage 3 above we will identify the gaps and prioritise our activity using a risk analysis mechanism based on the size of the gap and the seriousness of its impact. This mechanism is the one recommended by the NW Employers Workforce Planning Guidance, reproduced below.

Large gap	Priority 3	Priority 1
Small gap	Priority 4	Priority 2
	Low impact	High impact

Priority 1	High impact and large gap
Priority 2	High impact and small gap
Priority 3	Low impact and large gap
Priority 4	Low impact and small gap

### Stage 5: Develop a Workforce Development Plan

This plan will outline the training and development we shall undertake in year one in order to ensure the workforce is aware of the Every Child Matters agenda and what it means for them. We shall address topics such as leadership skills, Common Core and the Induction Standards and the Integrated Qualifications Framework

### Stage 6: Review and Evaluation

The workforce strategy and subsequent plans will be subject to review and evaluation through a variety of mechanisms using existing processes as detailed below.

- Staff appraisal
- Monitoring of service plans
- Monitoring mechanisms of The CYP Partnership
- Directorate of Services For CYPF monitoring and quality assurance processes e.g. APA self evaluation
- External audit and inspection processes e.g. Joint Area Review
- Senior management meetings
- Stakeholder fora
- Peer review
- Stakeholder consultation

The plan contains SMART targets and performance indicators that are clearly measurable.

The Every Child Matters Workforce Reform Task Group will oversee operational delivery of the plan and ensure that the strategy and plan are reviewed as a result of the evaluation and monitoring processes.

## **Current Position and Analysis**

### **Workforce data and data issues**

#### **Overall Picture**

A general profile of Oldham and its workforce appears in the CYPP. Below is an overview of the children's workforce first as a whole and secondly by sector.

The Children's Workforce in Oldham consists of approximately 6,061 staff with 5388 falling within Education, 428 within Social Services and 245 within the Health sector.

A sectoral breakdown appears below.

Currently data is kept on a variety of different systems and is not as complete as we would wish. We need to agree a minimum data set and common format for workforce categorisation, consistent nationally if possible. National data sets likely to be available are: National Minimum Dataset for Social Care, and 618G and PLASC returns within Education.

In general the common themes coming through are that: the children's workforce is largely female, ageing and with ethnic minorities are under-represented compared with the employed population in Oldham

#### **Education Sector Workforce**

Data on the current position regarding the Education Sector children's workforce in Oldham is to be found in Appendix 5. The snapshot was taken in January 2006. The overall size of the Children's Workforce is 5388 staff (4259.32 FTE). Around 60% of staff are full time, around 74% are on permanent contracts, around 76% is White British, the workforce shows an ageing profile with 56% of staff aged 40 and over. The workforce is 78.53% female and this is most noticeable in the Schools Sector. In Primary Schools the workforce is predominately female 89.81% whereas in Secondary Schools it is 61.54%. The following table and graph displays the trend across the various sectors.

#### **Gender**

	<b>Female</b>	<b>%</b>	<b>Male</b>	<b>%</b>	<b>Grand Total</b>
Central	451	73.45%	163	26.55%	<b>614</b>
Junior	213	86.23%	34	13.77%	<b>247</b>
Nursery / Infants	278	96.19%	11	3.81%	<b>289</b>
Primary	2001	89.81%	227	10.19%	<b>2228</b>
Secondary	1093	61.54%	683	38.46%	<b>1776</b>
Special	195	83.33%	39	16.67%	<b>234</b>
<b>Grand Total</b>	<b>4231</b>	<b>78.53%</b>	<b>1157</b>	<b>21.47%</b>	<b>5388</b>

#### **Children's Social Care Sector Workforce**

The Children's Social Care workforce comprises of the following

<b>Social Care</b>	<b>Title</b>	<b>Numbers (Headcount)</b>
	Social Worker	98
	Care Worker	69
	Community Worker	88
	Foster Carer	103
	Manager	29
	Administrative/Support	41
<b>Total</b>		<b>428</b>

The Children's Social Care workforce is also ageing (57.5% of staff are over 40) and the workforce is largely female (79.4% female, 20.6% male). Whilst the situation has improved in recent years, ethnic minority groups remain under-represented in the workforce

Data is currently kept on various systems and is not as comprehensive or as easily interrogated as we require. This situation is being addressed by two developments:

- The new Corporate HR Information system which will be operational later in the year
- The introduction of the National Minimum Dataset for Social Care

### **Health Workforce**

The Health workforce is predominantly female and largely full time with an ageing profile. Ethnicity data is not available at present.

### **Voluntary and community**

More information is needed in this area.

### **Private Sector**

More information is needed in this area.

### **Current and Future Skills Gaps**

In Social Care the single largest skills gap is in relation to qualified social workers, where the local position reflects the national acute shortage of qualified staff working in childcare. There is also a shortage of foster carers within the Borough.

In Education there are shortages of teachers, especially in Maths and Science, swimming teachers, supply teachers, higher level qualified education support staff (e.g. level 4 and beyond), supply teachers and FE teachers. Head teacher posts are also difficult to fill.

The 10 year Childcare Strategy, and The Extended Schools initiative will require an increase in qualified Childcare workers and support staff in the public and private sector etc.

Current skills gaps, which will need to be addressed, include the introduction of Common Core, And the Common Core Induction Standards and leadership skills for integrated services.

Future versions of the workforce plan will take account of regeneration activities and likely economic development within the Borough.

### **Current and Future Recruitment and Retention Difficulties**

As noted above, the recruitment of qualified social workers is major issue currently and will remain so in the future given the age profile of the staff. The same is likely to be true of teachers, including head teachers and lecturers.

Retention is also a significant issue for some staff groups, particularly social workers and residential workers once qualified to the required CSCI standards.

There will be a continuing need for qualified workers in Child Care.

### **Planned Changes to Services and Service Delivery**

National issues: Following Sir Peter Gershon's review of public sector efficiency there has been a drive to reduce back office workforce in the public sector in favour of front line delivery. This will be particularly acute in the health sector. The drive for e-government as part of this may eventually lead to reductions in back office functions and result in an even greater demand for IT literacy in the workforce.

The increasing use of support staff/paraprofessionals across the sectors e.g. Higher Level Teaching Assistants in Education, means that there is a major implication for training and accreditation to ensure support staff are trained and qualified.

Local issues: Please refer to the CYPP for a demographic analysis of Oldham.

Corporate issues: Oldham Council is currently undergoing a major restructure: 'Delivering Excellence' (internal paper) outlines the proposals for moving forward the Council's agenda for improvement; A Directorate of Services to Children Young People and Families is being set up and will be operational from 1<sup>st</sup> June 2006. Strategic Partnership for Service Delivery is being considered for a variety of council services and this may ultimately impact on the delivery of workforce development.

In addition to the creation of the Directorate of Services to Children Young People and Families, the social care workforce is undergoing other significant changes to services and service delivery. Firstly the migration to the Swift information system has brought with it significant new ways of working, enhanced technology and business process re-engineering. Secondly the restructure of the service is developing a more flexible workforce. Work is ongoing to further develop career pathways.

### **Expected Changes to Customer Base**

Please refer to demographic data in the CYPP. Further work in this area will be developed in the updates to this plan.

### **Resources**

There are major resource implications to rolling out the Every Child Matters agenda. Change management, CPD, Common Core Induction standards and other requirements related to the ECM agenda are additional areas of work that need funding. It is essential that we know within the Partnership what funding is available and where there are gaps, duplication and flexibility so that resources can be targeted effectively.

### **Children's Workforce Action Plan: Priorities for 2006 – 2007**

<b>No.</b>	<b>ACTIONS</b>	<b>SUCCESS CRITERIA/ OUTCOMES</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER (S)</b>
<b>1</b>	<b>Preparation &amp; securing support</b>				
1a	Partners & stakeholders endorse the plan at senior level	Plan version 2 endorsed by CYP Executive & included in CYP Plan	Staff time	By April 2006	Chair workforce Reform Group
1b	Interagency operational group takes plan forward	Workforce Reform Group continues this role	Staff time	April 2006 ongoing	Chair workforce Reform Group
1c	Plan published for consultation & revised	Consultation completed with all key stakeholders: version 3 reflects feedback	Staff time	April 2006 – May 2006	Chair workforce Reform Group
1d	Awareness of plan raised with all staff	All staff aware of plan & their role within it	Staff time, costs of publicity, materials, venues, refreshments	April 2006-October 2006	Heads of Service, Team leaders in CYP Partnership
1e	Change management programmes in place for integrated working	Change management programmes completed	Staff time, costs of publicity, materials, venues, refreshments	By March 2007	CPD & OD leads in CYP Partnership
1f	Assess structural changes required	Structures aligned to delivery requirements for integrated working	Staff time, premises costs, equipment costs		CYP Executive; senior managers, service managers
1g	Develop a staff training and development strategy for integrated service delivery	Overarching training and development strategy in place	Staff time	May 2006 – August 2006	CPD leads
1h	Analysis of workforce data systems & harmonisation of workforce data	Workforce data & systems analysed; ideas put forward for harmonisation	Staff time	May 2006 – January 2007	Senior managers of partners' Data Services

**Children's Workforce Action Plan: Priorities for 2006 – 2007**

<b>No.</b>	<b>ACTIONS</b>	<b>SUCCESS CRITERIA/ OUTCOMES</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER (S)</b>
2	Establish current position				
2a	Collect workforce data across partner agencies	Baseline data collected for each major stakeholder	Staff time	By June 2006	Senior managers of partners' Data Services
2b	Establish & install new HR system in OMBC	New HR system installed	Staff time, investment in hardware	By December 2006	ICT, HR and data managers
2c	Establish what additional data is required	Data requirements established	Staff time	By July 2006	ICT, HR and data managers
2d	Collect data and populate data systems	Data collected and databases/ HR systems populated	Staff time, investment in hardware	By December 2006	ICT, HR and data managers
2e	Develop an overarching and service level recruitment and retention strategy	Recruitment and retention strategy written	Staff time	By August 2006	HR leads and Service managers

**Children's Workforce Action Plan: Priorities for 2006 – 2007**

<b>No.</b>	<b>ACTIONS</b>	<b>SUCCESS CRITERIA/ OUTCOMES</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER (S)</b>
<b>3</b>	<b>Identify future needs</b>				
3a	Develop a clear vision for Children's Services	Vision consulted on, agreed and communicated	Staff time, venue and materials	By July 2006	CYP Partnership Executive
3b	Determine the future effects of national & local initiatives on workforce	Implications analysed and priority actions agreed.	Staff time	By July 2006	Workforce leads; policy and planning leads
3c	Analyse demographic and regeneration data for impact on workforce	Impact determined and priority actions agreed	Staff time	By July 2006	Workforce leads; policy and planning leads

**Children's Workforce Action Plan: Priorities for 2006 – 2007**

No.	ACTIONS	SUCCESS CRITERIA/ OUTCOMES	RESOURCES	TIMESCALE	LEAD OFFICER (S)
<b>4</b>	<b>Identify the gaps</b>				
4a	Identify gaps and surpluses in workforce requirements within next 10 years	Gaps and surpluses identified	Staff time	By July 2006	Workforce leads; HR leads; CPD leads
4b	Conduct risk analyses and determine priorities for recruitment and retention	Risk analyses complete and priorities agreed	Staff time	By September 2006	Workforce leads; HR leads; CPD leads
4c	Develop strategy to integrate supply staff agency functions across education, social services and early years	Integrated strategy for supply agency functions developed	Staff time	By April 2007	Workforce leads; working with ROSA

### **Children's Workforce Action Plan: Priorities for 2006 – 2007**

<b>No.</b>	<b>ACTIONS</b>	<b>SUCCESS CRITERIA/ OUTCOMES</b>	<b>RESOURCES</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER (S)</b>
<b>5</b>	<b>Develop the Workforce Development Plan</b>				
5a	Audit skill analysis tools & agree a common approach	Audit complete and skills audit tools agreed	Staff time	By July 2006	Workforce and CPD leads
5b	Apply a skills and qualifications audit to workforce as appropriate	Skills audit complete	Staff time; investment in software or systems	By December 2006	Workforce and CPD leads; heads of service
5c	Raise awareness of the Common core and Integrated Qualifications Framework	All relevant staff aware	Staff time, venue and materials	April 2006 – October 2006	Workforce and CPD leads; heads of service
5d	Introduce the Common Core Induction standards	All new staff receive induction	Staff time, venue and materials	September 2006 onwards	CPD leads; heads of service
5e	Plan integration of new qualifications	Plan in place	Staff time, venue and materials	April 2006 onwards	CPD leads
5f	Set targets for achievement of qualifications by National qualifications framework levels and sector	Targets in place	Staff time, venue and materials	April 2006 onwards	Workforce and CPD leads; heads of service
5g	Implement the Common Assessment Framework	Framework in place	Staff time, venue and materials	April 2006 onwards	Workforce and CPD leads; heads of service
5h	Championing Children	All relevant staff	Course fees, staff	April 2006 onwards	Workforce and CPD leads; heads of

	Leadership Standards	able to access leadership programmes	time, venue and materials		service
5i	Lead Professionals	All relevant staff able to access programmes	Course fees, staff time, venue and materials	April 2006 onwards	Workforce and CPD leads; heads of service
5j	Awareness raising ECM roll out	All relevant workforce members access awareness raising programme	Course fees, staff time, venue and materials	April 2006 onwards	Workforce and CPD leads; heads of service

## **Appendix 1**

### **Corporate Plan Vision, Themes and Priorities**

#### **Our Mission and Priorities**

This section sets out the Council's mission, main aim and priorities for action over the next 1 to 3 years. It demonstrates how these align with national and local priorities, in particular the Borough's Community Strategy.

**Our mission is: "... to improve everyone's lives, by providing quality local services and effective community leadership in a regenerated Borough"**

This will be achieved and supported through our **main aim**, which is: **"regenerating the Borough in a way that achieves greater Community Cohesion"**

Our corporate themes provide a high level focus for the wide range of services we provide. In light of local and national changes these themes have been amended slightly. The priority "well educated and highly skilled people" has been revised to reflect the national and local focus on children's services to "realising the potential of children, young people and families". The priority "a well managed council" has been changed to "an improving Council striving for excellence", as it is felt this better reflects the council's current position and its ambition to improve. The revised themes are:

- **Community Cohesion**
- **Realising the potential of children, young people and families** (formerly well educated and highly skilled people)
- **An improved environment**
- **A prosperous borough**
- **Healthy and well cared for people**
- **An improving Council striving for excellence** (formerly a well managed council)

Within these broad themes we have identified 10 priority areas of work, these are:

**Continue the community cohesion programme** – The development of an inclusive and cohesive community has been a firm priority of the Council and the Borough for a number of years, a fact recognised in our CPA report which states, *"the focus on community cohesion has been sharpened...and... has given rise to a number of successful initiatives"*. It remains a priority for the Council and our partners.

**Roll out neighbourhood solutions borough wide** – Local communities have identified crime, anti social behaviour, vandalism, fly tipping and littering as some of the main factors reducing the quality of life in local neighbourhoods across the Borough. We will use the lessons learnt from the Reassurance pilot project, to target these types of crime and their root causes across the borough.

**The implementation and development of Housing Market Renewal Fund (HMRF)** - The work to regenerate the Borough using money from the Housing Market Renewal Fund is part of a fifteen year programme and will continue to be a priority this year. Oldham and Rochdale have already jointly received £53.5 million to tackle some of the problem areas and we will submit a further bid in July for between £40 million and £70 million to transform more neighbourhoods into places where people choose to live.

**Develop University Centre Oldham** – The attainment of University Centre Status for Oldham was a priority identified in the Community Strategy. The Council and the Local Learning Partnership are helping to drive this initiative, which is seen as an important part of the Borough's plans for regeneration. Such development will have a major impact on the town centre. It will raise skills and aspirations as well as economic competitiveness and investment in Oldham.

**Develop children's services** – In line with the national agenda, in particular the publication of the Children Bill, we are currently working to reshape children's services. This involves the establishment of a Children's Services department by April 2006 and looking closely at our services to determine the best way of providing them through partnership working.

**Improve local environmental quality** – The cleanliness of the local environment is a high priority for residents and visitors to Oldham. This has been recognised by the Council, a fact reflected in the investment directly into this area last year and by the fact that it is one of our LPSA to achieve a 20% improvement by 2006 in targeted areas.

**Deliver against the Social Service Performance Improvement Plan** – This is a priority that continues from last year's Corporate Plan. We still maintain the need for improvement; investment and modernisation to ensure that people in Oldham are served by social services that meet local need and national priorities, and that have a positive capacity for improvement.

**Develop a vision for adult social care** – The new vision for adult social care was published in March 2005 in the Government Green Paper, 'Independence, Well-Being & Choice.' The vision places social care as an active contributor to the wider context of public health, community leadership, universal services and healthy and sustainable communities.

**Provide more efficient, high quality services** – In line with Government requirements to make annual efficiency savings we will strive to maximise efficiencies and direct resources into front line services and priority areas. One of the major pieces of work being undertaken this year is evaluating the possibility of delivering some of our services through a partnership arrangement with another organisation.

**Improving the customer experience** – A recent survey showed that the public has a generally negative view of the Council and this obviously of great concern to us. We are determined to make the experience of our customers a much more positive one. One of the main steps we are taking towards this is the introduction of our contact centre, **Contact Oldham**, with specially trained staff to deal with a wider range of enquiries more effectively and efficiently.

## **Appendix 2**

### **Community Plan**

#### **Community Safety**

'Oldham will be a safer place in which to live and work due to a reduction in levels of crime and disorder. Residents of the Borough will not live in fear of crime'

#### **Economy**

To create a Borough of well-educated people who have available good quality opportunities for employment and self-employment. To create a vibrant, diverse and sustainable local economy which offers fullest and equal opportunity for all and a healthy and secure local, social and economic environment.

#### **Environment and Transportation**

An Oldham of clean streets and decent housing. Where there are many green parks and where it is safe to play, work or sit. An Oldham of 'green corridors', open spaces and woodland, where wildlife abounds. Where leisure facilities are close to hand and affordable. An Oldham where people of different abilities and different cultures support each other and live in harmony. Where our industrial past is celebrated but we live for the future. An Oldham where all people's opinions are asked for and acted upon and health and support services are accessible and affordable. Where traffic is reduced and public transport is less expensive, safer and more reliable providing access for everyone to opportunities and facilities available. It is where useful employment is available and unpaid work is valued and where waste, of resources and people, is reduced.

#### **Health and Social Care**

By listening, learning and working together we will create high quality Health and Social Services which will improve the health and general well-being of the citizens of Oldham.

#### **Housing**

Oldham's housing market will be confident and thriving, offering real choice and providing good standard accommodation which meets the needs and aspirations of all those who live here; obsolete housing will be eradicated with local people influencing the design and taking more responsibility for the management of neighbourhoods in which they have a stake, living in harmony in communities which respect diversity in a Borough in which they are proud to reside.

#### **Learning**

The Oldham Local Learning Partnership will ensure that everyone, no matter what their age, has access to the highest possible standard of education and training. We aim to provide coherent, comprehensive and relevant learning opportunities to promote lifelong learning, enhance the quality of life and also contribute to the social, economic and cultural growth of Oldham to ensure community cohesion.

#### **Voluntary Sector**

A prosperous Borough that has tackled social exclusion and whose communities have the capacity to influence decisions about their quality of life. A Borough where the collective view of voluntary and community organisations is included in the strategic decision making processes that affect the lives of everyone who visits, lives or works in Oldham.

#### **Young People**

A Borough where young people can access a broad range of social, educational and leisure opportunities which support and encourage them to make positive choices about their lives and achieve their potential as individuals and citizens.

## Appendix 3

### Definition of the Children's Services Workforce

#### Who are 'Children's Workers'?

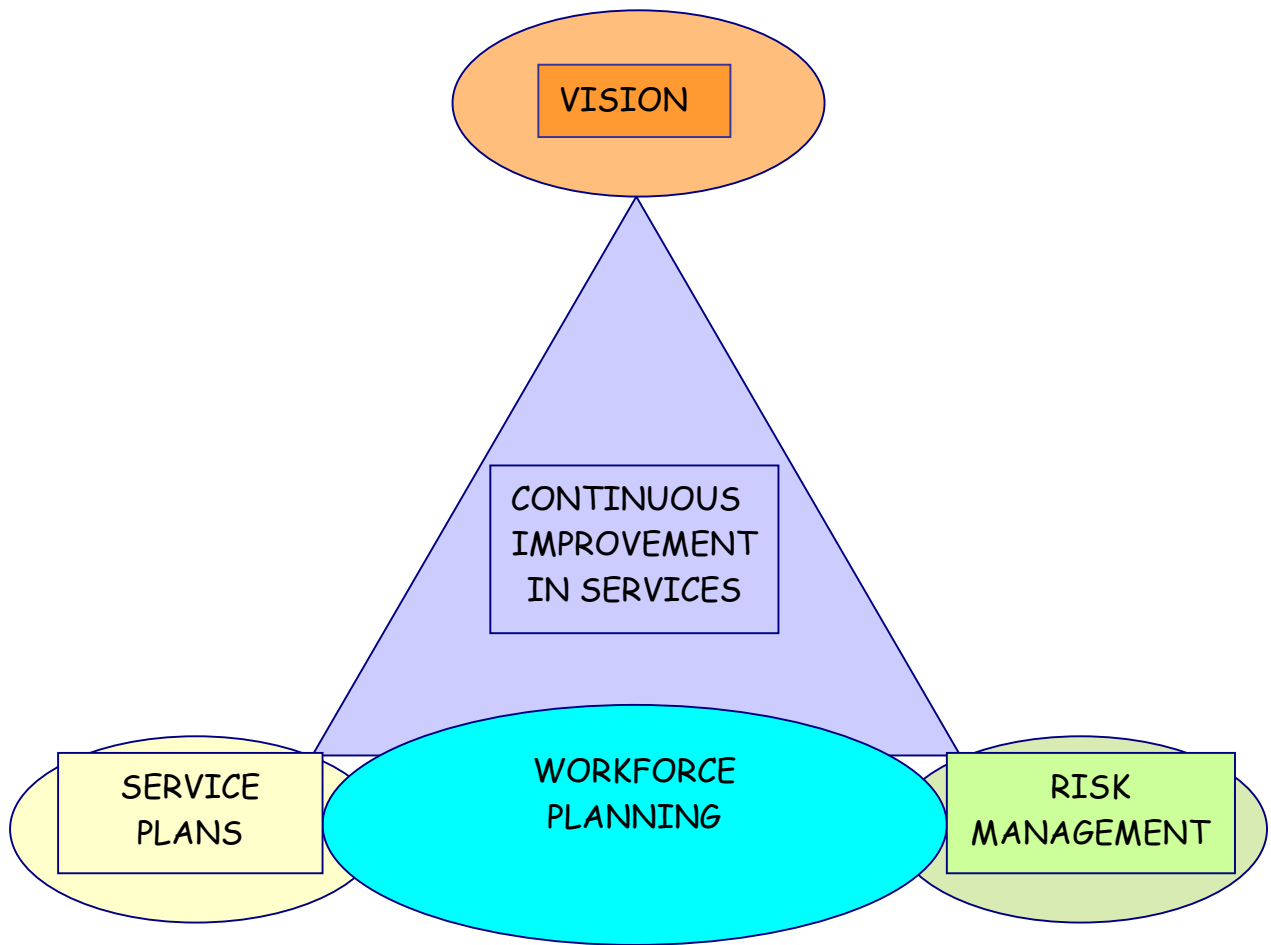
**Table 1:** Main occupations of the Children's Workforce by broad service area as of 2004<sup>1</sup>

<b>Group</b>	<b>Title</b>
<i>Social Care</i>	Social worker
	Care worker
	Occupational Therapist
	Foster Carer
	Community worker
<i>CAMHS</i>	Doctor
	Nurse
	Child Psychologist
	Child Psychotherapist
<i>Education Support</i>	Education Welfare Officer
	SEN Teacher
	Educational Psychologist
	Learning Mentor
<i>Youth Work &amp; related</i>	Youth Worker
	Personal Adviser
	Learning mentor
	Key worker
<i>Childcare &amp; Early Years</i>	Nanny
	Childminder
	Childcare worker (inc. playgroup)
	Nursery Nurse
<i>Education</i>	Teacher
	FE Lecturer
	Teaching assistant
<i>Youth Justice</i>	YOT Officer
	Probation Officer
<i>Health</i>	Paediatrician (inc. sub-groups)
	Paediatric Nurse
	Midwife
	Orthoptist
	School Nurse
	Practice Nurse
	Health Visitor
	Speech & Language Therapist
<i>Sport &amp; Leisure</i>	Play worker
	Park Attendant
	Sports Coach

<sup>1</sup> Some workers work with the same title and similar roles in different areas (e.g. Social Workers are also found in CAMHS and Youth Offending settings, Education Welfare Officers are typically Social Workers in schools). These have not been repeated as the intention here is to list occupations and with an indication of which area they typically work in. Managers and support staff have been excluded from the table for clarity, though they are included in the workforce.

**Appendix 4**

***Integrated Approach to Children's Workforce Planning***



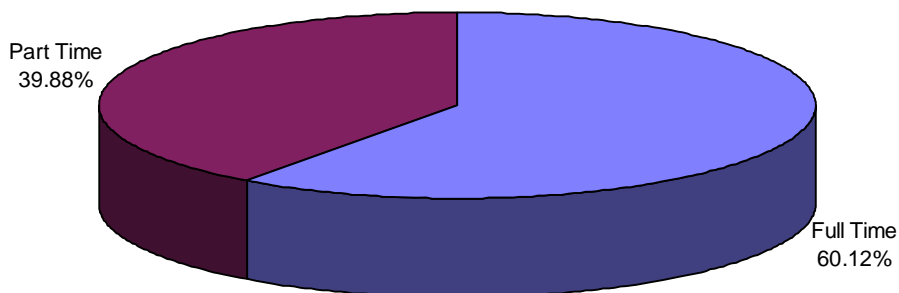
## Appendix 5 Education Workforce Data

### Staff Numbers

	Full Time	%	Part Time	%	Total Headcount	FTE *
Central	281	45.77%	333	54.23%	614	429.92
Junior	125	50.61%	122	49.39%	247	180.29
Nursery / Infants	131	45.33%	158	54.67%	289	198.23
Primary	1077	48.34%	1151	51.66%	2228	1620.15
Secondary	1442	81.19%	334	18.81%	1776	1621.87
Special	183	78.21%	51	21.79%	234	208.85
<b>Grand Total</b>	<b>3239</b>	<b>60.12%</b>	<b>2149</b>	<b>39.88%</b>	<b>5388</b>	<b>4259.32</b>

\* FTE field takes both the hours and paid weeks into consideration. The paid weeks data is currently in a Process of change, and is not consistent. This will therefore slightly affect the accuracy of this data.

**Grand Total**



## Grades

Term	Grade	Min	Max	Headcount	
NJC	Scale 1	4	11	25	
	Scale 1/2	4	13	1	
	Scale 2	11	13	114	
	Scale 2/3	11	17	3	
	Scale 3	14	17	176	
	Scale 3	14	14	1	
	Scale 3/4	14	21	2	
	Scale 4/5	18	25	2	
	Scale 4	18	21	283	
	Scale 4/5	18	25	2	
	Scale 5	22	25	118	
	Scale 5/6	22	28	8	
	Scale 6	26	28	69	
	Scale 6/ S01	26	31	5	
	PO	33	36	10	
		35	38	1	
		36	39	3	
		37	40	1	
		38	41	3	
		40	43	1	
		43	46	1	
		44	47	2	
		47	50	1	
		Senior Officer 1	29	31	25
		Senior Officer 1/2	29	34	2
		Senior Officer 2	32	34	9
		Manual Workers	4	4	22
			5	5	744
			6	6	91
			7	7	79
			8	8	74
			9	9	28
		Teaching Asst L1	7	11	1
	Teaching Asst L2	14	21	165	
	Teaching Asst L3	22	25	173	
	Senior Teaching Asst L4a	26	28	81	
	Higher Level T.A L4b	26	31	9	
	NA1	6	15	200	
	NA2	6	11	603	
	Education Welfare Officer	23	31	1	
SO	Soulbury	7	10	4	
		7	11	1	
		7	12	1	
		7	12	1	
		8	11	1	
		8	13	1	
		10	14	1	
		13	18	1	
		14	19	1	
		16	21	1	
	17	22	1		
	20	23	1		

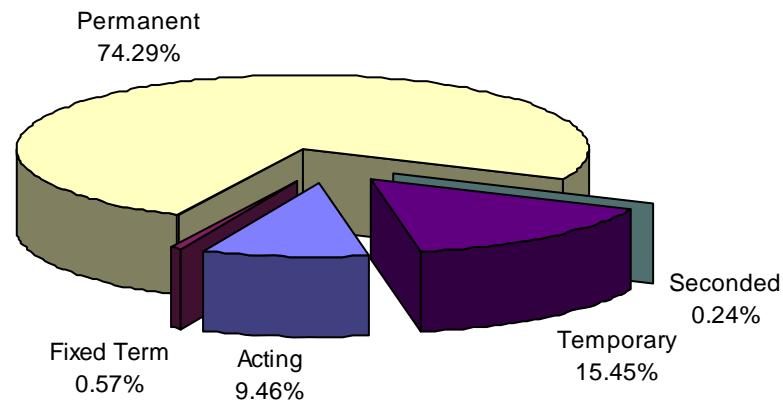
Term	Grade	Min	Max	Headcount	
SO	Ed Psychologist A Scale	1	10	4	
		11	11	1	
		13	13	3	
		14	14	1	
	Ed Psychologist B Scale	1	15	1	
		2	7	1	
		5	10	1	
	Youth & Community Officer	5	8	2	
		5	10	1	
		6	9	1	
	JNC	First Level	1	2	53
			3	6	15
		Second Level	7	10	15
11			14	18	
11			14	1	
Professional Level		19	22	24	
		22	25	5	
		26	29	10	
		1	11	1	
		Youth Worker Level 2	1	11	1
	YW LQ level 2	1	11	1	
TT	Locally agreed tutor scale	1	9	7	
LA	NHS Band 6	23	27	1	
TE	Teachers Main Scale	1	6	951	
		1	5	1133	
	Advanced Skills	8	12	1	
		10	14	1	
		15	19	1	
		1	10	102	
		Assistant Head	1	5	2
			2	6	1
			3	7	4
			4	8	3
			5	9	6
			6	10	3
	7		11	2	
	10		14	10	
	11		15	10	
	12		16	18	
	13		17	7	
	14	18	4		
	15	19	1		
	16	20	4		
	17	21	1		

Term	Grade	Min	Max	Headcount
TE	Deputy Head	2	6	7
		3	7	11
		4	8	16
		5	9	21
		6	10	18
		7	11	13
		8	12	5
		9	13	3
		12	16	3
		13	17	1
		14	18	2
		15	19	2
		16	20	4
		17	21	13
		18	22	5
		19	23	3
		20	24	2
		21	25	3
	Head Teacher Group 1	6	12	1
		7	13	1
		8	14	3
		9	15	2
		10	16	2
		11	17	7
		12	18	1
		13	19	3
		14	20	2
		15	21	1
	Head Teacher Group 2	8	14	4
		9	15	5
		10	16	8
		11	17	21
		12	18	12
		13	19	8
		14	20	5
		15	21	4
		16	22	1
		17	23	1
		19	25	2
	Head Teacher Group 3	13	19	1
		14	20	1
		16	22	3
		17	23	1
		23	29	2
	Head Teacher Group 4	24	30	1
		29	35	1
	Head Teacher Group 5	25	31	1
		29	35	1
	Head Teacher Group 6	25	31	2
		27	33	3
		34	40	1
	Head Teacher Group 7	27	33	1
		29	35	1
		30	36	3
		32	38	1
	Head Teacher Group 8	35	41	1

### Contract Types

	Acting	%	Fixed Term	%	Permanent	%	Seconded	%	Temporary	%	Grand Total
Central	50	7.65%	32	4.89%	496	75.84%	3	0.46%	73	11.16%	654
Junior	21	8.14%	0	0.00%	184	71.32%	2	0.78%	51	19.77%	258
Nursery / Infants	30	9.52%	0	0.00%	232	73.65%	0	0.00%	53	16.83%	315
Primary	214	8.39%	0	0.00%	1794	70.35%	9	0.35%	533	20.90%	2550
Secondary	226	12.54%	1	0.06%	1408	78.14%	0	0.00%	167	9.27%	1802
Special	10	4.03%	0	0.00%	215	86.69%	0	0.00%	23	9.27%	248
<b>Grand Total</b>	<b>551</b>	<b>9.46%</b>	<b>33</b>	<b>0.57%</b>	<b>4329</b>	<b>74.29%</b>	<b>14</b>	<b>0.24%</b>	<b>900</b>	<b>15.45%</b>	<b>5827</b>

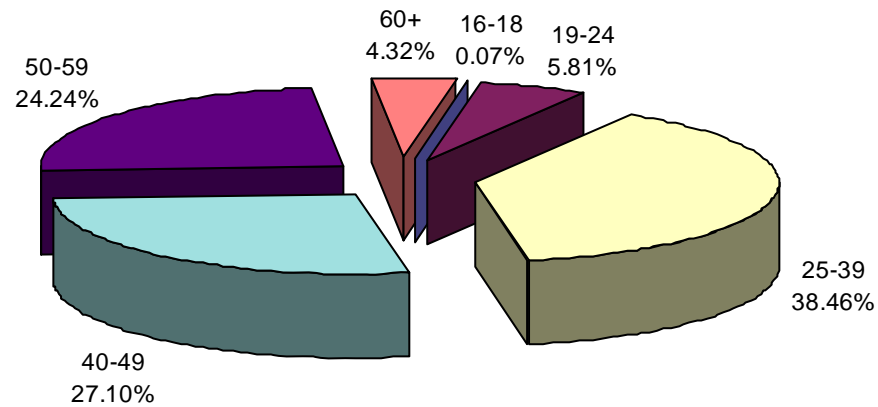
Grand Total



# Age

	16-18	%	19-24	%	25-39	%	40-49	%	50-59	%	60+	%	Grand Total
Central	1	0.16%	35	5.70%	195	31.76%	164	26.71%	170	27.69%	49	7.98%	<b>614</b>
Junior	0	0.00%	12	4.86%	94	38.06%	63	25.51%	69	27.94%	9	3.64%	<b>247</b>
Nursery / Infants	2	0.69%	17	5.88%	100	34.60%	80	27.68%	75	25.95%	15	5.19%	<b>289</b>
Primary	0	0.00%	115	5.16%	873	39.18%	638	28.64%	502	22.53%	100	4.49%	<b>2228</b>
Secondary	1	0.06%	114	6.42%	725	40.82%	447	25.17%	435	24.49%	54	3.04%	<b>1776</b>
Special	0	0.00%	20	8.55%	85	36.32%	68	29.06%	55	23.50%	6	2.56%	<b>234</b>
<b>Grand Total</b>	<b>4</b>	<b>0.07%</b>	<b>313</b>	<b>5.81%</b>	<b>2072</b>	<b>38.46%</b>	<b>1460</b>	<b>27.10%</b>	<b>1306</b>	<b>24.24%</b>	<b>233</b>	<b>4.32%</b>	<b>5388</b>

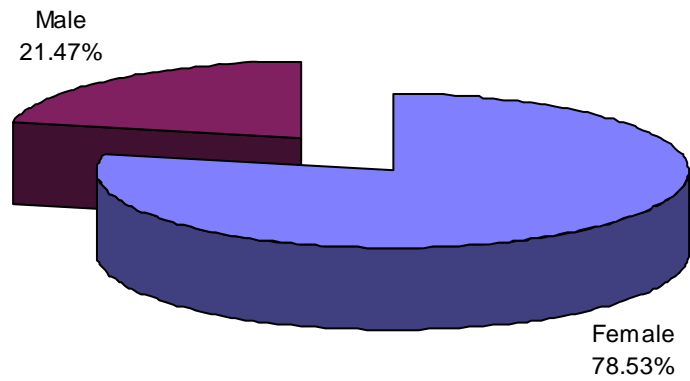
Grand Total



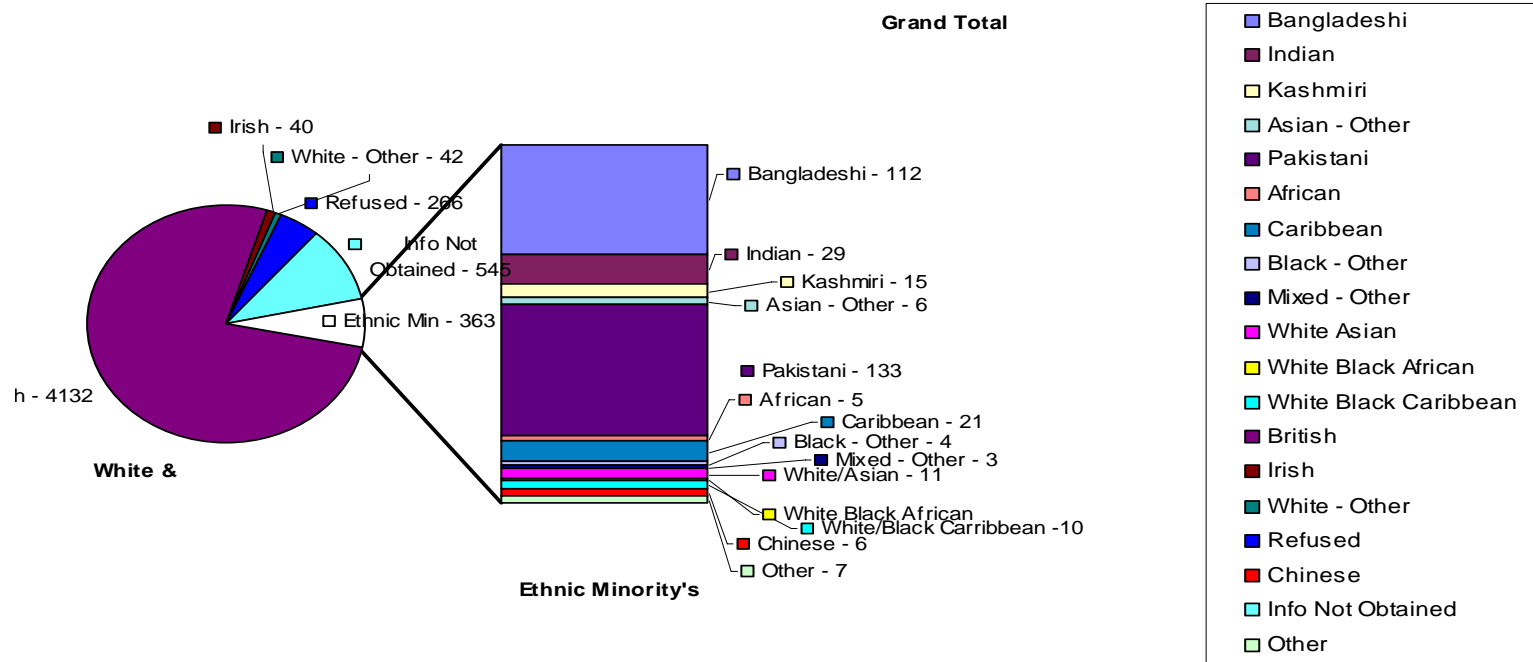
## Gender

	Female	%	Male	%	Grand Total
Central	451	73.45%	163	26.55%	614
Junior	213	86.23%	34	13.77%	247
Nursery / Infants	278	96.19%	11	3.81%	289
Primary	2001	89.81%	227	10.19%	2228
Secondary	1093	61.54%	683	38.46%	1776
Special	195	83.33%	39	16.67%	234
<b>Grand Total</b>	<b>4231</b>	<b>78.53%</b>	<b>1157</b>	<b>21.47%</b>	<b>5388</b>

Grand Total



	Asian / Asian British					Black / Black British			Mixed				White				Info Not Obtained	Other	Grand Total	
	Bangladeshi	Indian	Kashmiri	Asian - Other	Pakistani	African	Caribbean	Black - Other	Mixed - Other	White Asian	White Black African	White Black Caribbean	British	Irish	White - Other	Refused				Chinese
Central	17	1	1	1	12	1	10	2	0	1	0	1	424	3	3	26	1	108	2	<b>614</b>
Junior	7	2	1	0	9	0	2	0	0	0	0	0	181	0	0	21	0	22	2	<b>247</b>
Nursery / Infants	12	3	4	0	22	0	0	0	0	0	0	0	202	1	2	15	0	28	0	<b>289</b>
Primary	54	6	3	1	59	2	4	2	0	4	0	5	1780	15	15	83	2	193	0	<b>2228</b>
Secondary	22	15	6	4	29	1	4	0	3	6	1	4	1359	20	20	116	2	161	3	<b>1776</b>
Special	0	2	0	0	2	1	1	0	0	0	0	0	186	1	2	5	1	33	0	<b>234</b>
<b>Grand Total</b>	<b>112</b>	<b>29</b>	<b>15</b>	<b>6</b>	<b>133</b>	<b>5</b>	<b>21</b>	<b>4</b>	<b>3</b>	<b>11</b>	<b>1</b>	<b>10</b>	<b>4132</b>	<b>40</b>	<b>42</b>	<b>266</b>	<b>6</b>	<b>545</b>	<b>7</b>	<b>5388</b>



<b>TERM DESCRIPTION</b>	<b>POST DESCRIPTION</b>
Tutor	Family Support Tutor
Tutor	Tutor - Non-Vocational
Tutor	Tutor - Vocational
NJC -All staff	Achievement Mentor
NJC -All staff	Active Community Development Officer
NJC -All staff	Aim Higher Co-ordinator
NJC -All staff	Applied Theatre Practitioner
NJC -All staff	Area & Learner Services Co-ordinator
NJC -All staff	Area SENCO
NJC -All staff	Area SENCO Team Leader
NJC -All staff	Art & Technology Technician
NJC -All staff	Arts Worker
NJC -All staff	Assessment & Review Officer
NJC -All staff	Assistant Sports Development Officer
NJC -All staff	Attendance Adviser
NJC -All staff	Attendance Assistant
NJC -All staff	Attendance Officer
NJC -All staff	Bangla Speaker Outreach Worker
NJC -All staff	Bangla Speaking Outreach Support Worker
NJC -All staff	Before & After School Coordinator
NJC -All staff	Behavior Supervisor
NJC -All staff	Behaviour Support Supervisor
NJC -All staff	Bilingual Parental Liaison Officer
NJC -All staff	Bilingual Support Worker
NJC -All staff	Bursar
NJC -All staff	Bursarial Officer
NJC -All staff	Careers
NJC -All staff	Caretaker
NJC -All staff	Carnival Arts Development Worker
NJC -All staff	Casual Coach
NJC -All staff	Casual Leisure Attendant
NJC -All staff	Casual Library Assistant
NJC -All staff	Child Protection Officer
NJC -All staff	Community Sports Coach
NJC -All staff	Construction Craft Assessor
NJC -All staff	Cover Supervisor
NJC -All staff	Crèche Coordinator
NJC -All staff	Deputy Before & After School Coordinator
NJC -All staff	Deputy Senior Student Support Officer
NJC -All staff	Design & Display Assistant
NJC -All staff	Drama Assistant
NJC -All staff	Early Years Worker
NJC -All staff	Education Welfare Mentor
NJC -All staff	Educational Communicator
NJC -All staff	Examinations Assistant
NJC -All staff	Examinations Officer
NJC -All staff	Exams & Cover Officer
NJC -All staff	Expressive Arts Technician
NJC -All staff	Extended Schools Childcare
NJC -All staff	Faculty Assistant
NJC -All staff	Faculty Support Assistant
NJC -All staff	Families First Worker
NJC -All staff	Family Learning Tutor
NJC -All staff	Family Liaison Worker

NJC -All staff	Family Support Tutor
NJC -All staff	Family Support Worker
NJC -All staff	Food Technology Assistant
NJC -All staff	Head teacher's Personal Assistant
NJC -All staff	Health & Social Care Coordinator
NJC -All staff	Health Promotion Worker
NJC -All staff	Higher Level Teaching Assistant
NJC -All staff	Homework Assistant
NJC -All staff	I.T. Technician
NJC -All staff	ICT Network Manager
NJC -All staff	ICT Systems Assistant
NJC -All staff	ICT Technician Level 1
NJC -All staff	ICT Technician Level 2
NJC -All staff	Inclusion Mentor
NJC -All staff	Independent Travel/Mobility Trainer
NJC -All staff	Invigilator
NJC -All staff	Lead Crèche Worker
NJC -All staff	Lead Learning Mentor
NJC -All staff	Learner Support Co-ordinator
NJC -All staff	Learning Manager
NJC -All staff	Learning Mentor
NJC -All staff	Learning Mentor Team Leader
NJC -All staff	Learning Resource Centre Supervisor
NJC -All staff	Learning Resources Manager
NJC -All staff	Learning Supervisor
NJC -All staff	Learning Support Worker
NJC -All staff	Librarian
NJC -All staff	Library Assistant
NJC -All staff	Literature Development Officer
NJC -All staff	Matron
NJC -All staff	Mentor
NJC -All staff	Mid Day Supervisor
NJC -All staff	Midday Coordinator
NJC -All staff	Music Technologist
NJC -All staff	Music Therapist
NJC -All staff	Outdoor Education Tutor
NJC -All staff	Outreach Support Worker
NJC -All staff	Outreach Team leader
NJC -All staff	Outreach Worker
NJC -All staff	Outreach & Inclusion Ser Manager
NJC -All staff	Pastoral Manager
NJC -All staff	Pastoral Officer
NJC -All staff	Pastoral Support Worker
NJC -All staff	PE Technician
NJC -All staff	Pianist
NJC -All staff	Playgroup Assistants
NJC -All staff	Playgroup Coordinator
NJC -All staff	Playing for Success Technician
NJC -All staff	Pre-school SEN Officer
NJC -All staff	Pupil Tracking Officer
NJC -All staff	Pupil Welfare Assistant
NJC -All staff	Pupil Welfare Officer
NJC -All staff	Referral Worker
NJC -All staff	School Clerk
NJC -All staff	Schools Librarian

NJC -All staff	Science Technician
NJC -All staff	Senior Bursary Officer
NJC -All staff	Senior Caretaker
NJC -All staff	Senior Learning Mentor
NJC -All staff	Senior Library Assistant
NJC -All staff	Senior Mid-day Co-ordinator
NJC -All staff	Senior Pupil Escort
NJC -All staff	Senior Pupil Welfare Officer
NJC -All staff	Senior Science Technician
NJC -All staff	Senior Support Technician
NJC -All staff	Senior Teaching Assistant
NJC -All staff	Senior Technician
NJC -All staff	Site Manager
NJC -All staff	Sports Leader
NJC -All staff	Study Mentor
NJC -All staff	STUDY SUPPORT ASSISTANT
NJC -All staff	Study Support Co-ordinator
NJC -All staff	Supply CSA/NN
NJC -All staff	Support Assistant
NJC -All staff	Swimming Escort
NJC -All staff	Swimming Instructor
NJC -All staff	Teaching Assistant
NJC -All staff	Technical Teaching Assistant
NJC -All staff	Technician
NJC -All staff	Transition Learning Mentor
NJC -All staff	Welfare Assistant
NJC -All staff	Year Manager
NJC -All staff	Youth Sports Dev Officer
NJC -All staff	Youth Worker
NJC-Manual Workers	After School Club Assistant
NJC-Manual Workers	After School Club Leader
NJC-Manual Workers	Assistant Caretaker
NJC-Manual Workers	Bath Escort
NJC-Manual Workers	Before & After School Assistant
NJC-Manual Workers	Before & After School Coordinator
NJC-Manual Workers	Care Club Coordinator
NJC-Manual Workers	Caretaker
NJC-Manual Workers	Catering Assistant
NJC-Manual Workers	Crèche Worker
NJC-Manual Workers	Escort
NJC-Manual Workers	Lifeguard Supervisor
NJC-Manual Workers	Mid Day Leader
NJC-Manual Workers	Mid Day Supervisor
NJC-Manual Workers	Personal Care Assistant
NJC-Manual Workers	Personal Therapy & Care Assistant
NJC-Manual Workers	Playgroup Assistant
NJC-Manual Workers	Playgroup Leader
NJC-Manual Workers	Pupil Escort
NJC-Manual Workers	Senior Catering Assistant
Nursery nurse/CSA	Bilingual Support Worker
Nursery nurse/CSA	Classroom Support Assistant
Nursery nurse/CSA	Community Liaison Worker
Nursery nurse/CSA	Co-ordinator of Off-Site Provision & Flexible Learning Mgr
Nursery nurse/CSA	Higher level Teaching Assistant

Nursery nurse/CSA	Learning Support Assistant
Nursery nurse/CSA	Nursery Nurse
Nursery nurse/CSA	Office Manager
Nursery nurse/CSA	Playgroup Leader
Nursery nurse/CSA	ROSA Supply Staff
Nursery nurse/CSA	Special Support Assistant
Nursery nurse/CSA	Specialist Teaching Assistant
Nursery nurse/CSA	Student Support Assistant
Nursery nurse/CSA	Teaching Assistant
Nursery nurse/CSA	Technical Teaching Assistant
Residential child care officer	Residential Child Care Officer
Foreign lang. assistants	Foreign Language Assistant
JNC Staff	Activity Worker
JNC Staff	Area Youth Work Manager
JNC Staff	Assistant Youth Worker
JNC Staff	Community Development Worker
JNC Staff	Curriculum Manager
JNC Staff	Lead Assistant Youth Worker
JNC Staff	Programme Leader
JNC Staff	Programme Leader - ICT
JNC Staff	Qualified Assistant Youth Worker
JNC Staff	Senior Assistant Youth Worker
JNC Staff	Senior Youth Work Manager
JNC Staff	Trainees
JNC Staff	Unqualified Assistant Youth Worker
JNC Staff	Worker in Training
Local Agreement	Play Therapist
Assistant Psychologist	Assistant Psychologist
Ed Psychologists B Scale	Educational Psychologist
Ed Psychologists B Scale	Principal Educational Psychologist
Ed Psychologists B Scale	Senior Educational Psychologist
Education Advisors	Area Senco
Education Advisors	City Learning Centre Manager
Education Advisors	Deputy Head of SEN Service
Education Advisors	Director Of Music
Education Advisors	Head of SEN
Education Advisors	Inclusion Manager
Education Advisors	KS3 Science Consultant
Education Advisors	Numeracy Consultant
Education Advisors	Playing for Success Manager
Education Advisors	Primary Strategy Consultant
Education Advisors	Senior Foundation Stage Consultant
Education Advisors	Senior School Improvement Consultant
Youth & Community Officers	Family Learning Co-ordinator
Advanced Skills	Advanced Skills Teacher
Graduate Teacher Programme	Graduate Training Programme
Leadership	Acting Assistant Head teacher
Leadership	Acting Deputy Head teacher
Leadership	Acting Head teacher
Leadership	Assistant Head teacher
Leadership	Deputy Head teacher
Leadership	Head teacher
Leadership	School Development Adviser

Leadership	Service Manager
Leadership	Team Leader (Cognitive & Communication)
Teacher Upper Pay Range	Area Co-ordinator
Teacher Upper Pay Range	Casual Supply Staff
Teacher Upper Pay Range	Deputy Service Manager
Teacher Upper Pay Range	Foundation Stage Consultant
Teacher Upper Pay Range	KS1 Writing Project Leader
Teacher Upper Pay Range	Service Manager
Teacher Upper Pay Range	Sports Development Manager
Teacher Upper Pay Range	Teacher
Teacher Upper Pay Range	Team Leader (Visual Impairment/Physical Disability)
Teacher Upper Pay Range	Training Support Teacher Upper
Teacher Upper Pay Range	Tutor
Teachers	Assistant Manager
Teachers	Casual supply staff
Teachers	Children's Centre Teacher
Teachers	Classroom Support Assistant
Teachers	Co-Ordinator
Teachers	Project Leader
Teachers	ROSA Supply Teacher
Teachers	Senior teaching assistant
Teachers	Teacher
Teachers	Training Support Teacher
Unqualified teacher	After School Club Project Coordinator
Unqualified teacher	Family Learn Outreach Worker
Unqualified teacher	Fusion Manager
Unqualified teacher	Home School Liaison Officer
Unqualified teacher	Home/School Partnership Leader
Unqualified teacher	Instructor
Unqualified teacher	Pupil Care & Support Coordinator
Unqualified teacher	Registered Teaching Plan
Unqualified teacher	Specialist Teaching Assistant
Unqualified teacher	Unqualified Teacher

## Appendix 5

### Oldham Primary Care Trust Data

#### Childrens Workforce Information - Oldham PCT

##### General information

Staff Groups	Full time	Part time	female	male	
	staff	staff			
Paediatrician	2		1	1	
School Nurses	8	19	26	1	
Practice Nurses	3	9	12	0	
Health Visitors	35	21	53	3	and 14 bank staff
Speech and Language Therapists	12	13	24	1	
Nursery Nurses	18	5	23	0	
Child health learning disability service	11	9	17	3	
Long term ventilation team	29	3	30	2	
Nurse for looked after children	1		1		
Nurse Consultant	1		1		
Associate Director	1		1		
Surestart	16	10	26	0	
Child Protection	2		2		
Service Heads	3		3		

Total	142	89	220	11
Percentage	61	39	95	5

##### Age Profile

Staff Groups	Age 16-18	Age 18-24	Age 25-39	Age 40-49	Age 50-59	Age 60+
	Paediatrician				2	
School Nurses	0	0	7	16	4	0
Practice Nurses	0	0	2	4	6	0
Health Visitors	0	0	11	21	9	3
Speech and Language Therapists	0	3	12	6	4	0
Nursery Nurses	0	1	15	5	2	0
Child health learning disability service	0	2	6	9	3	0
Long term ventilation team	0	8	12	9	3	0
Nurse for looked after children	0	0	1	0	0	0
Nurse Consultant	0	0	0	1	0	0
Associate Director	0	0	0	1	0	0
Surestart	0	4	15	3	3	0
Child Protection	0	0	0	1	1	0
Service Heads	0	0	1	1	0	1

Total	0	18	82	79	35	4
Percentage	0	8	38	36	16	2

## Highest Level of Qualification

<b>Staff group</b>	<b>Below NVQ 2</b>	<b>NVQ 2</b>	<b>NVQ 3</b>	<b>NVQ 4 and above</b>
Paediatrician				2
School Nurses				27
Practice Nurses				12
Health Visitors				44
Speech and Language Therapists				25
Nursery Nurses			23	
Child health learning disability service			10 (approx)	0 (approx)
Long term ventilation team		16 (approx)	10 (approx)	3
Nurse for looked after children				1
Nurse Consultant				1
Associate Director				1
Surestart				
Child Protection				2
Service Heads				3
			19	7

## **Appendix 6**

### **Sectoral Overview and Service Delivery: 'Positive Steps Oldham' (Connexions)**

## **Service & Partner Template for Input to Children's Workforce Plan**

### **Current Position and Analysis**

#### **Workforce data and data issues**

Positive Steps Oldham has its own Human Resources department and consequently data is relatively accessible.

#### **Views and needs of children, young people, families and carers**

The ECM Oldham Needs Analysis: this document demonstrates the importance that young people at KS 3 put on support not to misuse drugs or tobacco; PSO will ensure that all PAs are trained in how to use a simple drug-use assessment tool. The document also shows how important young people at KS 3 and 4 see going into further and higher education and getting a good job; PSO will continue to training and develop staff in tools to support aspirational work, linked to the Junior University initiative.

At KS 4, young people feel that using protection having sex is very important; PSO is a C-Card Centre and will ensure that sufficient staff are suitably trained in this area.

In the Post-16 age group, young people were very keen that EMA should be widely available; PSO will be briefing all relevant staff about the new EMA rules and regulations.

Transitions Evaluation: this is part of the PSO Connexions Evaluation Strategy and examines how young people leaving Year 11 felt they were supported in their transition to KS5. 76% of young people wanted careers advice from Connexions; PSO is considering providing additional training for PAs who do not have a careers background.

#### **Current Workforce Profile and Evaluation**

As at 30 September 2005 Positive Steps Oldham employed 203 personnel (176.02 employees FTE). This is represented as follows:

- Highway to Opportunities	35
- Positive Steps Oldham Corporate Services	23
- Oldham Youth Offending Service	26
- Operational Services – Community	52
- Operational Services – Education	53
- Senior Management Team	06
- The Strategies Team	08

The following data compares Positive Steps Oldham workforce against the Census Data of 2001:

#### **Gender Analysis:**

- Male / Female Analysis:	23% male	77% female
- Compared to the population of Oldham:	49.0% male	51.0% female

#### **Disability Analysis:**

- % of Positive Steps Oldham employees who meet the DDA definition:	4.87%
- % of the population of Oldham who meet the DDA definition:	7.70%
- % of the Oldham employment population who meet the DDA definition:	2.20%

### Age Analysis:

- Average age of a Positive Steps Oldham employee: 38.4
- Average age for the population of Oldham: 37.2

	Positive Steps Oldham Age Analysis %	Population of Oldham %
16 – 19		5.2
20 – 29	22.75	11.8
30 – 59	76.71	40.8
60 – 74	00.53	12.5
75 and over		6.8

### Religion or Belief:

Religion	Positive Steps Oldham Religion or Belief Analysis %	Resident population %
Christian	29.75	72.6
Buddhist		0.1
Hindu	0.48	0.6
Jewish	0.48	0
Muslim	6.3	11.1
Sikh		0
Other Religions		0.1
No religion	0.48	8.9
Religion not stated	62.48	6.5

### Ethnicity Analysis:

	Asian or Asian British				Black or Black British			Chinese or other Ethnic Group		Dual Heritage				White		
	Indian	Pakistani	Bangladeshi	Any other Asian background	Caribbean	African	Any other Black background	Chinese	Any other ethnic group	White and Black Caribbean	White and Black African	White and Asian	Any other mixed background	British	Irish	Other White background
Steps Oldham Analysis	3.4	9.3	2.9							1.5		1.5	0.5	79.1	1.4	0.4
Oldham Population %	0.7	6.4	4.5	0.3	0.4	0.1	0.1	0.3					1.1	85.2	0.9	

The workforce analysis identifies that Positive Steps Oldham is aiming to represent the local population in the areas of ethnicity, age and disability. Areas for progression focus on:

- The gender imbalance, which is partially due to the occupational sector which the business is serving
- Under representing the BME employees – Chinese or other ethnic group
- Incomplete data in relation to Religion and Beliefs.

### **Current and Future Skills Gaps**

Our main skills gap at present is in being able to recruit qualified staff within the Youth Offending Service, resulting in us having to use a high number of agency staff. We have found it relatively easy to recruit Connexions Personal Advisers, but it is slightly more difficult to recruit Substance Intervention Workers. Part of the difficulty in future planning is that our work is very much linked to government policy agendas and initiatives often arrive with very little notice (for example Learning Agreements and Activity Agreements) and have workforce issues.

### **Current and Future Recruitment and Retention Difficulties**

As above. Between 1<sup>st</sup> April and 30<sup>th</sup> September 2005, during the period of this report 14 employees left our employment this is summarised by service:

- |  |   |
|--|---|
| • Positive Steps Oldham Corporate Services | 5 |
| • Oldham Youth Offending Service           | 2 |
| • Operational Services - Community         | 2 |
| • Operational Services – Education         | 3 |
| • The Strategies Team                      | 1 |

The current retention percentage is 7.14%, which is in line with last year’s annual figure of 14.12%

Of the employees who have left our employment, two left due to redundancy, and one left following a failure to successfully complete the probationary period. The remaining personnel left voluntarily.

### **Planned Changes to Services**

The main change to our service and service delivery is that from 1<sup>st</sup> April 2006, Connexions services are no longer to be delivered through a Pan-Greater Manchester partnership, but rather through Children’s Services within each Local Authority. This may impact on how the service is to be delivered, with a possible impact upon the make-up of the workforce.

Other changes are linked to the Every Child Matters developments: Lead Professionals; Common Assessment Framework; and implementation of the Common Core of training for staff will all have an impact.

### **Expected Changes to Customer Base**

No major changes anticipated.

## Appendix 6

### Sectoral Overview and Service Delivery: Early Years

#### Current position and Analysis

Largely white, female with a reasonable spread across the age ranges. Further work is required to achieve relevant qualifications with a skills gap around level 3 but qualified staff within each sector (see below).

#### Workforce data and data issues

See below for detail. Data on ethnicity and disability relies on willingness of respondent to disclose.

#### Views and needs of Children, young people, families and carers

The ECM needs analysis starts at Key Stage 1: this does not encompass the Foundation Stage (Early Years).

#### Current Workforce Profile & Evaluation

<b>Proportion of Workforce Achieving Qualifications</b>			
<b>Snapshot of Staff on May 27th 2005</b>			
<b>Type of Provider</b>	<b>Qualification Level</b>	<b>No. of Staff</b>	<b>% of Total Staff with this Qualification</b>
Child minder	2	16	4.4
Child minder	3	42	11.5
<b>Total staff in sector</b>	<b>364</b>		
Crèche	2	12	17.1
Crèche	3	20	28.6
Crèche	4	5	7.1
<b>Total staff in sector</b>	<b>70</b>		
Day nursery	2	86	20.1
Day nursery	3	135	31.5
Day nursery	4	7	1.6
<b>Total staff in sector</b>	<b>428</b>		
Extended Day Play Group	2	15	12.6
Extended Day Play Group	3	50	42.0
Extended Day Play Group	4	2	1.7

<b>Total staff in sector</b>	<b>119</b>		
Pre-School Playgroup	2	31	13.0
Pre-School Playgroup	3	74	31.1
Pre-School Playgroup	4	5	2.1
<b>Total staff in sector</b>	<b>238</b>		
Holiday Scheme	2	49	12.7
Holiday Scheme	3	84	21.8
Holiday Scheme	4	2	0.5
<b>Total staff in sector</b>	<b>385</b>		
Nursery Units of Independent Schools	2	4	8.9
Nursery Units of Independent Schools	3	5	11.1
Nursery Units of Independent Schools	4	1	2.2
<b>Total staff in sector</b>	<b>45</b>		
Out of School Care	2	53	9.4
Out of School Care	3	116	20.7
Out of School Care	4	8	1.4
<b>Total staff in sector</b>	<b>561</b>		
<b>Total Workforce</b>	<b>2210</b>		

<b>Number Active Staff By Age</b>	
<b>Age Range</b>	<b>Number Staff</b>
16 - 19	114
20 - 29	402
30 - 39	447
40 - 49	367
50 +	285
Unknown	981
<b>Total</b>	<b>2596</b>
<b>Number Active Staff By Ethnic Origin</b>	
<b>Ethnic Origin</b>	<b>Number Staff</b>
Asian Indian	16
Black British	7
Dual Heritage - White & Black Caribbean	3
Black Caribbean	5
White Other	9
Other	2

White British	1534
Dual Heritage - White & Black African	2
Asian Kashmiri	11
Dual Heritage - White & Asian	1
Black African	2
Black - Afro Caribbean	1
Asian Bangladeshi	21
White Irish	8
White European	2
Asian Pakistani	42
Unknown	1300
Prefer not to comment	1
<b>Total</b>	<b>2967</b>
<b>Number Active Staff By Age</b>	
<b>Gender</b>	<b>Number Staff</b>
Unknown	1075
Female	1840
Male	52
<b>Total</b>	<b>2967</b>
<b>Number Active Staff By Disability</b>	
<b>Disability</b>	<b>Number Staff</b>
Unknown	1529
No	1413
Prefer not to comment	12
Yes	13
<b>Total</b>	<b>2967</b>

## Current and Future Skills Gaps

The Children Act 1989 states that LA's have a responsibility that the training and development of leaders and managers supports the increasing move towards sustainable, integrated, inclusive, multi-disciplinary early years provision.

It has been identified that locally we have a skills gap for qualified level 3 posts. This is common within out of school care; early years professionals hold a qualification within Early Years with no Play Work training.

Other skills gaps include: - backfilling of posts from level 3 – level 2 – unqualified.

The LA has issued BPVIs – one of these indicators will be used to measure the number of leaders of integrated Early Years and Childcare settings with a level 4 qualifications or above. We currently have a small percentage of employees working towards a level 4 together with a small percentage that already hold an appropriate qualification.

Continuous work is being carried out to raise the profile of Childcare as a career to school leavers and college students.

## **Current and Future Recruitment and Retention Difficulties**

Our aim is to recruit & retain enough suitably qualified workers to support the continuing expansion and improvement of services. Currently we are unclear of our budget & what restrictions it will have.

Continued work needs to take place around the quality of childcare settings & the quality of staff in those settings.

Locally there is a lack of training providers delivering Level 4 childcare qualifications & FE funding subsidies no longer exist to support above Level 2.

Some settings will have staff with a level 4 qualification & they may not be the leader of the setting. Once staff has qualified no incentives are currently available to keep those people within the sector.

It is still unclear what opportunities will be available within Children's Centres for childcare staff.

There will be movement within the wider children's services arena where schools will compete with other organisations.

Children's centres will become an attractive employer with more favourable terms & conditions of employment and an increase in rates of pay.

## **Planned Changes to Services and Service Delivery**

A major change will be an integrated workforce (children's services and children's centres). To keep abreast of these changes we will work in partnership with Learning and Skills Council, Lifelong Learning, Oldham College & Oldham Play work & Childcare Association to ensure they develop training capacity to meet the demands of providers and trainees.

Key contributors to these changes will be the qualification framework and the new out of school framework.

Each Children's Centre will be unique in terms of full day care service delivery i.e.: Private Day Nursery, Child Minder Network, Full day care. If schools are providing full day-care to ¾ year olds will this have a cost to parents? Will parents choose alternative providers? If this is the case it may be appropriate to run a recruitment campaign for specific sectors.

## **Expected Changes to Customer Base**

Currently the main customer base is predominantly made up of parents from the white community in employment. The birth rate within this group has been in decline over the past few years. In contrast, the birth rate in Oldham's disadvantaged wards and within the BME community is increasing. Work will need to be carried out to address these demographic changes, with an increased effort in targeting these traditionally hard to reach groups. In essence we need to ensure we close the gaps between those with the poorest outcomes and the rest, by ensuring early childhood studies are integrated, proactive and accessible.

## **Appendix 6**

### **Sectoral Overview: Extended Schools**

#### **Current Position and Analysis**

Staff employed directly to develop Extended Schools

- Extended Schools Strategy Manager (LEA)
- Extended Schools development Officer (LEA)
- Extended Schools Manager (FSES South Chadderton School)
- Empowerment Officer (Royton and Crompton Lottery Cluster)
- Sports Co-Ordinator (Hathershaw and Fitton Hill Cluster)

#### **Current and Future Skills Gaps**

We are developing a model for the borough where there will be school based leads with responsibility for Extended Schools in their locality, supported by other school within their locality and the Extended Schools LEA team. Leadership training may be required in terms of developing strong community links between schools and the wider community that they service and operate within.

Feedback from schools thus far is that it is very useful to have staff with dedicated time to pursue partnership links across communities. The role of the development officer is designed to meet this need whilst not being attached to any one establishment, there may be a need to develop this role within the borough as the extended school strategy embeds across the borough.

There is a need for professionals working towards the development of extended schools to have an overview of services for children, young people families and communities with leadership skills in change management and empowerment. This is an area for development supported by the Championing Children work looking at the skills required for multi-agency leadership.

Lack of capacity - agencies and organisations report being required to work differently with no extra funding or transition arrangements as working practice/priorities change

- Particular groups of children and young people will require increased support if they are to access Extended school provision and therefore there is a predicted shortfall in such support staff, e.g. SENCO's, learning mentors
- Where activity co-ordination is required within schools there are still issues around capacity.

#### **Current and Future Recruitment and Retention Difficulties**

Extended Schools is a new area of development and therefore any recruitment and retention difficulties are not yet apparent. There may be issues about where these professionals will be located in terms of having a professional identity and professional development. Currently there are regional and national support networks.

Career pathways within Extended Schools are quite open at present as professional will come from a variety of backgrounds; there are however inconsistencies in terms of pay and conditions depending on which career pathway is assumed. There are inequalities across sectors where jobs are evolving as the ECM agenda evolves.

In terms of the wider workforce delivering Extended School Services, there is a general gap in terms of support staff for children and families in terms of specific preventative work

There are opportunities through Extended School delivery for parents and community members to be involved, particularly around a varied menu of activities and childcare and Parental support elements of the core offer which could contribute to the Grow Your Own Strategy.

There will be a growth in the need for front line staff to understand the roles of other professionals working with children young people, families and communities in order to work to a CAF and to ensure integrated support.

The views of children, young people, families and communities are integral to the delivery of Extended Schools and are built into the planning, delivery design, evaluation and commissioning models

## **Planned Changes to Services and Service Delivery**

Extended Schools are expected be delivered through all schools by 2010, with each school delivering within its community affordable high quality childcare, a varied menu of activities for children and young people, parental support, swift and easy referral to specialist services and ensuring community access. These services are expected to be delivered without large amounts of additional funding but by a change in the way that services align themselves to meet local need. Current and future workforce issues affected by these changes include:

- Budgets currently delegated to current priorities and action plans ay be reallocated. Current allocations can reduce opportunities for workforce development, but lack of transition funding does not allow for a change in approaches.
- There are issues about the transition to a new model of working particularly where services are commissioned on a locality basis, in terms of how the workforce are organised, how they respond to need and accountability.
- Commissioning services could also have an impact on the way in which services are delivered and staffs are contracted.
- The movement to Joint Area Reviews will impact on how services and the workforce relate to one another.

## **Expected Changes to Customer Base**

Demographics will become increasingly important as we commission services on a locality model.

Falling rolls affect the way in which schools will cluster and how Extended School services will be delivered, particularly when considering the element of competition.

## Appendix 6

### Sectoral Overview: Lifelong Learning

In Oldham Lifelong Learning Service, the following workforce groups work directly with children, young people and families:

- Crèche staff
- Learner Support Workers – work with vulnerable adults
- Family Learning tutors

Workforce data and analysis	Crèche staff	Learner Support staff	Family Learning tutors
<b>Number of staff</b>	36	43	14
<b>Full time</b>	1	0	2
<b>Part time</b>	35	43	12
<b>Age profile:</b>			
<b>18-25</b>	1	1	0
<b>26-36</b>	13	14	2
<b>37-47</b>	15	16	7
<b>48-60</b>	7	12	2
<b>Gender</b>	36 Female	8 Male; 35 Female	4 Male; 10 Female
<b>Ethnicity</b>			
<b>White British</b>	19	31	9
<b>Pakistani</b>	10	3	2
<b>Bangladeshi</b>	3	4	1
<b>Indian</b>	2	1	0
<b>Dual Heritage</b>	1 White / Black African	3 Asian / Asian British	0
<b>Other</b>	1 Greek Cypriot	1 African	2 Kashmiri
<b>Workforce data and analysis</b>	<b>Crèche staff</b>	<b>Learner Support staff</b>	<b>Family Learning tutors</b>
<b>Existing Qualifications</b>	Crèche skills level 2 – 18 NVQ2 – 4 NVQ3 – 6 NVQ2 pending – 2 NVQ3 pending – 6 Montessori pending – 1 NNEB – 1 Diploma in pre school practice (DPP) – 2 BTEC - 2	Level 2 – 12 Level 3 – 19 Level 4 – 11	Teacher Training L3 – 3 Teacher Training L4 and above – 7 Skills for Life qualifications – 9 TDLB - 1

### Future skills gap for Crèche workers

It is recommended that all staff complete the following training. Early Years – SureStart provide the courses for Crèche staff throughout the year, although places are limited.

Courses/training	Number of staff trained
<b>Crèche staff</b>	
Birth to Three Matters Framework – 10 week course	8
Asthma – 2 hours training	6
Epilepsy – 2 hour session	7
Behaviour management – 2 hour training	1
Autism – 2 hour session	3

### **Future skills gap for Learner Support Workers**

Interpreter level sign language  
Dyslexia Support  
Interpreter level sign language  
Step in to Learning  
Community Languages

### **Future skills gap for Family Learning Tutors**

Level 4: subject specialism  
Training on Every Child Matters  
Family Learning Training  
Parenting and Behaviour Management  
Assessment and Progression

### **Staff turnover**

In 2005/06, 4 Crèche staff were appointed to the service and 2 left the service. Approximately 4 Support Workers leave each year.

In 2005/06, 4 members of the ESOL team also started teaching Family Learning, no staff left. All teaching staff are part time apart from Curriculum Manager and 2 programme leaders. 3 staff completed level 4 training, currently 5 staff studying level 4.

### **Recruitment**

The Lifelong Learning Service usually advertises crèche posts twice yearly. There are no difficulties in recruiting crèche staff.

There was difficulty recruiting to the full time Inclusive Manager post (Learner Support), hence the reason for splitting the role into 2 separate elements and appointing 0.6 and 0.4 posts for a limited period.

The Lifelong Learning Service usually advertises Skills for Life part- time teaching posts for pool twice yearly. (Family Learning is included) There are still some difficulties in recruiting appropriate teaching staff.

### **Planned Changes**

- Implementing ‘*The Birth to Three Matters Framework*’ in all crèche sites
- Introducing permanent contracts for all crèche workers and support workers who are currently employed on a casual basis. Mapping of 5 outcomes of Every Child Matters to Family Learning Courses
- Courses will be delivered in new venues e.g. Children Centres & Extended Schools
- Courses to be offered to meet learner’s needs e.g. Saturdays and evenings

### **Expected changes to customers**

We will introduce more crèche support for Family Learning classes in schools and centres.

Over the past two years learning support has grown significantly and will continue to grow. Impact on staffing has been the requirement of a wider range of support skills to meet the needs of a more heterogeneous student body.

Wider range of courses offered

Wider choice of venues

Learners' needs met

## ***Appendix 6***

### **Sectoral Overview: School Workforce**

#### ***Current Position and Analysis***

##### **Workforce data and data issues**

Ageing profile of workforce especially Teachers & Teaching Assistants  
Gender balance needs addressing e.g. need more men in schools e.g. Primary and TAs; more women needed in secondary SMT  
Ethnic minorities under-represented

##### **Current Workforce Profile and Evaluation**

More BME across wider range of jobs  
Falling rolls will impact in some areas  
Gender distribution; mainly female  
Qualifications: targets need setting for literacy, numeracy, levels, TA induction, and HLTA numbers  
Common Core  
Leadership & management needs addressing

##### **Current and Future Skills Gaps**

Senior practitioner level requires multiple skills  
Level 2 basic skills  
Pedagogy e.g. behaviour, IT skills up to level 4  
Shortages in MFL & Community languages, sciences, maths  
Learning technologies skills will need addressing  
Personalised learning: skills to deliver are needed  
Awareness-raising of ECM urgently needed in schools  
Heads and deputies: more needed & how will management requirements change in schools?

##### **Current and Future Recruitment and Retention Difficulties**

Teacher shortages may continue because of age profile. Support staff needed in greater numbers for extended schools.

##### **Planned Changes to Services and Service Delivery**

SSDP and its effects on CPD if contracted out  
Departmental re-structure  
Council restructure  
Impact of changes in teachers' conditions of service e.g. professional standards, new standards for classroom teachers

##### **Expected Changes to Customer Base**

Impact of falling rolls needs considering. Oldham has a younger population than average: demographic data needed to show how this would impact. See CYPP for further data.

### ***Children's Workforce Plan***

#### **Stage 1: Preparation and Securing Support**

Awareness raising events SMG SLT School governors, CPD programme; ECM group; embedding actions in service plans

## **Stage 2: Establish the Current Position**

Workforce has ageing profile, white and largely female

## **Stage 3: Identify Future Needs**

More BME staff needed, more teachers in shortage subject and more school leaders

## **Stage 4: Identify the gaps**

BME staff are under-represented; more men needed in primary; shortage subjects need addressing in teacher recruitment

## **Stage 5: Develop the Workforce Plan**

See action plan in this document

## **Stage 6: Review and Evaluation**

Service planning processes and appraisal

## **Resources**

Grants or funding & staff time needed for roll out of awareness raising events. Resources need to be analysed, rationalised, augmented and targeted at priorities.

## Appendix 6

### Sectoral Overview: Sports Development

#### Current Position and Analysis

##### Workforce data and data issues

Oldham Sport Development does not have its own Human Resources department and consequently data is extremely difficult to access.

##### Views and needs of children, young people, families and carers

It can be identified through various documents including the Oldham Year 9 survey, the Every Child Matters Needs Analysis, individual questionnaire results that young people and families want to participate in sport and physical activities.

It is important that enough activity through development and direct delivery is in place. In order for this to happen ongoing coach education programme needs to be continually delivered. Also a 'grow our own programme' is in place which is now starting to deliver leadership training to children as young as 10 years old and continues post 16. Ongoing briefing of staff will continue

##### Current Workforce Profile and Evaluation

As at 2<sup>nd</sup> March 2006 Oldham Sport & Recreation Development Service employed approximately 168 personnel (24 core staff along with 144 Casual employees) this is represented as follows:

The following data compares Oldham Sport & Recreation Development Service workforce against the Census Data of 2001:

##### Gender Analysis:

- (Core Staff) Male / Female Analysis: 42.0% male 58.0 % female
- (Casual Coaches) Male / Female Analysis: 64.0% male 36.0% female
- Compared to the population of Oldham: 49.0% male 51.0% female

##### Disability Analysis:

- % Of Oldham Sport & Recreation Development Service employees who meet the DDA definition:
- Core Staff 0.00%
- Casual Coaches Information not available
- % of the population of Oldham who meet the DDA definition: 7.70%
- % of the Oldham employment population who meet the DDA definition: 2.20%

##### Age Analysis:

- Average age of an Oldham Sport & Recreation Development Service employee:
- Core Staff 28.7
- Casual staff Information unavailable
- Average age for the population of Oldham: 37.2

	Oldham Sport & Recreation Development Service Age Analysis % (Core staff)	Oldham Sport & Recreation Development Service Age Analysis % (Casual Coaches)	Population of Oldham %

16 – 19	4%	Info unavailable	5.2%
20 – 29	63%	Info unavailable	11.8%
30 – 59	33%	Info unavailable	40.8%
60 – 74	0%	Info unavailable	12.5%
75 and over	0%	Info unavailable	6.8%

**Religion or Belief:**

Religion	Oldham Sport & Recreation Development Service Religion or Belief Analysis % (Core staff)	Oldham Sport & Recreation Development Service Religion or Belief Analysis % (Casual Coaches)	Resident population %
Christian	79%	Info unavailable	72.6%
Buddhist	0%	Info unavailable	0.1%
Hindu	0%	Info unavailable	0.6%
Jewish	0%	Info unavailable	0%
Muslim	13%	Info unavailable	11.1%
Sikh	0%	Info unavailable	0%
Other Religions	0%	Info unavailable	0.1%
No religion	0%	Info unavailable	8.9%
Religion not stated	8%	Info unavailable	6.5%

**Ethnicity Analysis:**

	Asian or Asian British				Black or Black British			Chinese or other Ethnic Group		Dual Heritage				White		
	Indian	Pakistani	Bangladeshi	Any other Asian background	Caribbean	African	Any other Black background	Chinese	Any other ethnic group	White and Black Caribbean	White and Black African	White and Asian	Any other mixed background	British	Irish	Other White background
Recreation Development Service (Core staff) & Recreation Development Service		4.2%	8.3%							4.2%				75%	-	8.3%
Oldham Sport & Recreation Development Service (Casual Coaches) (Analysis %)	12%				3%			1%		1%				83%		
Oldham Population %	0.7	6.4	4.5	0.3	0.4	0.1	0.1	0.3					1.1	85.2	0.9	

The workforce analysis identifies that Oldham Sport & Recreation Development Service is representative of the local population in the areas of ethnicity. We have a fairly young service with the exception of the school swimming team. Areas for progression focus on:

- The gender imbalance in casual coaches and sports leaders
- Under representation of disabled workers
- Incomplete data in relation to Religion and Beliefs
- Aging school swimming team

### **Current and Future Skills Gaps**

Our main skills gap at present is in being able to recruit qualified staff that are able to work with the extended schools slot. In effect this often means we are using core staff to cover this demand. Demand for after schoolwork is increasing and will continue to be an issue as extended schools agenda grows. Plans are in place to look at this problem. We currently also have an ageing school swimming team with several of the teachers nearing retirement.

### **Current and Future Recruitment and Retention Difficulties**

Recruitment tends not to be an issue with the processes we have in place. However further work is needed to look at the type of staff we require for after schools programmes / in school coaching – professional coaches.

### **Planned Changes to Services and Service Delivery**

No major changes are expected other than meeting the extended schools agenda. Things are already in place, which include the employment of community coaches and grow our own programme.

### **Expected Changes to Customer Base**

No major changes anticipated. Other than the growing extended schools programme.

## **Appendix 6**

### **Sectoral Overview: Youth Service**

#### ***Current Position and Analysis***

##### **Workforce data and data issues;**

The data provided reflects a balanced workforce reflecting the ethnic make-up of the Borough.

##### **Views and needs of children, young people, families and carers;**

The youth service carry out annual surveys of staff and young people as part of their quality assurance and a source of data for future delivery. Surveys are carried out with young people who are users as well as non-users. Results are published annually.

##### **Current Workforce Profile and Evaluation**

Youth work within the service is managed by full-time professionally qualified youth workers and delivered by both them and a significant team of sessional workers who are employed on a contracted hour's basis. Having such a large part-time workforce does present difficulties such as childcare for those with younger families, the balance between the demands of more than one job.

##### **Current and Future Skills Gaps**

A national shortage of professionally qualified youth workers exists and in order to meet the needs of our service a highly successful 'grow your own' strategy is operated. A through route to professional qualification is offered starting at level 1. A service budget expansion has led to the appointment of 15 new Senior Assistant Youth Workers who will have the opportunity to undertake supported professional qualifying training.

##### **Current and Future Recruitment and Retention Difficulties**

As reflected in recent data by the development council there is a shortage of men within the sector and this has been a trend for some time. The 'grow your own' strategy allows us to target our recruitment and, by recruiting locally, retention levels are higher than national.

##### **Planned Changes to Services and Service Delivery**

Service delivery will become influenced as the ECM agenda unfolds, but the core aspects of service delivery are not expected to change. Budget expansion will allow for extended youth provision.

##### **Expected Changes to Customer Base**

No changes envisaged other than an expansion of contact with young people in the 13 – 19 age range.

## Appendix 6

### Sectoral Overview: Children's Social Care

#### Current Position and Analysis

##### Workforce data and data issues

The Children's Social Care workforce comprises of the following

Social Care	Title	Numbers (Headcount)
	Social Worker	98
	Care Worker	69
	Community Worker	88
	Foster Carer	103
	Manager	29
	Administrative/Support	41
Total		428

Workforce data is currently kept on various systems and is not as comprehensive or as easily interrogated as we require. This situation is being addressed by two developments:

- The new Corporate HR Information system which will be operational later in the year
- The introduction of the National Minimum Dataset for Social Care

#### Views and needs of children, young people, families and carers

See section on consultation.

#### Current Workforce Profile and Evaluation

##### Gender Analysis:

- Male / Female Analysis: 20.6% male 79.4% female Compared to the  
population of Oldham: 49.0% male 51.0% female

##### Age Analysis:

16 – 18	0
18-24	1.43
25- – 39	40.97
40 – 49	34.10
50 – 59	22.06
60+	1.43

### ***Ethnicity Analysis:***

White	383
White other	3
White + Black Caribbean	1
Pakistani	9
Bangladeshi	7
Indian	4
Black Caribbean	10
Black other	4
Kashmiri	1
Not recorded	4
Other dual background	2

### **Current and Future Skills Gaps**

The single largest skills gap in social care is in relation to qualified social workers, where the local position reflects the national acute shortage of qualified staff working in childcare  
There is also a shortage of Foster Carers within the Borough

### **Current and Future Recruitment and Retention Difficulties**

As noted previously the recruitment of qualified social workers is major issue currently and will remain so in the future given the age profile of the staff.  
Retention is also a significant issue for some staff groups, particularly social workers and residential workers once qualified to the required CSCI standards.

### **Planned Changes to Services**

In addition to the creation of the integrated Children's Department, the social care workforce is undergoing other significant changes to services and service delivery. Firstly the migration to the Swift information system has brought with it significant new ways of working, enhanced technology and business process re-engineering. Secondly the restructure of the service is developing a more flexible workforce. Work is ongoing to further develop career pathways.

### **Expected Changes to Customer Base**

No further information at present.

## Appendix 6

### Sectoral Overview: Education Welfare

#### Current Position and Analysis

Education Welfare does not have its own Human Resources department and consequently data is extremely difficult to access.

#### Views and needs of children, young people, families and carers

Every young person is entitled to an education. This education encourages a young person to achieve their full potential both educationally and socially.

#### Current Workforce Profile and Evaluation

As at 1<sup>st</sup> September 2005 the Education Welfare Service employed the following:

Manager of Service  
Deputy Manager of Service  
6 Attendance Advisers (one of whom is based in YOS)  
5 Attendance Officers  
Child Protection Adviser  
Licensing Officer  
An Administrative Assistant  
Clerical Officer

Workforce Data	Numbers
Number of Staff	17
Full time	16
Part-time	1
Age Profile:	
20-29	1
30-39	8
40-49	4
50-60	3
Gender Profile:	
Female	12
Male	5
Existing Qualifications	Batchelor in Education (Honours) Diploma in Social Work BSc (Further analysis required)

#### Current and Future Skills Gaps

To support the current workforce in respect of National Occupational Standards and developing transferable skills within the realm of supporting families and young people, training to acquire NVQ L3/L4 has been made available to Attendance Advisers and Officers. Future training will be required in respect of CAF.

#### Current and Future Recruitment and Retention Difficulties

Recruitment within Education Welfare always creates an interest; the main difficulty is if posts are temporary. Education Welfare Service in Oldham has a distinction between the requirements for an Attendance Adviser and an Attendance Officer. A relevant degree is required for the former. As the majority of the service is working towards NVQ L3 (Attendance Officer) and NVQ L4 (Attendance

Adviser), these will become a requirement for potential candidates to possess prior to applying. This will significantly streamline potential candidates.

Retention within Education Welfare Service is not a concern.

**Planned Changes to Services**

Service delivery will become influenced as the ECM agenda unfolds, but the core aspects of service delivery of ensuring regular attendance are not expected to change.

**Expected Changes to Customer Base**

No changes are expected within the customer base, the key stakeholders will be schools, children and families.

## Appendix 7 Service Plans

Service Area: Connexions

### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

#### CORPORATE PLAN THEMES

1. Community Cohesion
2. A Prosperous Borough
3. Realising the Potential of Children, Young People and Families
4. An Improved Environment
5. Healthy and Well Cared For People
6. An Improving Council Striving for Excellence

#### EVERY CHILD MATTERS OUTCOMES

1. Be Healthy
2. Stay Safe
3. Enjoy & Achieve
4. Make a Positive Contribution
5. Achieve Economic Well-Being
6. Service Management

No.	SERVICE IMPROVEMENT/ ACTIONS	SUCCESS CRITERIA/ OUTCOMES	RESOURCES	TIMESCALE	PLANNING LINKS	CORP PLAN THEME NO(S)	ECM OUTCOMES NO(S)	LEAD OFFICER
1	<b>Preparation &amp; Securing Support</b>	<ul style="list-style-type: none"> <li>• PSO employs suitable staff able to provide the correct level of support to young people</li> <li>• PSO links into overall Children's Services within Oldham</li> <li>• Build into other planning mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• HR staff and facilities</li> <li>• Senior Manager's time</li> <li>• Senior Manager's time</li> <li>• Senior Manager's time</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Annually</li> </ul>	N/A	N/A	1-6	Steve Murphy
2	<b>Establish Current Position</b>	<ul style="list-style-type: none"> <li>• Up to date HR information continually available</li> </ul>	<ul style="list-style-type: none"> <li>• HR Manager's time</li> </ul>	<ul style="list-style-type: none"> <li>• 6-Monthly</li> </ul>	N/A	N/A	1-6	Steve Murphy

<b>3</b>	<b>Identify Future Needs</b>	<ul style="list-style-type: none"> <li>Ability to recruit and/or train correct staff for services to be delivered</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management time</li> <li>HR department time</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<b>N/A</b>	<b>N/A</b>	1-6	Steve Murphy
<b>4</b>	<b>Identify Gaps</b>	<ul style="list-style-type: none"> <li>Be able to identify recruitment and/or training needs</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management time</li> <li>HR department time</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<b>N/A</b>	<b>N/A</b>	1-6	Steve Murphy
<b>5</b>	<b>Develop the Workforce Plan</b>	<ul style="list-style-type: none"> <li>PSO employs suitable staff able to provide the correct level of support to young people</li> <li>PSO links into overall Children's Services within Oldham</li> <li>Ability to evaluate success against defined criteria in initial plan</li> </ul>		<ul style="list-style-type: none"> <li>Annually</li> </ul>	<b>N/A</b>	<b>N/A</b>	1-6	Steve Murphy
<b>6</b>	<b>Review &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>Understand how effective workforce management has been in the delivery of services</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management time</li> <li>HR department time</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> </ul>	<b>N/A</b>	<b>N/A</b>	1-6	Steve Murphy

## Appendix 7 Service Plans

### Service Area: Early Years

<b>CORPORATE PLAN THEMES</b> 1. Community Cohesion 2. A Prosperous Borough 3. Realising the Potential of Children, Young People and Families 4. An Improved Environment 5. Healthy and Well Cared For People 6. An Improving Council Striving for Excellence	<b>EVERY CHILD MATTERS OUTCOMES</b> 1. Be Healthy 2. Stay Safe 3. Enjoy & Achieve 4. Make a Positive Contribution 5. Achieve Economic Well-Being 6. Service Management
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EARLY YEARS DEVELOPMENT AND CHILDCARE SERVICE							
SERVICE IMPROVEMENT/ ACTIONS	SERVICE IMPROVEMENT/ ACTIONS	SERVICE IMPROVEMENT/ ACTIONS	SERVICE IMPROVEMENT/ ACTIONS	SERVICE IMPROVEMENT/ ACTIONS	SERVICE IMPROVEMENT/ ACTIONS	SERVICE IMPROVEMENT/ ACTIONS	SERVICE IMPROVEMENT/ ACTIONS
Plan and develop Transformation Fund strategy for the development of the early years and childcare workforce.	BVPI 222a/222b.  Increase Level 3 qualifications by 10%.  Increase L2 qualifications by 20%.  Level 4 qualified workforce – 10% by 2008	Transformation Fund used effectively.  Increased levels of qualified staff in Early Years and Childcare settings.	March 2007	Sure Start Guidance, Children's Centre Guidance, Extended Schools, Guidance.	1, 2, 3, 5	1, 2, 3, 5	Jayne Entwistle

<p>Develop and implement a sustainable training strategy for early years and childcare workers.</p>	<p>Prepare workforce for the introduction of Early Years Foundation Stage Framework.</p> <p>Communicating matters, inclusion training package, EAL and other.</p>	<p>Well-trained workforce. High quality Early Years Education and Childcare provision.</p>	<p>March 2007.</p>	<p>Children's Centre Phase 2 guidance. Sure Start Practice Guidance. Every Child Matters. Children's Workforce Strategy. 10-Year Childcare Strategy.</p>	<p>3, 5</p>	<p>3,4,5</p>	<p>Carol Lancaster</p>
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<p>To ensure leaders of integrated early education and childcare settings which are funded or part funded by the Local Authority have input from staff with graduate or post graduate training in teaching or child development.</p>	<p>Appointment of Children's Centre teachers.  Maintenance of Lead Practitioner Project.</p>	<p>BVPI 222b target met.  Improved outcomes for children at Foundation Stage Profile.</p>	<p>March 2007.</p>	<p>Childcare Bill.  10-Year Childcare Strategy.  Children Centre Guidance.</p>	<p>1, 3, 5</p>		<p>Carol Lancaster</p>
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## Appendix 7 Service Plans

Service Area: Extended Schools

### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

#### CORPORATE PLAN THEMES

1. Community Cohesion
2. A Prosperous Borough
3. Realising the Potential of Children, Young People and Families
4. An Improved Environment
5. Healthy and Well Cared For People
6. An Improving Council Striving for Excellence

#### EVERY CHILD MATTERS OUTCOMES

1. Be Healthy
2. Stay Safe
3. Enjoy & Achieve
4. Make a Positive Contribution
5. Achieve Economic Well-Being
6. Service Management

	SERVICE IMPROVEMENT/ ACTIONS	SMART TARGETS	OUTCOMES	TIMESCALE	PLANNING LINKS	CORP PLAN THEME NO(S)	ECM OUTCOMES NO(S)	LEAD OFFICER
1	Deliver national targets in terms of the core offer for Extended Schools (ES's)	15% of all schools delivering the core offer by September 2006	At least 20 schools delivering the full core offer by September 2006 and developments in place for 2008 target of 50% of schools	April 2006 schools identified September 2006 15% schools delivering core offer	Children's Centre (CC) Developments Childcare Strategy Local Area Agreement (LAA) Children and Young People's Plan (ChYPP) Plan Workforce Reform Strategy Study Support (SS) Strategy	1,2,3,4,5,6	1-6	Simone Spray

2	Support in understanding of ES through training and conference activities	Training delivered to all primary schools through Collaborative network ES Conference delivered, evaluated and informing developments	Clearer shared understanding of how ES are being developed nationally and locally	Change for Children (C4C) Conference May 2006 Collaborative training Summer 2006 ES Conference October 2006	See above	1, 2,3,5 and 6	6	Simone Spray
3	Dissemination of CC and ES Strategy	Leaflet and strategy produced Website development	Clarity of shared vision and way forward for Extended Schools In Oldham	Production of leaflet and strategy April 2006 Dissemination ongoing Website development ongoing	See above	3	1-6	Simone Spray
4	Develop and consult on locality delivery model through Change For Children Team	National College of School Leadership (NCSL) Facilitation delivered and evaluated  Localism paper written and implemented through Children and Young Peoples Plan	Local needs met through delivery of Extended schools	NCSL facilitation and evaluation by May 2006 Consult with SLT and strategy group by June 2006	See above	3	1-6	Simone Spray and Gail Cassidy
5	Establish role as C4C link Officer for Enjoying and Achieving Sub group	<b>Deliver sub group workshop</b> <b>Ongoing support of chair and attendance at meetings</b> <b>Co-plan and deliver ChYPPlan Conference</b>	<b>Well informed and integrated workforce</b>	<b>Workshop delivered April 2006</b> <b>Support and meetings throughout year</b> <b>CHYPPlan Conference delivered may 2006 reviewed and evaluated August 2006</b>	See above	3, 6	1-6	Simone Spray

6	Implement Commissioning Strategy for 2006/7 Standards fund 15	<p>Facilitate heads meeting on termly basis Attend relevant collaborative meetings Agree locality commissioning frameworks and community leadership network</p> <p>Monitor progress against local commissioning priorities</p> <p>Establish targeted priorities through partnership and research</p>	<p>Extended Services being delivered based on local need</p> <p>Specific access needs of children and young people with disabilities, LAC, and children and young people not attending school or NEET</p>	<p>First heads meetings and collaborative meetings facilitated by July 2006 NCSL facilitation delivered and reviewed by June 2006 Community leadership networks explored through area committee and partnership working throughout year. Locality commissioning operating in 3 area committee areas by September 2006 Targeted groups needs identified through commissioning process by September 2006</p>	See above	3	1-6	Simone Spray
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7	Develop further partnership links with Lottery Clusters	Where appropriate lottery clusters linked to wider area committee delivery Additional partner involvement	Lottery clusters integrated into locality delivery model	Area Committee links established May 2006 Partnership development ongoing	See above	3	1-6	Simone Spray
8	Contribute to the Workforce development Strategy particularly in relation to developing local integrated service delivery	ES Contribution to Workforce Reform Strategy Way forward for WAMG group established, delivered and reviewed	Unions views represented and reflected within ES delivery Locality working integrated in Workforce development	Workforce Reform Strategy completed by may 2006 WAMG focus ongoing throughout year	See above	3,6	1-6	Simone Spray Sarah Callaghan
9	Perform duties of Extended Schools Remodelling advisor and consultants	6 Multi-agency events delivered as part of national remodelling Team (NRT) programme Additional 3 staff trained as Extended Schools remodelling Consultants.	Schools supported through development of Extended Schooling	NRT delivery ongoing throughout year	See above	3,6	1-6	Simone Spray
10	Audit Extended schools activity across the borough	80% of schools completed audit by May 2006 100% completed audit by September 2006	Clear understanding of how meeting national targets in relation to Core offer	80% of schools completed audit by May 2006 100% completed audit by September 2006	See above	3	6	Simone Spray

11	Support the delivery of the study Support Strategy	SS Strategy disseminated through schools and partners. Werneth Cricket club Study Support Centre refurbishment Increase in number of units taking up Quality in Study Support (QUISS) t	Quality Study Support being delivered across Oldham Study Support understood as central to delivery of Extended schools	Strategy consultation complete April 2006-03-07 dissemination ongoing Refurbishment Complete September 2006, delivery ongoing QUISS taken up by March 2007	See above	3	3	Simone Spray and Victoria Catton
12	Implement the Active Involvement Strategy	Strategy completed and consulted upon	Children and young people's voices are central to the delivery of ESs	Strategy Completed September 2006	See above	3	1-5	Cath Millington, Simone Spray
13	Promotion of Community Cohesion through ES delivery	Attitudinal change measured Increase in number of projects that address issues of Community Cohesion Extended Learning report completed and recommendations implemented	Specific projects will continue to be designed to address Community Cohesion; these include bringing together children and young people from different communities, working with the faith sector and across faith schools. Particularly working to the recommendations of the Extended Learning Research recommendations	Attitudinal change reviewed October 2006 Impact of projects measured throughout year Extended Learning report recommendations reviewed October 2006	See above	1-6	1-5	Simone Spray Sarah Callaghan

14	MMU consultation completed	Training programme completed Impact analysis Completed Consultancy report completed	Clearer understanding of embedding and impact of ES Strategy within Oldham, used to inform October Conference and further developments	September 2006	See above	1-6	1-6	Simone Spray
15	Development of a common capital build strategy across Children's centres, Extended Schools and Early Years	Team set up to develop common approach and criteria for funding streams Legal issues addressed through integrated approach to delivery	Capital builds across Oldham follow a strategic framework and offer maximum benefit for communities	Team established by May Complementary strategy agreed by September 2006	See above	1-6	1-6	Simone Spray Gail Cassidy Nazia Rehman

## Appendix 7 Service Plans

### Service Area: Lifelong Learning

#### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

##### CORPORATE PLAN THEMES

1. Community Cohesion
2. A Prosperous Borough
3. Realising the Potential of Children, Young People and Families
4. An Improved Environment
5. Healthy and Well Cared For People
6. An Improving Council Striving for Excellence

##### EVERY CHILD MATTERS OUTCOMES

1. Be Healthy
2. Stay Safe
3. Enjoy & Achieve
4. Make a Positive Contribution
5. Achieve Economic Well-Being
6. Service Management

No.	SERVICE IMPROVEMENT/ ACTIONS	SUCCESS CRITERIA/ OUTCOMES	RESOURCES	TIMESCALE	PLANNING LINKS	CORP PLAN THEME NO(S)	ECM OUTCOMES NO(S)	LEAD OFFICER
1	<b>Prepare &amp; Secure Support</b>	<ul style="list-style-type: none"> <li>• OLLLS employs suitable staff able to provide the correct level of support to children, young people and families</li> <li>• OLLLS links into overall Children's Services within Oldham</li> <li>• Build into other planning mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• HR staff and facilities</li> <li>• Senior Management time</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Annually</li> </ul>	All plans listed below	1,2,3,6	1-6	Mary Grainger, supported by OLLLS SMT
2	<b>Establish Current Position</b>	<ul style="list-style-type: none"> <li>• Up to date HR information continually available</li> </ul>	<ul style="list-style-type: none"> <li>• HR Manager's time</li> </ul>	<ul style="list-style-type: none"> <li>• 6-Monthly</li> </ul>	All plans listed below	1,2,3,6	1-6	Mary Grainger, supported by OLLLS SMT

<b>3</b>	<b>Identify Future Needs</b>	<ul style="list-style-type: none"> <li>• Ability to recruit and/or train correct staff for services to be delivered</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Management time</li> <li>• HR department time</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	All plans listed below	1,2,3,6	1-6	Mary Grainger, supported by OLLLS SMT
<b>4</b>	<b>Meet identified gaps</b>	<ul style="list-style-type: none"> <li>• Training plan to up-skill staff to deliver a comprehensive adult learning programme to meet the needs of Oldham</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Management time</li> <li>• HR department time</li> <li>• Managers' time</li> <li>• Training time</li> <li>• LSC funding</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	All plans listed below	1,2,3,6	1-6	Mary Grainger, supported by OLLLS SMT
<b>5</b>	<b>Develop the Workforce Plan</b>	<ul style="list-style-type: none"> <li>• OLLLS employs suitable staff able to provide the correct level of support to young people</li> <li>• OLLLS links into overall Children's Services within Oldham</li> <li>• Ability to evaluate success against defined criteria in initial plan</li> <li>• Contribute to delivery of the corporate workforce development strategy, in particular Skills for Life, Family Learning programmes and Step into Learning</li> </ul>		<ul style="list-style-type: none"> <li>• Annually</li> </ul>	All plans listed below	1,2,3,6	1-6	Mary Grainger, supported by OLLLS SMT
<b>6</b>	<b>Review &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>• Understand how effective workforce management has been in the delivery of services</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Management time</li> </ul>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>	All plans listed below	1,2,3,6	1-6	Mary Grainger, supported by OLLLS SMT

## **Plans**

National Skills for Life Strategy  
Local Learning and Skills Council  
Oldham Local Learning Partnerships  
Lifelong Learning ACL Plan  
Service Improvement Plan  
Community Cohesion strategy  
Primary and Early Years strategies  
Communication strategies  
OMBC Corporate Plan  
People Strategy  
Training Policy and Plans

## Appendix 7 Service Plans

Service Area: School Workforce

### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

#### CORPORATE PLAN THEMES

1. Community Cohesion
2. A Prosperous Borough
3. Realising the Potential of Children, Young People and Families
4. An Improved Environment
5. Healthy and Well Cared For People
6. An Improving Council Striving for Excellence

#### EVERY CHILD MATTERS OUTCOMES

1. Be Healthy
2. Stay Safe
3. Enjoy & Achieve
4. Make a Positive Contribution
5. Achieve Economic Well-Being
6. Service Management

No.	SERVICE IMPROVEMENT/ ACTIONS	SUCCESS CRITERIA/ OUTCOMES	RESOURCES	TIMESCALE	PLANNING LINKS	CORP PLAN THEME NO(S)	ECM OUTCOMES NO(S)	LEAD OFFICER
1	<b>Lead the Children's Workforce Planning process</b>	Continue to chair Children's Workforce Reform Task Group	Staff time	April 2006 ongoing	CYPP	3 5 6	All	HOS
2	<b>Implement 2006-7 actions in Children's Workforce Plan (CWP)</b>	Defined actions completed	Staff time Funding (none)	By March 2007	CWP/CYPP	3 6	All	HOS

<b>3</b>	<b>To complete restructure of WDGS for implementation Every Child Matters</b>	Restructure completed	Staff time	By May 31 <sup>st</sup> 2006	CYPP	3 6	6	HOS
<b>4</b>	<b>Implement the Common Core of Skills &amp; Knowledge</b>	Common Core built into induction programmes	Staff time Funding (none)	By March 2007	CWP/CYPP	3 6	All	HOS
<b>5</b>	<b>To support the introduction of the Integrated Qualifications Framework</b>	Roll out awareness and delivery to children's workforce of national programme	Staff time Funding (none)	By March 2007	CWP/CYPP	2 3 5 6	All	HOS
<b>6</b>	<b>To ensure Service operation is cost effective</b>	Produce budgets to deadlines; service budgets delivered to projections	Staff time	By March 2007	MTFS SIPs	6	6	HOS
<b>7</b>	<b>To work towards ESLG level 3 &amp; 4</b>	Achieve levels 3 & 4	Staff time	By corporate deadline	Corporate plan	1	6	HOS
<b>8</b>	<b>Ensure adequate recruitment &amp; retention in Children's Workforce</b>	CWP targets met	Staff time	Ongoing	CWP/CYPP	1 2 3 5 6		HOS
<b>9</b>	<b>Contribute to the recruitment of NQTs</b>	A supply of good quality NQTs are available to schools	Staff time TDA RM Grant	Ongoing	CWP/CYPP	3	3	EWCT
<b>10</b>	<b>Manage and support of the Graduate Teacher Programme and Registered Teacher Programme in Oldham</b>	A supply of good quality in-house trained teachers are available to schools	Staff time TDA RM Grant	Ongoing	CWP/CYPP	3	3	EWCT

<b>11</b>	<b>Contribute to the strategy development of the Rochdale and Oldham Supply Agency</b>	Rochdale and Oldham Supply Agency increasingly becomes the provider of choice for Oldham schools.	Staff time TDA RM Grant	Ongoing	CWP/CYPP	2 3	3 5	EWCT
<b>12</b>	<b>Overall strategic management of Learning Mentor Strand in Primary and Secondary schools</b>	To work towards criteria set out in DfES Self/Peer Review	EiC schools meet DfES Self/Peer Review criteria	March 2007	EIO Plan Corporate Plan Children & YP Plan	1 3 6	1 2 3 4 5	LMC
<b>13</b>	<b>Develop role of SWA in Schools</b>	Raised profile of SWA role with Heads SIPs, Consultants	Staff Time TDA Grant	6 months	CWP/CYPP	3 6	6	SWA
<b>14</b>	<b>Audit CPD Needs of School Workforce</b>	Completed audit of Schools CPD needs	Staff Time TDA Grant	6 months	CWP/CYPP	3 6	6	SWA
<b>15</b>	<b>Review CPD Provision for School Workforce</b>	Completed programme INSET activities	Staff Time TDA Grant	6 months	CWP/CYPP	3 6	6	SWA
<b>16</b>	<b>Skills analysis of School Workforce</b>	Completed Skills analysis	Staff Time TDA Grant	24 months	CWP/CYPP	3 6	6	SWA
<b>17</b>	<b>Develop CPD provision for School Support Staff</b>	Improved provision of INSET for support staff	Staff Time TDA Grant	12 months	CWP/CYPP	3 6	6	SWA
<b>18</b>	<b>To deliver the final phase of Workforce Remodelling</b>	100% compliance with the National Agreement by Oldham schools	Staff time, Remodelling Grant	Oct 2006	Remodelling in Oldham plans RIO	3	3	WRF/C
<b>19</b>	<b>Support school invigilation</b>	Schools fully briefed on invigilation	Staff time, Remodelling Grant	Oct 2006	RIO	3	3	WRF/C
<b>20</b>	<b>Support sustainability in remodelling</b>	Continued compliance with NA	Staff time Remodelling Grant	Oct 2006	RIO	3	3	WRF/C

21	<b>Support good practice</b>	Continued RIO newsletters, school visits, intranet information dissemination	Staff time Remodelling Grant	Oct 2006	RIO	3	3	WRF/C
22	<b>Work effectively with social partners</b>	Remit and protocols established for Children's Workforce Development Group	Staff time Remodelling Grant	Oct 2006	RIO	2 3	3	WRF/C
23	<b>To update the Terms of Reference for Committees</b>	Terms updated	Staff time, income from SLA	August 2006	RIO	3	3	GSM
24	<b>Explore alternative database package</b>		Staff time income from SLA	March 2007	Governor Plans	6	6	GSM GSAA
25	<b>Completion of Re-constitution of all governing bodies</b>	Completed	Staff time income from SLA	August 2006	Governor Plans	3	3	GSM GSAA
26	<b>Continue to increase the number of governors from ethnic minority communities</b>	Target figure is 8.5%	Staff time income from SLA	March 2007	Governor Plans	1 3	3	GSM
27	<b>Continue with the reduction of LEA vacancies to 2%</b>	2%	Staff time income from SLA	March 2007	Governor Plans	1 3	3 6	GSAA
28	<b>Re-alignment to Business Support Service</b>	Realignment completed	Staff time income from SLA	August 2006	Governor Plans	6	6	GSM
29	<b>Develop new SLA that accurately reflects the cost of the Service to schools and offers different levels of service</b>	SLA developed	Staff time income from SLA	December 2006	Governor Plans	6	6	HOS/ GSM

<b>30</b>	<b>Investigate alternative training providers for delivering governor training</b>	New providers added to list	Staff time income from SLA	August 2006	Governor Plans	3	3 6	HOS/ GSM
<b>31</b>	<b>Arrange minute taking skills course for Clerks to governing bodies</b>	Course arranged	Staff time income from SLA	August 2006	Governor Plans	6	6	GSM
<b>32</b>	<b>Issues which might arise from the new Education Bill in respect of school governance</b>	Not yet clear	Staff time income from SLA	Ongoing	Governor Plans	3 6	All	GSM
<b>33</b>	<b>Increase the number of schools taking advantage of the LEA Clerking Service</b>	Take-up increased by 5%	Staff time income from SLA	March 2007	Governor Plans	3 6	6	GSM
<b>34</b>	<b>Support for Oldham Governors Forum in developing financial independence</b>	Financial independence achieved	Staff time income from SLA	December 2006	Governor Plans	6	6	GSM

## Appendix 7 Service Plans

Service Area: Sports Development

### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

#### CORPORATE PLAN THEMES

1. Community Cohesion
2. A Prosperous Borough
3. Realising the Potential of Children, Young People and Families
4. An Improved Environment
5. Healthy and Well Cared For People
6. An Improving Council Striving for Excellence

#### EVERY CHILD MATTERS OUTCOMES

1. Be Healthy
2. Stay Safe
3. Enjoy & Achieve
4. Make a Positive Contribution
5. Achieve Economic Well-Being
6. Service Management

No.	SERVICE IMPROVEMENT/ ACTIONS	SUCCESS CRITERIA/ OUTCOMES	RESOURCES	TIMESCALE	PLANNING LINKS	CORP PLAN THEME NO(S)	ECM OUTCOMES NO(S)	LEAD OFFICER
1	<b>Preparation &amp; Securing Support</b>	<ul style="list-style-type: none"> <li>• OSRDS employs suitable staff able to provide the correct level of support to young people</li> <li>• OSRDS is able to get quality management info from HR</li> </ul>	<ul style="list-style-type: none"> <li>• HR staff and facilities</li> <li>• Senior Manager's time</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> </ul>	N/A	6	1-6	Neil Consterdine Head of Service
2	<b>Establish Current Position</b>	<ul style="list-style-type: none"> <li>• To have up to date system in place allowing accurate HR info</li> </ul>	<ul style="list-style-type: none"> <li>• HR Time</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	N/A	6	1-6	Neil Consterdine Head of Service

<b>3</b>	<b>Identify Future Needs</b>	<ul style="list-style-type: none"> <li>Ability to recruit and/or train correct staff for services to be delivered</li> <li>Increased part time staff to deliver extended schools provision</li> <li>New swimming teachers</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management time</li> <li>HR department time</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	N/A	6	1-6	Neil Consterdine Head of Service
<b>4</b>	<b>Identify Gaps</b>	<ul style="list-style-type: none"> <li>The ability to be able to identify recruitment and/or training needs from current workforce profile</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management time</li> <li>HR department time</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	N/A	6	1-6	Neil Consterdine Head of Service
<b>5</b>	<b>Develop the Workforce Plan</b>	<ul style="list-style-type: none"> <li>A fully representative workforce with appropriate forethought into future needs</li> <li>Start to train new swimming teachers</li> </ul>	Senior Management time	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	N/A	6	1-6	Neil Consterdine Head of Service
<b>6</b>	<b>Review &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>Understand how effective workforce management has been in the delivery of services</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management time</li> <li>HR department time</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> </ul>	N/A	6	1-6	Neil Consterdine Head of Service

## Appendix 7 Service Plans

Service Area: Youth Service

### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

#### CORPORATE PLAN THEMES

1. Community Cohesion
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5. Healthy and Well Cared For People
6. An Improving Council Striving for Excellence

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5. Achieve Economic Well-Being
6. Service Management

SERVICE IMPROVEMENT/ ACTIONS	SMART TARGETS	OUTCOMES	TIME SCALE	PLANNING LINKS	CORP PLAN THEME NO(S)	ECM OUTCOMES NO(S)	LEAD OFFICER
<b>Objective:</b> <b>(Core)</b> <b>To plan and implement a comprehensive programme of training opportunities that meet the needs of the Service</b>	NVQ Level 2 Youth and Community qualifying course to be offered to staff from all organisations working with young people	At least one course organised, minimum of 20 staff achieving NVQ level 2	Mar 07	AHoS Lifelong Learning Service Voluntary Sector Youth work Managers	1 3	5 4 3 2 1	AHoS Borough Projects
	Sessional and full time Youth & Community Staff undertaking level 4 qualifying training to be supported throughout their courses.	All participants successfully complete the year	Mar 07	AHoS, Youth work Managers Universities	1 3	5 4 3 2 1	AHoS Borough Projects

	Programme of additional youth work training offered to staff from all organisations working with young people	All courses delivered with a minimum of 12 participants	Mar 07	AH'soS, Connexions, Education Welfare, Voluntary Sector, Youth Work Managers	1 3	5 4 3 2 1	AHoS Borough Projects
	All staff to complete additional compulsory training relevant to their job roles	All staff have completed compulsory training within 12 months of their start date.	On going	AHoS, Connexions, Oasis, Education Welfare Service Youth Work Managers	1 3	5 4 3 2 1	AHoS Borough Projects
	Introduction to Youth Work course to be offered to staff from all organisations working with young people	At least one course to have run with a minimum of 12 participants	Mar 07	Youth Work Managers, Connexions, Voluntary Sector	1 3	5 4 3 2 1	AHoS Borough Projects
<b>Objective: (Development) To plan and implement a comprehensive programme of training opportunities that meet the needs of the Service</b>	Induction course booklet externally accredited	Induction course booklet externally accredited	Mar 07	AHoS, Youth Work Managers	1 3	5 4 3 2 1	AHoS Borough Projects
	Training & approved scheme developed for adventurous activities including DofE expedition work in compliance with Adventurous Activity Licensing Authority.	Scheme is implemented	Sep 07		1 3	5 4 3 2 1	HoS

## Appendix 7 Service Plans

### Service Area: Children's Social Care

#### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

##### CORPORATE PLAN THEMES

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Objective	Target / PI to be achieved	Action	Date	Project Ref No	Success criteria (outcomes)	Resources	Corp Plan	ECM	Lead Officer(s)
<b>1 To strive to achieve a workforce which reflects the gender, ethnicity, disability and culture profile of the borough</b>		To monitor recruitment and retention of staff at all levels against team targets on ethnicity, gender and disability			Employment opportunities in line with best practice. Staff available to reflect wider needs of community.	Base budget. HR support	1	6	AD/HOS
<b>2 To reduce the number of qualified social worker vacancies in fieldwork teams from</b>	Vacancy rate to reduce to ....%	Review skills mix needed in fieldwork teams and disestablish SW posts/establish other posts as appropriate  Targeted recruitment			Skilled workforce available to meet needs. Staff report having case loads which are realistic and manageable.	Base budget. HR and staff development section support.	2 & 6	6	Maria Blair

<b>2 To reduce the number of qualified social worker vacancies in fieldwork teams from 15.5 ( %) to _____ ( %)</b>	Vacancy rate to reduce to ....%	Review skills mix needed in fieldwork teams and disestablish SW posts/establish other posts as appropriate  Targeted recruitment for SW posts			Skilled workforce available to meet needs. Staff report having case loads which are realistic and manageable.	Base budget.  HR and staff development section support.	2 & 6	6	Maria Blair
<b>3 To establish a trainee social worker scheme</b>	6 trainee sw's in children's services in year 1	Three year trainee scheme agreed. First years trainees identified and undertaking preparation to study support	Sept 2006		Skilled workforce available to meet needs. Staff report satisfaction with career progression opportunities.	Base budget.  HR and staff development section support.	2 & 6	6	Maria Blair
<b>4 To establish a single career grade for all posts delivering direct services to children, young people and families other than qualified social work posts and residential child care posts</b>	Single career grade agreed.	Career grade to be agreed, with job descriptions and person specifications in place and existing staff mapped onto the new structure	June 2006		Staff report satisfaction with career progression opportunities. Skilled workforce available to meet needs	Base budget.  HR and staff development section support.	2 & 6	6	Maria Blair
<b>5 To agree core competencies for staff able to hold child in need (family support) and stable LAC</b>		Core competencies to be agreed. Existing staff to be mapped against competencies. Competencies to be built into all career grade job descriptions	April 2006		All active cases are allocated to a worker who is assessed as competent to meet their needs.	Base budget.  HR and staff development section support.	2 & 6	6	Maria Blair

<b>cases loads. To agree which staff meet those competencies and training and development needs for others</b>									
<b>6 To develop employment options for care leavers within the Council and its partner organisations</b>		STEVE TO COMPLETE THIS LINE						5	
<b>7 To contribute to work on developing the Common Core for staff across wider children's services</b>		MARIA TO COMPLETE THIS LINE			▪				
<b>8 To reduce use of agency staff and overtime</b>	PAF E44	Expand Peripatetic Residential Childcare Pool to 7,600 hours per annum at unit cost of 12.56 per hour  Explore options for own SW pool and/or AGMA regional pool	April 2006  Oct 2006		Reduce expenditure on agency/overtime in RCU's by per year  Reduce expenditure on agency/overtime to cover sickness absence in all teams/units	Base Budget	2 & 6	6	Steve Slater  Maria Blair/Teresa Broadbent/Steve Slater

<b>9 To implement the Common Assessment Framework</b>		<ul style="list-style-type: none"> <li>• identification of training needs Implementation of Core skills and multi agency induction progs</li> <li>• Appropriate response to need by professional most relevant to meet childs needs</li> <li>• Leading to fall in CIN/ CP cases</li> </ul>							
<b>10 To reduce sickness absence in service to average of _____ days</b>		Managers to target long term, cyclical and persistent intermittent sickness	July 2006		Sickness absence rate reduced in each team/unit by 5% and in worse performing teams to maximum of _____ days	Base budget. HR support	2, 5 & 6	6	Teresa Broadbent, Maria Blair, Steve Slater
<b>11 To ensure a robust programme of training is available to underpin the work of the Safeguarding Children's Board</b>					▪				
<b>12 To ensure the workforce meets the qualification and minimum training requirements of CSCI</b>					▪				

<p><b>13 To ensure all appropriate staff meet the Registration and CPD requirements set out by the General Social Care Council</b></p>					<ul style="list-style-type: none"> <li>▪</li> </ul>				
<p><b>14 To Review the service's Post Qualifying training arrangements in line with the revised GSCC PQ Framework</b></p>					<ul style="list-style-type: none"> <li>▪</li> </ul>				
<p><b>15</b></p>	<p>Identify gaps</p>	<ul style="list-style-type: none"> <li>• Recruitment and retention of Social care staff inc foster carers linked to Links to needs of service</li> <li>• investment in training and development</li> <li>• Opportunity to grow own staff</li> <li>• Investment in Staff which will reduce the speed of turnover</li> <li>• Increase in Foster carers leading to more children living within their own communities and not out of the LA</li> </ul>							

16	Integration of teams into locality bases	<ul style="list-style-type: none"><li>• appropriately trained staff working closely with communities</li><li>• use of community resources</li></ul>			▪				
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## Appendix 7 Service Plans

Service Area: Education Welfare

### SECTION D – SERVICE IMPROVEMENT KEY OBJECTIVES FOR 2006/07

#### CORPORATE PLAN THEMES

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5. Achieve Economic Well-Being
6. Service Management

No.	SERVICE IMPROVEMENT/ ACTIONS	SUCCESS CRITERIA	RESOURCES	TIMESCALE	PLANNING LINKS	CORP PLAN THEME NO(S)	ECM OUTCOMES NO(S)	LEAD OFFICER
1.	<b>Preparation &amp; Securing Support</b>	To support EWS staff obtaining relevant NVQ qualification  To employ suitable staff to provide the appropriate level of support to young people	EWS staff  Finances  Time Senior Manager	Ongoing		2, 5,6	6	Elizabeth Morley

<b>2.</b>	<b>Establish Current Position</b>	Further analysis of HR information  Detailed consultation with families and young people	Managers Time  EWS staff	Bi-annually  Ongoing		1, 3,6	4, 6	Elizabeth Morley
<b>3.</b>	<b>Identify Future Needs</b>	Ability to recruit more male colleagues into the workforce	Senior Manager	Ongoing		6	6	Elizabeth Morley
<b>4.</b>	<b>Identify Gaps</b>	Ability to identify future training needs	Senior Manager	Ongoing		6	6	Elizabeth Morley
<b>5.</b>	<b>Develop the Workforce Plan</b>	EWS employ suitable staff able to provide the correct level of support to young people EWS links into overall Children's Services within Oldham Ability to evaluate success against defined criteria in initial plan		Annually		1,2,3,6	6	Elizabeth Morley
<b>6.</b>	<b>Review &amp; Evaluation</b>	Understand how effective workforce management has been in the delivery of services	Senior Management Time	Annually		1,2,3,6	1, 6	Elizabeth Morley

## Glossary

<b>APA</b>	Annual Performance Assessment
<b>BME</b>	Black & Minority Ethnic
<b>BPVI</b>	Best Value Performance Indicators
<b>CAF</b>	Children Services Assessment Framework
<b>CAMHS</b>	Children and Adolescent Mental Health Service
<b>CPA</b>	Comprehensive Performance Assessment
<b>CPD</b>	Continuing Professional Development
<b>CSA</b>	Children's Service Authority
<b>CSCI</b>	Commission For Social Care Inspection
<b>CWDC</b>	Children's Workforce Development Council
<b>CWP</b>	Children's Workforce Plan
<b>CYPF</b>	Children's, Young People & Families
<b>CYPP</b>	Children and Young People Plan
<b>DDA</b>	Disability Discrimination Act
<b>DDA</b>	Disability Discrimination Act
<b>DfES</b>	Department for Education and Skills
<b>DoH</b>	Department of Health
<b>ECM</b>	Every Child Matters
<b>ESOL</b>	English for Speakers of other Languages
<b>FE</b>	Further Education
<b>FTE</b>	Full time equivalent
<b>GSCC</b>	General Social Care Council
<b>HLTA</b>	Higher Level Teaching Assistants
<b>HMRF</b>	Housing Market Renewal Fund
<b>HOS</b>	Head of Service
<b>HR</b>	Human Resources
<b>ICT</b>	Information Communication Technology
<b>IQF</b>	Integrated Qualifications Framework
<b>IT</b>	Information Technology
<b>IWP</b>	Integrated Workforce Plan
<b>LA</b>	Local Authority
<b>LEA</b>	Local Education Authority
<b>LPSA</b>	Local Public Service Agreements
<b>LSCB</b>	Local Safeguarding Children Board
<b>MFL</b>	Modern Foreign Languages
<b>NVQ</b>	National Vocational Qualification
<b>NW</b>	North West
<b>OCLL</b>	Oldham Community Leisure Ltd
<b>OD</b>	Organisational Development
<b>OLLS</b>	Oldham Life Long Learning Service
<b>OSRDS</b>	Oldham Sport & Recreation Development Service
<b>PCT</b>	Primary Care Trust
<b>PLASC</b>	Pupil Level Annual School Census
<b>PQ</b>	Post Qualifying framework
<b>PSO</b>	Positive Steps Oldham (Connexions)
<b>SEN</b>	Special Educational Needs
<b>SLT</b>	Senior Leadership Team
<b>SMART</b>	Specific, Measurable, Agreed, Realistic, Time bound
<b>SMG</b>	Senior Management Group

<b>SSDP</b>	Strategic Service Delivery Partnership
<b>YOS</b>	Youth Offending Service
<b>YOT</b>	Youth Offending Team