
Bath & North East Somerset Council

Bath and North East Somerset Children's Workforce Development

TRAINING STRATEGY 2018 - 2021

April 2018

**“All children and young people will
enjoy childhood and be well prepared
for adult life”**

(Vision Statement)



***Bath and North East Somerset
Clinical Commissioning Group***

- 1 -

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Introduction

This strategy provides the framework and direction for developing a Children's Workforce in Bath and North East Somerset to ensure it is capable and confident to achieve the best possible outcomes for all children and young people in the Local Authority. It aims to ensure that the workforce is inducted, supported and appropriately trained to perform to the highest standard; a workforce which parents, children and young people engage, trust and respect.

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 public and private sectors.

The Strategy encompasses the widest description of the children's workforce as it is recognised that a holistic approach is required to achieve the vision held for the children and young people of Bath and North East Somerset. Additionally in these challenging financial times integrated working will allow economies to be made in the use of resources, which could not be achieved if organisations worked in isolation.

This Strategy will ensure that our workforce development and planning are focused on the delivery of the Children and Young People's Plan 2018-2021 and support the vision and priorities of the Health and Well-being Strategy and the Local Authority, with support from the Health and Wellbeing Board, the B&NES Clinical Commissioning Group and the B&NES Local Safeguarding Children Board.

The strategy is built on the premise that the unborn child; children and young people in B&NES are entitled to access universal services and that some will require additional and specialist services. The workforce of the universal services, which includes the wide range of diverse and quality provision offered within the private, voluntary and independent sectors, has the crucial role in helping the unborn child; children and young people achieve the five outcomes defined in Every Child Matters. They also have a role in identifying those who may need additional support which requires access to other services for more complex issues.

Crucial to the delivery of outcomes for children are the 'frontline' practitioners. To fulfil their duties effectively 'frontline' practitioners need effective leadership and management, excellent support services and high quality professional development. B&NES wishes to ensure it has a high quality workforce that is secure and sustainable; this strategy provides the context and actions to achieve this ambitious aim in challenging economic circumstances.

This strategy and action plan aims to address the workforce development needs linked to the four main outcomes within the Children and Young People's Plan 2018-2021 and the resulting priorities which can be viewed below. These key priority areas have been identified through consultation with partners, children, young people, parents and carers and all have safeguarding embedded alongside them.

Our 4 Outcomes

All children and young people are safe

All children and young people are healthy

All children and young people have fair life chances

All children and young people are active citizens within their own community

Our 11 Priorities

1. Increase the no of children and young people living in safe, supportive families and communities

2. Decrease the no of children and young people affected by unintended or accidental injury

3. Increase the no of children and young people are protected from crime and anti-social behaviour

4. Increase the no. of children and young people maintaining a healthy weight

5. Increase the no. of children and young people experiencing good emotional health, wellbeing and resilience

6. Increase the no of children and young people free from the harm of substance misuse, including alcohol and tobacco

7. Ensure children and young people are supported to have the best start in life and be ready for learning

8. Ensure children and young people are supported sufficiently to be able to achieve and that gaps in their educational outcomes are closed.*

9. Ensure children and young people are able to access and maintain appropriate local education provision

10. All children and young people are supported through key transitions, including into adulthood

11. Ensure children and young people are supported to participate, have a voice and can influence change.

Our 4 Cross cutting themes
These underpin the delivery of the plan

Think Family Approach – an increased emphasis on prevention, early intervention and empowering individuals to be more independent and resilient using a strengths based approach across childrens and adult services

Strengthen Early Help - Giving children and young people the best start in life

Narrowing the achievement and inequalities gap - Shared leadership and stronger partnership working with schools and partners across the area.

A skilled and competent workforce - Ensure that we have sufficient, local workforce that is skilled, appropriately trained to support delivery of the priorities

The strategy takes responsibility for monitoring, evaluating and reviewing outcomes of workforce development to form a reliable evidence base on which to measure progress and impact and to commission and decommission appropriately.

This strategy is informed by the work that has already been carried out and lists our future priorities. The associated plan details how we propose to achieve these priorities and will be used as the basis for performance management reports back to the Health and Well-being Board.

Bath and North East Somerset's Children's Workforce strategy and plan covers activity over the next 3 years, however, the plan will be updated annually and it is anticipated that the first revision will focus on extending the plan to include the Adult's Workforce within Bath and North East Somerset. This broadening of the strategy will help to embrace the 'think family' approach and support the workforce in providing a joined up service to gain better outcomes.

Purpose and underlying principles

The Children's Workforce Training Strategy 2018 – 2021 provides the strategic framework for the development of the Children and Young People's Workforce in Bath and North East Somerset. It builds upon the 2015 – 2018 strategy, and demonstrates a continued commitment to working together to support a well-qualified children's workforce with the right skills, knowledge and expertise to improve outcomes for children and young people, within budget and to meet our joint vision that

“All children and young people will enjoy childhood and be well prepared for adult life”

The Children's workforce is our most important resource. Our ability to improve the lives of children and young people and keep them safe is dependent upon a well-trained, committed and competent workforce and its ability to share knowledge and skills. The children's workforce has striven over recent years to establish a good foundation in integrated working and early help and to embed this into everyday practice. We aim to build on this good practice, by ensuring that the workforce is led, deployed and equipped to deliver high quality and integrated services through continuing to learn together and combine organisational and professional expertise.

To this end the council and its partners are committed to:

- Embedding a sound induction for all members of the Children's Workforce, to ground practitioners in the basics of the 'common core' skills and knowledge.
- Valuing and investing in workers by providing learning opportunities designed to equip them to undertake their roles safely and competently with a sound child focus.
- Enabling the development of new skills, specialist knowledge and experiences that ensure a current and future workforce that is fit for purpose.
- Valuing the strong foundation of prevention and early help within the local authority, and looking ambitiously to continue to build the skills and specialist knowledge required to ensure that all children and young people (including the unborn child) who require complex support are able to access professionals who are grounded and knowledgeable the principles and practice of 'early help'.

- More effective and integrated services at both the strategic and individual case level, which promote improved communication and information sharing between professionals, including a common understanding of values, key terms, definitions and thresholds for action.
- Learning from Serious Case Reviews (SCRs) and reviews of child deaths
- Enabling children and young people and their families to participate meaningfully in the workforce development programme and have their voices heard.

Policy Context

The children's workforce training strategy is drawn from, inter-related to and supported by several key strategic plans to ensure a more coherent strategic focus on the needs of children and young people in B&NES:

Bath and North East Somerset Health and Wellbeing Strategy 2015-2019

The B&NES Joint Health and Wellbeing Strategy is the overarching plan for improving health and wellbeing and reducing health inequalities in the area. Through the strategy, the Health and Wellbeing Board lead a joined up approach that supports and protects people's health and wellbeing.

The Health and Wellbeing Strategy is available on:

<http://www.bathnes.gov.uk/services/neighbourhoods-and-community-safety/working-partnership/health-and-wellbeing-board>

The joint Local Safeguarding Adults and Children's Board training strategy 2018 - 2021

This strategic document identifies the priorities for inter-agency safeguarding and child protection training, and the evaluation of the training programme.

This document can be accessed from: <https://www.safeguarding-bathnes.org.uk/children/local-safeguarding-children-s-board/7-lscb-training>

Responsible Authorities Group strategic assessment and Community Safety Partnership Plan

The Responsible Authorities Group (RAG) acts as the Local Strategic Partnership's (LSP) delivery arm for Community Safety. The RAG strategic document will inform and ensure local priorities feed into the discussions of the LSP and Overview and Scrutiny Panels.

This plan can be accessed from: <http://www.bathnes.gov.uk/services/neighbourhoods-and-community-safety/crime-prevention-and-community-safety/community-safet-0>

The Learning & Improvement Framework: The strategic document as required in chapter 4 of Working Together to Safeguard Children 2015. It describes the way that professionals and organisations that work to protect children need to reflect on the quality of their services and learn from their own practice and that of others.

This can be accessed from: <https://www.safeguarding-bathnes.org.uk/children/local-safeguarding-children-s-board/4-lscb-multi-agency-policy-and-procedures>

Bath & North East Somerset's Early Help Offer

'Early Help' means providing effective support to children and young people as soon as needs start to be identified, and to bring about change to prevent these from escalating and leading to poor outcomes. Early Help may occur at any point when needs arise, from pregnancy through to the teenage years and at any stage in adulthood.

Further information can be accessed: <http://www.bathnes.gov.uk/services/children-young-people-and-families/early-help-support-families/commissioning-early-help>

Scope of the children's Workforce

An illustrative diagram of the children and young people's workforce in England was first published in 2008 as part of the 2020 national workforce plans and strategies. This diagram has been used locally as a helpful tool for understanding the workforce as a whole and the scope of the Workforce Strategy in the context of Bath and North East Somerset

The scope of the National Children's Workforce

The 2020 Workforce Strategy (2008) defines the core children's workforce and the wider children's workforce, defining all roles into 8 sectors:

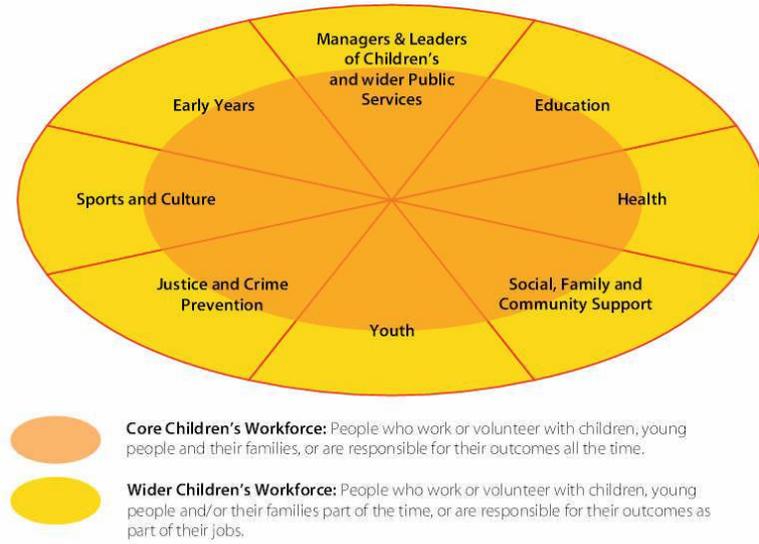
The **core children's workforce** are people whose whole work or volunteer with children, young people or their families or who are responsible for their outcomes as the whole of their job, e.g. play group staff, teachers, or youth workers

The **wider children's workforce** are people who work or volunteer with children, young people or their families or are responsible for their outcomes, as part of their job e.g. dance teachers sports coaches or librarians

It is recognised that due to budget pressures there will be changes in the size of the Children's Workforce and the way in which services are delivered within Bath and North East Somerset. In this context a shared approach to workforce development remains a priority to support integrated service delivery and new ways of working, and maximise available resources, capacity and expertise during the lifespan of this strategy.

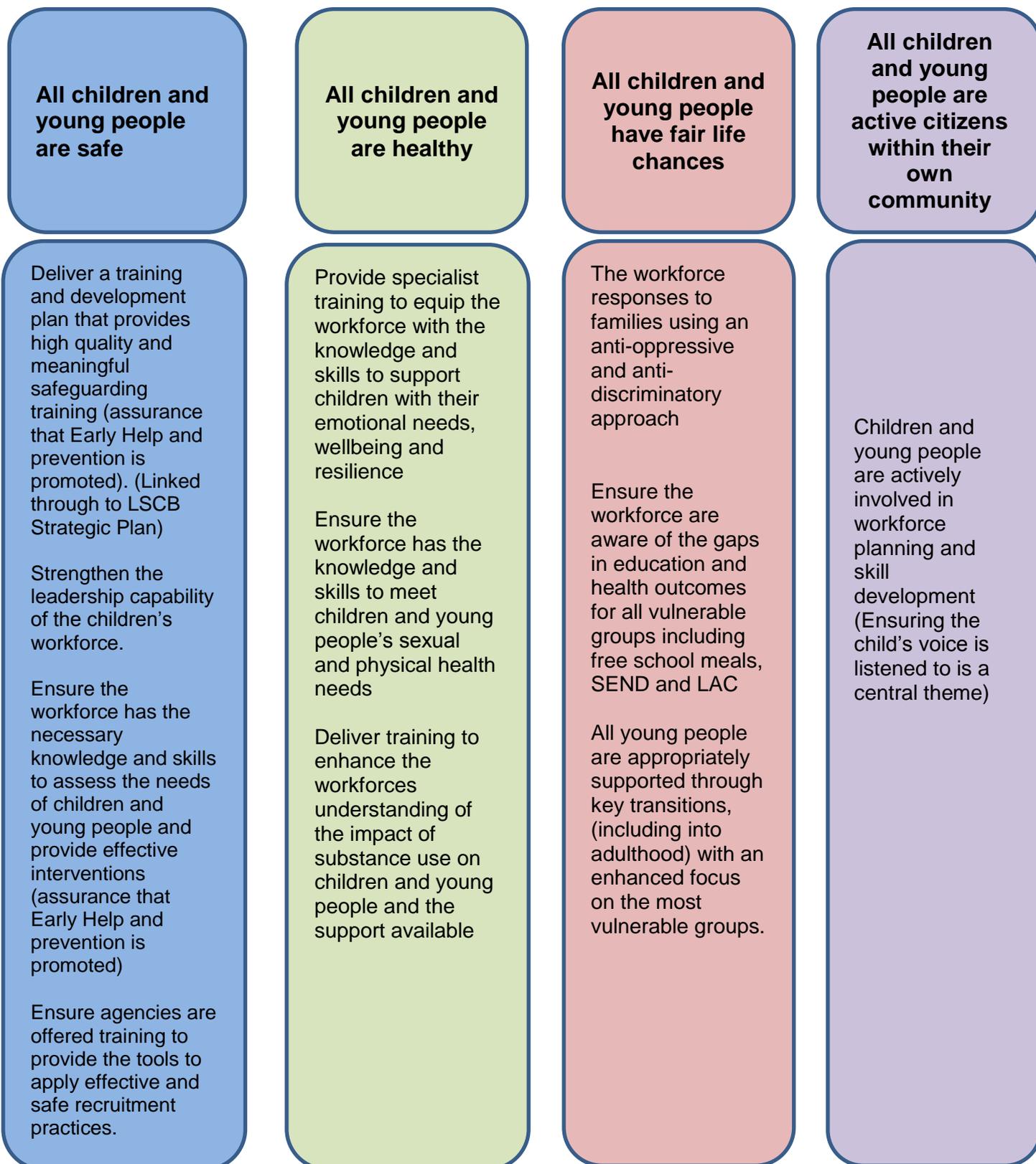
While working together to meet the outcomes and priorities of the strategy each partner retains its own responsibility for workforce planning, including the development of organisational workforce plans, learning and development plans and, and terms and conditions of employment.

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



Achieving Outcomes

To develop a skilled and competent workforce which is able to support the priorities identified in the Children and Young People’s Plan 2018-2021 the areas below will be the central focus of the strategy:



In addition to the areas of focus highlighted above, this strategy encompasses the wider development and learning needs of the workforce to ensure that the needs of all children and young people continue to be met. Therefore the programme will also comprise of the following elements to ensure the local authority is able to meet its statutory functions, respond to national and local issues and meet the needs identified by staff through the training need consultation undertaken across the council and with partner agencies both in the public and private sector.

- **Support for staff induction training.** The training workforce development group will provide clear identification of the minimum standards and required learning outcomes for the common core induction standards
 - Effective communication and engagement
 - Child and young person development
 - Safeguarding and promoting the welfare of the child
 - Supporting transitions
 - Multi-agency working
 - Sharing information

This will work towards setting the agenda for new members of the workforce to progress towards achieving all strategy outcomes.

- **Core skills for developing sound, evidence based practice.** This training offer will ensure that members for the children's workforce have access to high quality training to deliver provision for our children and young people that proves clear evidence of its efficacy – this will include solution focused training, and motivational interviewing skills. This works towards achieving our first key outcome: children and young people are safe.
- **Core offer of Child and Adolescent Mental Health Awareness and skills for practice.** This training offer will be made available through our partnership with Oxford Health. It will provide children's workforce members with awareness training on a range of welfare issues including 'Anxiety', 'Depression', 'ADHD and ASD', and deliberate self-harm and suicide. It will additionally provide a higher tier course on skills for intervention. This works towards our key outcomes of: children and young people are safe; and children and young people are healthy.
- **SEND (Special Educational Needs & Disability) reform.** This training will focus on SEND reform, to ensure that practitioners are aware of their responsibilities and responsive in relation to planning, intervention and support for children and young people with special educational needs or disability. This training supports the key priority area of: children and young people have fair life chances.
- **Core offer of Equalities training.** This will cover subjects such as, disabilities, Equal Opportunities, LGBTQ and cultural awareness. This training supports the key outcome area of: children and young people have fair life chances.
- **Children's Participation.** This will provide skills for hearing 'the voice of the child', and providing meaningful engagement and involvement of children, including their views in strategic work and on an individual basis. This training supports the key outcome area of: children and young people are active citizens within their own community.
- **Sexual Health Training** . This is provided by our partners in Public health, and covers a range of sexual health training. This training supports the key outcome areas of: children and young people are safe and children and young people are healthy.

- **Core offer of Inter-agency training child protection training** – The LSCB will provide child protection courses on multiple occasions throughout the year. These courses are for those members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. This training supports the key outcome area of: children and young people are safe.
- **Staff Welfare and Resilience.** The Children’s workforce training recognises that the Children’s workforce is our most important resource. Our ability to improve the lives of children and young people and keep them safe is dependent on a well-trained, committed and competent workforce. In order for the children’s workforce to achieve its full potential within the challenging economic and social landscape, training will be developed to support practitioners in lone working and stress management. This training supports the key outcome area of: children and young people are safe.
- **Additional Training** – Some capacity will be maintained for the development of additional courses identified by training and workforce development groups. Application for additional courses can be made via the Training Need Development Pro-forma (appendix D)

For more detailed information on the actions agreed to achieve the outcomes and the priorities identified within the Children’s Workforce training strategy please refer to the training plan.

Training Delivery

To achieve this vision, all commissioned or provider services for children and young people in Bath and North East Somerset, will be required, through a commissioning framework or a service level agreement, to commit to supporting and improving the skills, experience and qualifications of their staff.

B&NES Children’s Services employ a Training & Development Manager. The Training & Development Manager oversees the development and delivery of the children’s workforce, LSAB and LSCB training programmes and makes provision for the effective administration, evaluation and quality assurance of the above programmes courses.

The Children’s Workforce Steering Group and the Training and Development Sub Group support with the development of the training skills of the current interagency facilitator pool through evaluation and quality assurance of course content and delivery. This programme will also provide opportunities for the identification and support of additional inter-agency training facilitators.

Training Standards

All Children’s workforce development training will be delivered against the following principles:

- **Child Centred** All training reflects that the welfare of the child is paramount and that it incorporates and actively promotes ‘children’s rights’, ‘children’s voice’ and their ‘needs’.
- **Partnership with Parents and Carers** All training recognises and actively promotes the need for working in partnership and engaging with parents and carers.

- **Diversity** All training is informed and governed by equal opportunities and reflects the diversity and cultural needs of the individuals and organisations, within the children’s workforce of Bath & North East Somerset.
- **Accessibility** All individuals who work with children, young people and/or their carers in the statutory, voluntary and independent sectors have access to the training, which is all clearly advertised and accessed via <http://bathnes.learningpool.com>
- **Interagency Collaboration** All training promotes the need for interagency working, bringing together people and organisations.
- **Evidence Based** All training will be ‘evidence based’ containing the latest research, reflective practice and the ‘lessons learned’ on a local and a national level. Wherever possible the training will incorporate the views of service users.
- **Evaluation** All training is responsive to identified local needs and will be subject to regular rigorous review and evaluation

Adapted from PIAT Sustaining quality: Standards for Interagency Child Protection Training and Developments (updated 2013)

Training Administration

Allocation and Application

Applications for places on all Children’s Workforce training courses must be made through the Children’s Workforce Learning Zone – an online training portal that allows users to view courses and book places on a self-serve basis. The Learning Zone can be accessed at <http://bathnes.learningpool.com>

Further information about this system and all other training matters should be directed to the training team at childrensworkforce_training@bathnes.gov.uk or 01223 394210 in the first instance.

Places will normally be allocated on a first come first served basis so that applicants can plan their work commitments with some degree of confidence. However, it is important that there is good multi-agency representation on each course so it may be that applicants are offered places on alternative dates.

Most courses will accommodate a maximum of 18 places so where the number of applications exceed this it may be that delegates are asked to change course dates so that numbers are spread evenly across the available sessions. Some events can accommodate greater numbers.

Charges for attendance on Children’s Workforce training

The children’s workforce training is funded and supported by Bath and North East Somerset Council, as such training is available free to direct employees of the Local Authority.

For our partner agencies costs for training will vary dependant on the costs associated to the delivery of the course. Whilst we endeavour to ensure that many courses will remain free, to enable the plan to be delivered within the available budget and resources some specialist courses will attract a charge, it is therefore important that delegates check the charging costs for each

course before booking. Any income generated through course attendance will be reinvested into the training programme to extend the learning opportunities available.

Cancellations

Cancellations made fewer than 6 working days before the course date will incur a charge of **£50** per person. This charge applies to all agencies. If it is possible and appropriate for another member of staff from the same team/service to attend, then this charge would not be applicable.

Non-Attendance

Failure to attend a course without prior notification of the cancellation will incur a charge of **£65** per person. This charge applies to all agencies. If there is an exceptional operational situation, supported by the relevant line manager, this charge may be waived.

Evaluation & Quality Assurance

The children's workforce steering group alongside the training and development sub group is required to evaluate the provision and quality of multi-agency training, and checking that training is reaching all relevant staff.

Monitoring and Evaluation of Inter-agency training delivery

In order to evaluate the effectiveness of multi-agency training in Bath and North East Somerset, a variety of methods are employed to achieve four goals:

- Ensure the learning outcomes for each course are met, and reflect evidence based 'best practice' that keeps the child or young person in focus.
- Ensure the continual evaluation by Children's workforce training Manager to ensure courses are meeting the needs of staff, with transparent overview and accountability to the Health and Wellbeing Board.
- Ensure that evaluations inform the planning and development of future training
- Ensure that messages from training are being embedded in practice.

Methods of Evaluation

All courses advertise the learning outcomes expected from participants by the end of the course. As recommended in the DCSF Research Report '*Outcomes of Interagency Training to Safeguarding Children: Final Report*', evaluation forms used in B&NES on half day, full day or two day courses remind attendees of those learning outcomes and delegates are asked to scale pre and post course their confidence in these areas to assess the effectiveness of the training in addressing the identified aims and objectives on the day, with space for additional comments. If a common theme emerges around objectives not being met this will trigger a review of the course content/ delivery style so that adjustments can be made (Appendix B shows an example feedback form).

Research into the effectiveness of inter-agency training suggests that for participants to gain the most from training they need to be able to make direct links to their own practice, and consider how the knowledge gained in training can improve their practice (*Research in Practice (2012) Training Transfer: - getting learning into practice. Darlington Trust*). It is recognised that there can be a number of barriers for delegates in making this training transfer, including their organisational structure, their leadership ethos and other practical considerations such as workload. It is therefore recognised that delegate's managers play an important role in promoting positive professional practice, and in imbedding knowledge from training. All delegates are therefore

invited at the end of training to consider an action plan for changing their behaviour in the workplace, and thinking through the impact that this change will have on the children and young people that they work with. It is the expectation that delegates and their managers will discuss the learning undertaken and how the knowledge and skills gained have been applied to practice to improve outcomes for children and young people.

For selected courses the evaluation forms will be sent to delegates 3 months after the course has been completed, with the request that they rate their confidence once more to help understand how effective the training has been over a longer time frame. The original evaluation form is also sent to the delegate's manager with a set questions requesting information about the impact attending the training has had on the delegates practice.

All feedback and evaluations are used on an on-going basis to improve existing courses and to assist in the design and delivery of new training and learning opportunities.

Quality Assurance – External Observation

Over the course of the year, the LSCB training and workforce development group will take part in a 'deep dive' quality assurance process, on one Standard, one Advanced and one Specialist course. This will involve in addition to the participants feedback sheets, an external observer, ensuring that the teaching style meets with the high standards of anti-discriminatory and anti-oppressive practice of the LSCB. It will ensure that facilitators provide accurate information that is reflective of local practice, and the delivery style is inclusive to all delegates.

As part of the 'deep dive' quality assurance, course delivery will be independently observed (see Appendix C), with the feedback used to develop future courses.

Links to Existing training offers:

There are a number of other training programmes available to the children's workforce and these are all designed to support staff in developing their skills and knowledge of specific issues and include:

Local Safeguarding Children Board Training Offer

This training focuses on safeguarding children. It is offered at different levels and provides a broad range of subjects, aimed to increase confidence and practice skill.

Early Help Offer

This training is provided by the integrated working team, and offers a suite of training to address practice issues in relation to Common Assessment Framework and early intervention.

Corporate Training Offer*

This training is provided by Bath and North East Somerset Council and targets induction, management training, and business skills such as IT. This additionally includes health and safety, and customer excellence training.

In addition to this identified members of the children's workforce can access further training opportunities through:

Early Years and Extended Services Continuing Professional Development Opportunities

Specialist training for the early year's sector.

<http://www.bathnes.gov.uk/services/children-young-people-and-families/working-children-early-years/early-years-and-extended-0>

Family Placement Team Training and Development Programme

This programme is offered jointly with South Gloucester Council and provides courses especially designed for foster carers, special guardians, family & friends carers and short break carers

<http://www.bathnes.gov.uk/services/children-young-people-and-families/adoption-and-fostering>

Bath & North East Somerset Virtual School for Children in Care

Targeted training for those working in education with children in care. This includes training on attachment. Contact for this training is: Virtual_School@bathnes.gov.uk

Public Health Training

This training focuses on offering a range of courses to improve the physical health and well-being of children, young people and their families. Contact for this training is:

Public_Health@BATHNES.GOV.UK

Conclusion & Review Process

This strategy will be used to inform a work plan for the children's workforce and development annual training programme.

The Chair of the group will report to the Children and Young People Sub Committee on a 6 monthly basis. The report will include the following:

- A progress report against the relevant areas of the Children's workforce development programme
- Details of the training delivered over the previous 6 months to include evaluations.

The Strategy will be monitored annually to ensure that it remains up to date with legislation, guidance and structures and reviewed in its entirety every 3 years. The next review will be scheduled for 2021.

Bath and North East Somerset Multi-Agency Children's Workforce Steering Group**Terms of Reference****Purpose of the Group**

Ensure there is a sufficient, skilled and knowledgeable children's workforce in Bath & North East Somerset providing safe and quality services which promotes health and wellbeing, supports families to thrive and prevents and reduce the risk of harm.

The group is concerned with both:

1. The Councils Children's Services workforce and
2. The workforce of any agency working with children and families

Roles and Responsibilities

- Develop and refresh (as required) the Workforce Strategy and associated Training and Action Plan
- Monitor and evaluate the delivery of the Training and Action Plan.
- Evaluate the quality and effectiveness of the training programme ensuring it meets identified workforce needs (Universal, Early Help through to Specialist Services – paid and voluntary staff).
- Training gap analysis – gather evidence from agencies about what is required to support and develop the workforce via the Training Programme.
- Ensure the Plan is aligned to the priorities of the Children and Young People's Plan (2014-2017) and thereafter the Health and Wellbeing Board Children and Young People Sub Committee plan.
- Raise awareness of new guidance and minimum standards for the workforce.
- Ensure any new legislative or guidance changes are applied to the programme.
- Work towards ensuring a fair charging policy is applied.
- Consider developing an accreditation arrangement for single agency workforce training programmes.
- Produce guidance to support agencies to develop their workforce.
- Develop a vision for a broader workforce plan (adults and children).
- Review how to gather views and experience of children and young people on the skills and knowledge of the workforce.
- Review content of new workforce training courses (non LSCB courses only).

Accountability

The steering group is ultimately accountable to the Children and Young People's Sub Committee, reporting via the Chair.

Structure

The Chair will be the Head of Safeguarding and Quality Assurance for B&NES Council who has management responsibility for the Training and Workforce Development Team in the Council.

Membership

Andrew Sandles	Education Inclusion Service (B&NES Council)
Alison Reevey	Teaching School (Fosseways School)
Catherine Lovett	HR Consultant (B&NES Council)
Debbie Forward	Senior Commissioning Manager (B&NES Council)
Denice Burton	Assistant Director Public Health (B&NES Council)
Elliot Davis	Principal Social Worker (B&NES Council)
Gilly Samuddin	Voluntary sector representative (BAPP)
Jen Russell	Training and Workforce Development Manager (B&NES Council)
Leigh Zywek	Service Manager: safeguarding outcomes (B&NES Council)
Lesley Hutchinson	Head of Safeguarding and Quality Assurance (B&NES Council)
Margaret Simmons-Bird	Head of Education Transformation (B&NES Council)
Mary Kearney – Knowles	Senior Commissioning Manager (B&NES Council)
Mike Menzies	Named Nurse Safeguarding Children & YP
Paula Bromley	Service Manager (B&NES Council)
Penny McKissock / Lucy Fordham	(Southside)
Richard Brooks	Voluntary sector representative (DHI)
Sally Churchyard	0-19 Preventative Outcomes Manager (B&NES Council)
Val Scrase	Head of Operations, Virgin Care Services Limited.

All members are responsible for sharing information from all other groups / Boards they sit on which discuss workforce issues.

Frequency of meetings

Quarterly: October, January, April, July.

Administrative Support

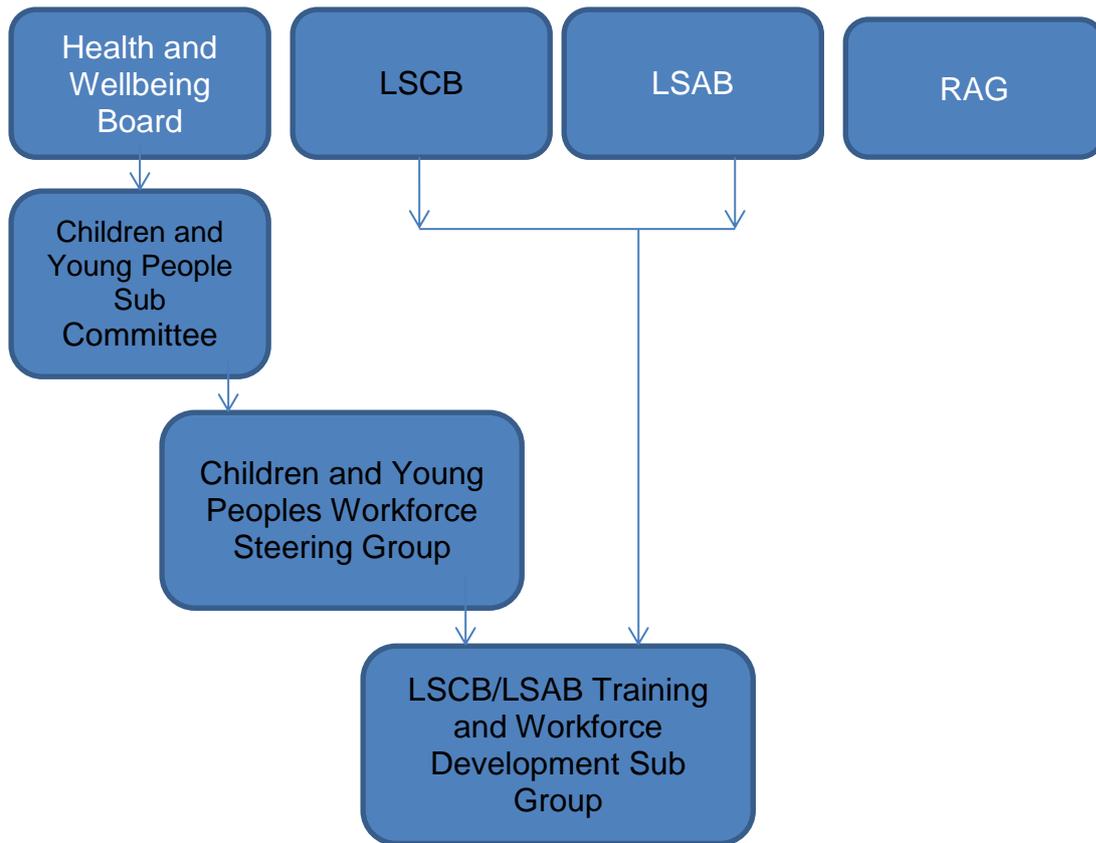
Administrative support will be provided by B&NES Council.

Reporting and Governance Arrangements

The group will report twice a year to the Children and Young People's Sub Committee (Health and Wellbeing Board).

The group will receive reports from the LSCB / LSAB Training and Development sub group which is responsible for ensuring Multi-Agency training is provided to meet the key priorities of the LSCB Business Plan.

The group will also receive feedback from the LSCB Professional Practice and the Serious Case Review sub group where workforce needs are identified which are not included in the LSCB / LSAB Training and Development Sub Group plan.



Date approved: October 2016, Reviewed December 2017
Date to be reviewed: December 2018

Course Title:
Evaluation
Course Date

Appendix B

Name	EXAMPLE
Job Title	
Managers Name	
Work Postal Address	

	Before Course:				Please complete this evaluation form before and after participating in the children's workforce development course, this will enable us to measure the effectiveness of our training approach.	After Course:			
	Not Sure	Knowledge		Confident		Not Sure	Knowledge		Confident
		↔				↔			
1					Training Objective 1				
2					Training Objective 2				
3					Training Objective 3				
4					Training Objective 4				
5					Training Objective 5				
6					Training Objective 6				
7					Training Objective 7				

Independent Observation Form

Observation of Teaching

Please complete this page **before** the session begins. Attach additional pages if necessary

Name of facilitator:	Date
Name of observer	Location
	No. of students

Facilitator Comments:

Aim(s)

What are the course aims for the session?

Were there any particular factors/problems taken into account when planning the session?

Are there any aspects of this session which are *new* to you?

What *particular aspects* of your session delivery would you like feedback on? *You may wish to consider feedback from previous sessions or any outstanding development plans.*

Observer's Comments

To be completed by the observer *during or immediately after* the teaching session. Attach additional pages if necessary.

The breakdown of each category (in italics) is a *guide* to the observer as to aspects for comment and discussion. ***They are not intended to be comprehensive or that each has to be covered in every case.*** Different disciplines may have additional aspects to consider.

Teaching characteristics – Comments

1. Planning and start of session

Communication of course aims to delegates. Continuity with other sessions and delegates prior knowledge made explicit. Coping with any unexpected occurrences, e.g. latecomers, missing equipment.

2. Presentation

Structure. Relevance and organisation of content. Attitude to subject matter. Clarity of presentation. Emphasis of key points. Pace of session (time management). Tone, volume, clarity of speech. Links made to other aspects of course. Summary (end and/or interim).

3. Student participation

Question and answer technique. Exercises/activities. Class management (appropriate level of control and authority). Instructions to students. General class atmosphere. Level of participation between students (excessive? lacking?). Attention and interest. Attitude to students. Awareness of individual needs. Student-teacher rapport.

Observer's Comments (continued)

Teaching characteristics – Comments

4. Methods and approaches

Choice/variety of teaching/learning methods. Use and design of instructional materials (OHP, handouts etc.) Use of appropriate reinforcement. Examples and analogies. References and links to research, other resources. Dealing with problems/disruptions.

5. General

Were the aims and outcomes achieved? Appropriateness of teaching/learning methods. Was effective communication achieved? Awareness of needs of learners and differences in approach.

6. Aspects to improve

Comment in terms of both teaching style and content (if possible). In particular, refer back to the areas identified for focus by the teacher on the bottom of page 1 of this form.

7. Strengths

Again, comment in terms of both teaching style and content (if possible) and refer back to the areas identified for focus by the teacher before the session.

Signed by observer:

Date:

Facilitators reflections: Please complete this section *after* your teaching session. Attach additional pages if necessary.

What did you feel went well in this session?

What would you like to change about this session if you had to teach it again?

In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you go about doing this?

What have you found useful/not so useful about the observation process?

Signed by facilitator

Date:

Training Need Development Pro-forma

Course working title	
Aim of the course:	
Target group/audience:	
Learning outcomes/objectives:	
What will the learners be able to do on completion of the course?	
What evidence can you provide to demonstrate the need to develop this course?	
Can any existing materials or resources be utilised for this course?	
Do you know of anyone who can deliver this training?	
How will you know that the need has been met?	
Additional comments:	
Name	
Designation	
Contact Details	