



## Workforce Transformation Plan

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## LEAP Workforce Transformation

### Introduction

LEAP are invested in developing an innovative bespoke workforce transformation model and strategy that supports the overall objectives of the programme. Additionally the strategy will act as a key change agent for long term change, whilst also being a mechanism with which to achieve positive outcomes for LEAP's young children and families.

We will achieve this through ensuring quality services are delivered and promoted by an empowered, well-trained and supported workforce and community. LEAP will set out to increase knowledge and skills across its partner organisations and the community, supporting the wider workforce and organisational systems to work collaboratively and share information. Moreover LEAP will proactively work to bring about a shared vision and common goals across the workforce with regards to improving the outcomes for young children and families in the LEAP area; well as, embed shared values and attitudes across the wider workforce and partner organisations enabling them to work collaboratively.

We are keen to work with our partner organisations, the Big Lottery Fund, the other ABS sites to achieve truly transformative long lasting change in the early year's sector to meet our shared goal of improving the early life experiences and long term life outcomes of our young children through early intervention.

This document outlines how LEAP intends to develop a LEAP workforce transformation model and strategy in cooperation with our partner organisations to enable us to achieve LEAP's goals.

### The LEAP vision

***Our vision is for Lambeth to be the best place in the world for children to be born and grow up and we will accept no less than for all of our children to be healthy, happy, confident, safe and able to achieve their aspirations.***

Our LEAP vision is bold, ambitious and visionary. It reflects our belief that in order for children to be healthy, happy and confident we need to look at all aspects of a child's life. It is impossible to separate the social and emotional development of children, their language and communication skills and their health from the wellbeing of their parents, their social networks, the strength of their communities and the wider environment. Our vision is to work together to improve all aspects of life for children, their parents and the wider community.

### Rationale and aspiration for workforce transformation

The LEAP Partnership recognise that for our vision to be achieved truly innovative and proactive system change is required to ensure lasting impact; a key component of LEAP's system change is workforce transformation, at all levels of the partner organisations across the local authority, health, voluntary sector and community groups.

Our partnership believes that in the current financial climate, transformational change is the only way to ensure the effective use of decreasing resources. In relation to this workforce transformation is key, LEAP will bring about and promote a whole system multi-agency approach to upskilling and improving the knowledge of the workforce across the local authority, health, voluntary and community sector, leading to an integrated approach to workforce transformation across organisational boundaries. This

will continue LEAP's objective of organisations working together to better support young children and families; increasing knowledge and skills across organisations and supporting the ability to share information and work collaboratively.

Our direction of travel is clear, we are investing to transform. The additional LEAP resources, in conjunction with partner organisations co-operative approach to workforce transformation, will act as a catalyst and drive change agent to produce sustainable and impactful system change. The LEAP approach will model good practice and accelerate whole system change towards achieving what is most important, improving the lives of all our children and their families. LEAP aims to put into place a sustainable and systemic workforce transformation model that can be fully embedded in the LEAP partner organisations and locality, also continued and developed after LEAP.

Our LEAP workforce includes a range of professionals across the partner organisations, alongside parents, parent champions and volunteers. For example parent champions children's centre managers, outreach workers, teachers, crèche staff, health visitors, speech and language therapists, community paediatricians, nursery school teachers and assistants, early years foundation stage teams, GPs, midwives, CAMHS, family support workers, early intervention social workers, social workers, accident and emergency staff, childcare staff including childminders and voluntary sector early years providers. As well as the managers and leaders of the services and organisations within which the example workforce groups reside.

## Lambeth local authority context

### Lambeth early Intervention & prevention integrated commissioning strategy 2014-2017

#### **Extract from the strategy document:**

Lambeth Early Intervention & Prevention Integrated Commissioning Strategy for Children & Families (2014-2017) sets out a clear vision for commissioning and developing an effective service delivery model over the next 3 years. The following is an extract from the strategy:

We are going through an unprecedented time of financial challenge with government austerity measures significantly impacting on public sector provision. The challenge for Lambeth is to continually improve outcomes against a back drop of reduced budgets and increasing demand.

There is compelling national and international evidence that early intervention, if implemented properly can work to improve outcomes and deliver cost benefits. We need to build on the strong partnerships we have developed in Lambeth and step up to the challenge of creating a whole-system change to ensure sustained improvements for Lambeth children & young people and their families.

For the first time we have mapped all early intervention provision, the impact of that provision and expenditure across the partnership. We have identified some examples of good practice and we aim to build upon these and ensure that our models of Commissioning and Delivery continue to be better aligned and co-ordinated. We aim to redress the balance between the spending on specialist and acute activity with that on early intervention and prevention. This strategy demonstrates our commitment to supporting families and children earlier wherever possible.

We are committed to embedding an effective early intervention model of care, underpinned with strong evidence of what works and co-produced with our local communities. That includes ensuring our universal services; maternity services, health visiting, general practice, schools and children centres are of the highest standard and are accessible to all with clear pathways to a range of interventions for our most vulnerable families. We need to take our learning and consolidate what we

know we are doing well, stop doing what isn't working and invest in new and innovative evidence-based initiatives. This is a real opportunity to change the way we are working and see sustained improvements for Lambeth residents.

## Policy and sector context

LEAP's workforce transformation programme will be influenced, although not constrained, by the recent early year's education and early childhood health policy developments.

In 2011 the coalition government set out its vision for the services that should be on offer for parents, children and families in the foundation years. *Supporting Families in the Foundation Years* describes the systems needed to make the Government's vision a reality. It also sets out the importance of intervening early and the role of different services and agencies, working together to ensure that children, parents and families receive access to support at the earliest opportunity. LEAP's early intervention approach, as well as, the importance put on community/parent engagement and its workforce/systems transformation reflects many of the objectives outlined within *Supporting Families in the Foundation Years*.

## Children's early development

LEAP's clear focus is to improve children's early development; so that by school age children have laid down good foundations in relation to their communication and language, as well as, social and emotional development and good health to enable them to achieve good life outcomes. To achieve LEAP is working with a clear understanding of the changes the sector is undergoing in terms of fully and consistently implementing the healthy child programme; the emerging holistic two year old check; extension of free early education to the most disadvantaged two year olds; the changes to the early foundation stage to an assessment; expansion of the free entitlement to early education.

The Bercow report (2008), although focused solely on speech, language and communication difficulties, is a significant policy document which helps to inform the sectors and LEAP's work. This is with regards to supporting and developing the systems and workforce to focus on early identification of difficulties, the need to develop a more skilled workforce at the universal level in the key early childhood development areas LEAP is focusing on, and the need to design services and therefore also workforce transformation around the needs of the family.

LEAP will work closely with its partners through co-production when devising and delivering the LEAP workforce transformation model and operational strategy. LEAP's workforce development activities will need to maintain a degree of flexibility to respond to ongoing sector and legislative changes. Additionally LEAP will need to take these sector changes into account to support and transform the workforce's knowledge, skills, competency, as well as, behaviours and attitudes in relation to improving children's early development. Additionally LEAP will need to be sensitive to the workforces and their leaders' psychological wellbeing through a period of significant change, moreover, careful consideration of how best to support the workforce groups upon which the delivery of LEAP's interventions rely will need to be given.

## Early intervention

The government outlined that it wants to make the most of all opportunities for early intervention in the foundations years. LEAP as part of the A Better Start programme is a pioneering an early intervention programme. Part of LEAP's workforce transformation agenda will be to develop and build a workforce that is knowledgeable and skilled with regards to identifying the need for the delivery of impactful early intervention. LEAP's work in this area will overlap and engage with the LEAP partners work and services in relation to the Healthy Child Programme and the two year old check, supporting professionals in terms of their role in early help.

LEAP's work, with regards to the systems, process and development required for impactful and long lasting workforce transformation is informed by a number relevant key policy documents written over the past decade. Firstly Field (2010) which examined how to address child poverty stressing the importance of early intervention in the first five years of children's lives; through parental education, good parenting, and opportunities for learning and development, together increasing life chances and preventing poverty in adulthood. The review identified the need to enable parents to bond securely with their child, to be responsive while applying clear boundaries, and to provide opportunities for their child's cognitive, language and social and emotional development. These are key areas which LEAP intends to build the workforces knowledge of and good practice with regards to delivering related services and support to families.

Secondly Allen (2011) made the scientific and economic case for early intervention to prevent longer-term social and health difficulties for children and families and reduce expenditure on late intervention. As part of LEAP's systems transformation in relation to commissioning, the workforce strand of the programme will work to inform managers, leaders and commissioners of the evidence and science behind the early intervention and the benefits of adopting the approach.

Thirdly Tickell's (2011) review of the Early Years Foundation Stage (EYFS), which was designed to improve early years provision by setting standards for children's learning and development from birth to age five, provided evidence for the importance of early learning and care. It argued that parents/primary caregivers have the largest influence on children's development, and that the home learning environment is more important for a child's intellectual and social development than parental occupation, education or economic circumstances. It emphasised the fact that a good quality early years setting can compensate where the home learning environment is not strong. A core function and purpose of LEAP's workforce development and learning opportunities will be to increase skills, as well as improve the capacity and capability of early education and care providers to deliver quality early learning and education to children.

Lastly, Munro's (2011) review of child protection emphasised the importance of early intervention, arguing that preventive services could do more to reduce abuse and neglect than reactive services. It recommended that the Government should place a duty on local authorities and statutory partners to secure the sufficient provision of local early help services for children, young people and families. LEAP plans to work to develop the LEAP locality early help workforce, through developing their knowledge of relevant theory, research and practice to inform their work and improve the impact of the early help services.

### **Intra-agency and inter-agency working**

The health, education and care sector is increasingly working together in terms of information sharing; multi-disciplinary professional working; joint commissioning; working collaboratively with the voluntary and community sector. Therefore one of LEAP's key workforce transformation objectives will be to work with our partner organisation to build the ability and capacity of their workforces to work across professional and organisational boundaries; enabling them to develop the knowledge and skills to share information and proactively work together to meet the needs of families and improve the developmental and life chances of young children. This will mean: encouraging partnerships between health and early years services and their workforces, leading to stronger integrated working; clarifying how information-sharing in the foundation years can work better; and promoting the development of an increasingly diverse sector with a strong role for private, voluntary, community and social enterprise organisations.

## Parent and community participation

The early year's sector is responding to the need to be more open to working co-operatively with parents and communities. LEAP intention is to be a major catalyst for developing meaningful and lasting community and parental engagement in early years and family services. In terms of workforce LEAP fully intends to be a key change agent driving a parent inclusive culture, also developing the attitudes and behaviours of the workforce to value parents voice and contribution, as well as, enabling community participation in designing and evaluating services.

## Sector training and qualifications

A knowledgeable, well skilled and motivated workforce makes a real difference to the quality of support families with young children receive and the outcomes for young children. The LEAP workforce is diverse and includes groups such as midwives, health visitors and GPs, Sure Start children's centre leaders, nursery and playgroup staff, childminders and teachers; as well as, other professionals such as social workers, foster carers, family support workers, speech and language therapists, psychologist, parent and community volunteers, as well as, the service and organisation managers and leaders. Whatever their professional background, practitioners, volunteers in the early years have a common commitment to children's healthy growth and development and working with their families.

There are political and sector changes in relation to the demands on the workforce as outlined previously; however, there are also relevant changes in terms of the qualifications and training of the workforce, which LEAP needs to take into account and engage with our partners regarding.

There are significant differences in the qualifications, training and regulation of different professional groups within the LEAP workforce, therefore, there needs to be a common language developed in the early year's workforce, as well as, common knowledge and skills related to early child development and working with families.

## Health workforce

Health policy drivers will be considered in the context of major reforms to the NHS implemented in 2013 and continuing. This has involved a focus on more local decision-making, most health services now being commissioned by Clinical Commissioning Groups and in relation to the workforce has led to the establishment of local education and training boards to consider the training needs of health professionals.

Health Education England has been established to provide national leadership and oversight on strategic planning and development of the health and public health workforce. HEE works with healthcare and public health providers, independent chairs health education providers, through Local Education and Training Boards to plan the workforce.

The key principles for the education and training of healthcare workers were set out in the document *Liberating the NHS: Developing the Healthcare Workforce – From Design to Delivery* and are summarised as:

- greater accountability for all healthcare providers to plan and develop their workforce, whilst being professionally informed and underpinned by strong academic links;
- aspiring to excellence in training and a better experience and outcomes for patients, students and trainees;
- supporting NHS values and behaviours to provide person-centred care;

- supporting the development of the whole workforce, within a multi-professional and UK-wide context;
- supporting innovation, research and quality improvement;
- providing greater transparency, fairness and efficiency to the investment made in education and training; and
- reflecting the explicit duty of the Secretary of State to secure an effective system for education and training.

The report places great emphasis on the importance of this new system delivering healthcare workforce that is equipped to meet the needs of children. One of the recommendations being taken forward is to identify a Local Education and Training Board to lead on children.

Health Education England's workforce plan for 2014/14 includes significant increases of 5-10% of the number of general practice and nursing placements and maintaining investment in the training of midwives following increases in investment in previous years and maintaining a lower number of placements for health visitor training following large temporary increases as part of the health visiting programme.

Health Education England's workforce plan's and current key public health initiatives in early years involve increasing the number of health visitors, (from October 2015 will be commissioned by the Local Authority when it transfers from NHS England), and the expansion of Family Nurse Partnership, which are also relevant to the LEAP programme. LEAP also needs to consider the workforce strand of the programme in relation to responsibility for child public health 0-5 residing with Public Health England situated within the Local Authority; Public Health are a core LEAP partner that we work closely with to gain support and input into the LEAP workforce transformation strategy and operational work.

### Early years, child care and family support

The early years and childcare workforce delivers early education and childcare to children under the age of 5 through the Early Years Foundation Stage. This workforce includes staff working on their own (childminders) and within group based settings (children's centres, nurseries, pre-schools, and reception classes).

The quality of children's experiences during their pre-school years from birth to age five has a long-term impact on their future development. Evidence has shown that a well-qualified, confident, and experienced early years workforce is the key driver of high quality of early year's services. Many children, particularly those in areas of deprivation, are attending early years and childcare settings that are not of a high quality and which are facing challenges in recruiting sufficient numbers of well-qualified and experienced staff. Moreover, there is a clear relationship between the level of qualifications held by the setting leader, the quality of provision as judged by Ofsted, and outcomes for young children.

The environment within which the early years and childcare workforce is operating has seen a considerable change in recent years, especially in the three years since the publication of the Nutbrown Review. Professor Nutbrown set out a long-term vision for the early education and childcare workforce in her final review report '*Foundations for Quality*'. There were four principles underpinning her vision:

- every child is able to experience high quality care and education whatever type of home or group setting they attend;

- early years staff have a strong professional identity, take pride in their work, and are recognised and valued by parents, other professionals and society as a whole;
- high quality early education and care is led by well qualified early years practitioners; and
- the importance of childhood is understood, respected and valued.

Current challenges facing the early year's workforce in securing better quality provision Since the publication of the Nutbrown Review three years ago, there have been considerable changes to the landscape within which the early education and childcare workforce is operating. However, a lack of impetus to implement in full the majority of the Nutbrown Review recommendations has led to workforce improvement dropping down the early year's policy agenda. The early years and child care sector faces challenges around the following six key areas:

#### *Workforce funding and infrastructure*

The early years sector has felt the effect of severe cuts to local authority budgets, with significant reductions in the funding available to support workforce training and qualifications.

Given the funding constraints being placed on both early year's providers and local authorities, it is clear that government funding must be made available in order to improve the skills and qualification levels of the early years and childcare workforce.

#### *Reduced status for the early years and childcare workforce*

The early education and childcare workforce is falling behind other professions working with young children who have seen significant investment in workforce development and improvement, e.g. health visiting workforce.

#### *The expansion of the free entitlement to early education*

The new government has announced that they intend to expand free early education for three and four year olds from 15 to 30 hours per week. Achieving such an ambitious aim will require a significant increase in the capacity of the workforce, both in terms of quality and quantity.

#### *Assessment at the end of the Early Years Foundation Stage*

The role of reception class teachers has come under scrutiny following DfE plans to make the Early Years Foundation Stage Profile non-statutory and introduce in its place a baseline assessment.

#### *Healthy Child Programme 0-5 and the integrated review*

As local authorities will be held accountable for both early education and childcare, and public health from pregnancy to age 5, this should provide the impetus for improvements to the joint commissioning and delivery of early childhood services, with greater focus placed on prevention and early intervention.

#### *Development of a more integrated skills base for early years practitioners*

A greater focus has been placed on a preventative role for the early year's sector; identifying children's needs at the earliest opportunity and providing vulnerable families with targeted or tailored support through early intervention services. In addition, early year's pedagogy is more deeply rooted in supporting the holistic development of young children, with greater emphasis placed on communication and language development.

LEAP will be working with an early years and child care sector that is undergoing a significant period of change, therefore LEAP will be working with its partner organisations in relation to inputting in the discussions and developments around those six key areas outlined. LEAP will do so proactively as it is in our interest to strive for a and early years and child care workforce that is knowledgeable about early years development, skilled in early learners education and child care, as well as, well-trained and

which has a culture of self-lead learning that leads to gaining relevant qualifications whenever possible.

The sector is moving towards developing of a more integrated skills base for early year's practitioners, which is also a core aim and function of LEAP's workforce transformation agenda. Underpinning this culture shift, which is being adopted and promoted by LEAP, has been an increased acknowledgement of the key developmental stages for young children, and the opportunities for the workforce to work together to intervene early. This has led to early years practitioners needing to develop a broader skills set to support the development and delivery of earlier intervention, to work more closely in partnership with families, and to increase their engagement with aligned professions (health visitors, speech and language therapists, family support workers). Therefore LEAP will be working to build the workforces knowledge, skills and capacity in relation to the key areas outlined, enabling the LEAP workforce to meet the sector changes, as well as the changing professional culture and landscape.

### Context summary

There are significant differences in the qualifications, training and regulation of different professional groups within the LEAP workforce, therefore, there needs to be a common language developed in the early year's workforce and common knowledge and skills related to early child development and working with families. Wherever appropriate, LEAP will strive to provide learning opportunities and training to the workforce that utilises a multi-disciplinary approach that strengthens the shared knowledge base of professionals supporting children and families and promoting good communication, information sharing and a shared culture and LEAP sense of belonging. Lastly LEAP's workforce development agenda is to improve outcomes through quality services delivered by a well-trained and supported workforces. LEAP will be engaging with our partners to highlight and learn from models of good practice with regards workforce training, development and culture, such as the Family Nurse Partnership; which carried out a study of the Family Nurse workforce (Robinson, Miller & Rickard, 2013) finding that the model led to a well-trained and supported workforce with high rates of job satisfaction and employee retention.

### LEAP workforce transformation outcomes

Through the development phase of the LEAP programme the following workforce transformation outcomes were identified. Devising concise outcomes as part of a theory of change will take place and be agreed through the workforce transformation co-production with our partner organisations.

#### Over-arching workforce transformation outcome aims:

- Create multi-organisational whole systems model of workforce transformation and development that is understood, shared, embedded and promoted throughout and by all.
- To implement and deliver a workforce strategy that increases the knowledge and skills of the professional workforce at all levels, parents and community volunteers across the whole early years system (the local authority, health, voluntary sector providers, parents and volunteers) in relation to the three key strands of the LEAP programme.
- For workforce transformation strategy to be cognisant of and proactively engaged with the changes to the policy and professional landscape of the early years sector across health, education and care.

- For LEAP children to benefit directly from the transformation of the workforce, through their and their families engagement with knowledgeable and skilled practitioners, volunteers and service managers. Resulting in the children experiencing positive early year's experiences and development, which leads to their making significant progress in the three LEAP outcome areas, and achieving a high level of school readiness and good life outcomes. It is LEAP's ambition for the workforce development strand of the programme to positively impact LEAP children's development, lives and outcomes.
- For the workforce transformation strategy to enable the LEAP programme to provide parents and families with effective, transformative and cooperative support that values the parent; empowering parents to improve their children's early development thus enabling their children to achieve good life outcomes.
- Improve the way in which professionals and volunteers across different disciplines and organisations work together, engender a business as usual model for working together to achieve common goals for young children and families. Relatedly promote and improve information sharing between workforce groups.
- To promote and imbed a common LEAP culture, which has core shared LEAP values, attitudes and behaviours. In relation to this create and engender a LEAP sense of belonging among the workforce and community.
- For the whole system of organisations to have an understanding of LEAP, Early Intervention and how their service/system or role is related to the LEAP outcomes.
- For the workforce transformation ethos, processes and support mechanism to be embedded into the organisational structures and cultures.
- Transform our workforce so that it is recognised and valued by everyone in the LEAP area and is held up as model of good practice in improving outcomes for children.
- Specific workforce training and development outcome aims:
  - To implement a workforce learning and training strategy that up skills the workforce in key areas of the three themes and relevant professional skills. Enabling them to better identify young children and family's needs; engage sensitively and proactively with families, utilise their skills and knowledge to make significant and long lasting positive impact in relation to the three LEAP outcomes; be able to model good practice in early years child development to parents and mentor other professionals/volunteers in this area.
  - Equip those professionals and volunteers that work with families to develop the knowledge, qualities and skills needed to form positive relationships and improve outcomes.
  - The LEAP workforce will communicate effectively and consistently and will be able to identify needs and assets, refer seamlessly and intervene early where appropriate.
  - For workforce groups and community volunteers to interact and engage with each other on an equal basis; developing their knowledge and skills together through shared training and learning opportunities.
  - Create a learning culture that empowers the workforce to be self-lead learners; relatedly for managers and leaders to promote and enable their workforce to proactively engage in their continuing development and learning.
  - Additionally to devise and deliver workforce transformation that engenders the adoption and embedding of agreed LEAP values, attitudes and behaviours.

## Developing the workforce transformation strand of LEAP

### 1. Analytical literature review

LEAP's has been reviewing and considering relevant literature such as policy papers, however, this work is ongoing. We will conduct an analytical literature review investigating workforce transformation models and change strategies and processes. We want to investigate the following so that this can inform our co-production work going forward with partners to produce a LEAP workforce transformation model and operational strategy.

- An analytical literature review of the 'what works', fit for purpose best practice around workforce transformation. Preferable public sector children and families services.
- An analysis and review of effective workforce transformation methods and models e.g. FNP.
- Analysis and review of workforce transformation *outcomes* at both the workforce and organisation level post implementation of a workforce transformation programme.
- If possible a review of any workforce development programmes/initiatives that have been implemented across sectors, so health, education and care, preferable early years but any cross sector workforce transformation would be of interest.

### 2. Co-production of the LEAP workforce transformation model and strategy

Convene a high level workforce transformation task group. The aim of this group will be to devise an innovative LEAP specific workforce transformation model, drawing from previous best practice sector models, relevant research and evaluation literature, also the knowledge and expertise of group. The task objectives will be four fold:

1. Identify and agree the outcomes for workforce transformation
2. Devise and agree the theory of change that sits behind the model
3. To devise an innovative whole systems level workforce transformation model
4. Co-produce a high level operational strategy, outlining the systems and operational methodology to deliver the strategy
5. Co-produce LEAP values and attitudes

The Partner organisations will be asked to nominate appropriately skilled/knowledgeable professionals/community representatives that hold leadership positions (including parents and/or community representatives). Additionally other relevant specialist professionals, that can provide invaluable input, will be asked to join the working group. Before commencing this group clear objectives and a timetable of involvement will be outlined and agreed by the project team.

LEAP feels that adopting a co-production approach with its partners to construction new workforce structures and systems will lead to greater systems change as collaborative working across and within systems is essential if families are to get consistency of quality of service and messages. Utilising a co-production approach will also enable LEAP to create the opportunity for organisations and professionals to move away from their 'comfort zones' to a new way of working and behaving. This should then have a much greater likelihood of leading to improvements in service impact and better outcomes for young children and their families.

The final output on the workforce transformation strategy from the workforce transformation task group would be taken through a refining process, such as the service design process adopted by LEAP

from the Social Research Unit Dartington. This would enable LEAP to test and refine the model/strategy with the workforce and community groups that it is intended for. This will be particularly important in terms of testing the behaviours/values & attitudes model devised by the task group.

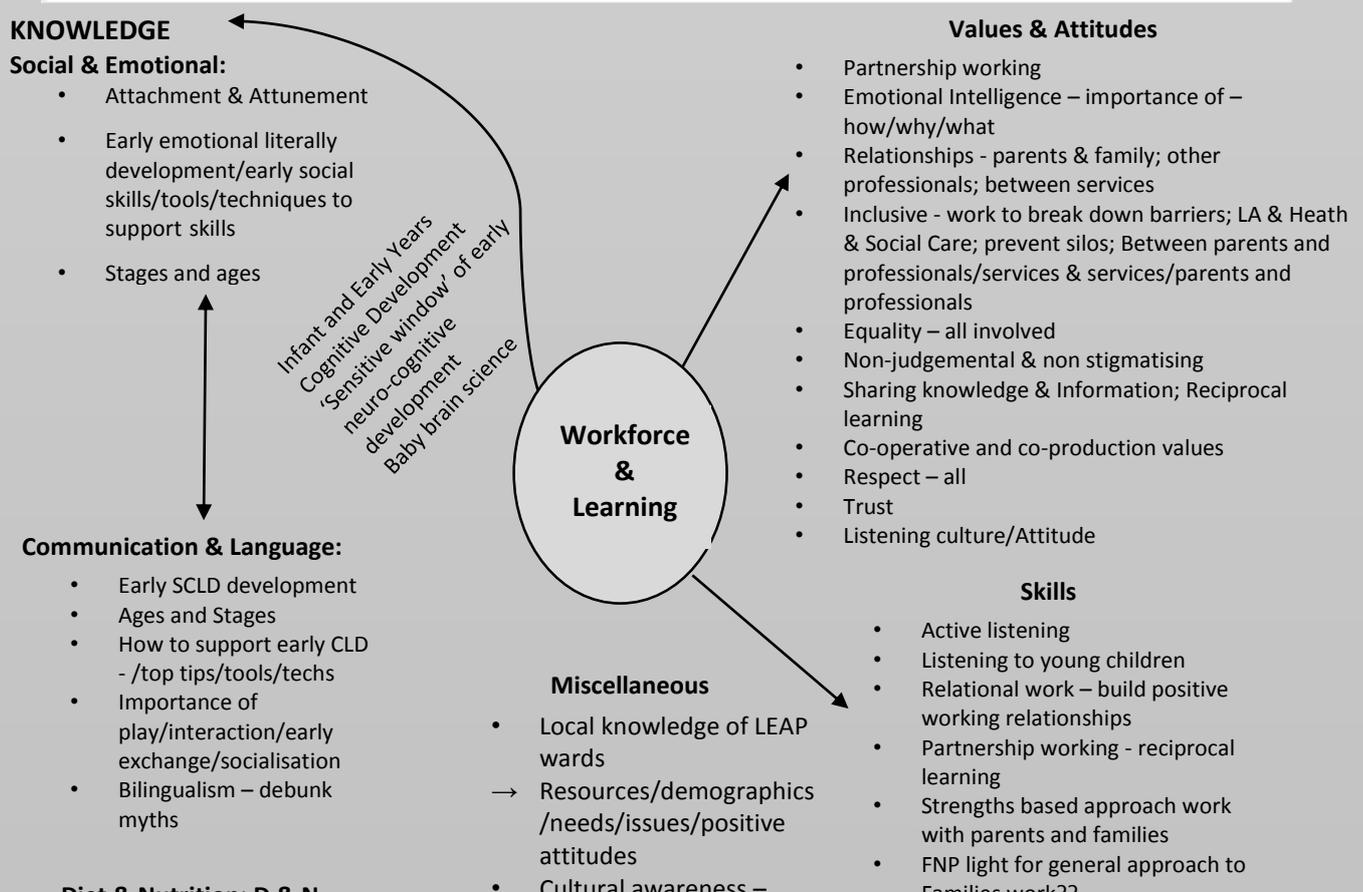
### 3. Thematic knowledge

Once the co-production of the overarching workforce transformation strategy is in the final stages the plan is then to convene small thematic groups for each of the three LEAP themes (communication and language, social and emotional, diet and nutrition). The purpose of these groups will be to define and determine the knowledge that the wider workforce, as well as, some specific workforce groups require. Additionally the thematic working groups will be utilised to consult on the appropriate learning opportunities/methods for increasing the workforce's knowledge in the defined and agreed areas. A small number of professionals with specialism in each areas of the thematic groups will be asked to join the thematic working groups e.g. SALT's and EY educators, early literacy specialists for the CLD group. Before commencing the thematic groups clear objectives and a timetable of involvement will be devised.

LEAP has carried out some consultation work with the workforce and parents to gather their views on the areas of knowledge and learning that they would like, please see below.

#### Scoping information gathered from workforce workshop

In February 2015 a community event was held launching LEAP to both professionals, parents and the community within the LEAP locality. During this event a workshop was delivered, attended by practitioners and service leaders as well as parents and community representatives. The workshop set out to introduce and explain LEAP's aspirations for the development of organisational systems, services and the community through workforce transformation. The event was underpinned by the ethos of co-operation and utilised the co-production approach, as it engaged the attendees in a range of activities designed to initiate debate on workforce development. This enabled us to harness the attendee's views on which knowledge areas, skills, values and attitudes they thought the workforce required development and learning opportunities, in order for LEAP to achieve its objectives of achieving better outcomes for children and families. See the diagram below for information gained from the event:



## 4. Base lining

During the co-production development phase of the LEAP workforce transformation a workforce audit will be conducted; the first phase of the auditing will be carried out in order to baseline the workforce as follows:

Part one - through an online survey, covering the following:

- Professionals/volunteers level of qualifications.
- Professional development training and learning they have undertaken.
- The workforce's self-perception of their understanding of CLD, S&E, D&N. This would be their overall understanding not specific knowledge areas under each theme.
- Whether they keep a record of their professional development e.g. HCPC are mandated to keep records.
- How equipped they work feel to work in a multi-agency and multi-disciplinary approach.

Part two - Knowledge and understanding of the LEAP themes (Communication & Language Development; Social & Emotional Development, Diet & Nutrition)

To identify or develop specific thematic measures, for example:

1. Measure to investigate and evaluate the workforce's knowledge of key areas of early year's communication and language development that is related to LEAP works in this area.
2. Measure the workforces developing knowledge of key areas of social & emotional development such as parent-child attachment and attunement and early brain development.

Part 3 – Measure workforces' values and attitudes

Once the LEAP workforce values and attitudes have been developed and agreed through co-production with our partnership organisations, (during the development phase work with the transformation task group), a measure with which to base line the workforce values and attitudes will be devised and utilised.

LEAP intends to audit the workforces' transformation over the life of the programme at intervals and conduct a final audit at the end of the programme. At this stage the thinking is that the focus would be the change in the workforce knowledge, skills, behaviours, attitudes and values. However this is an area of the workforce transformation that will be reviewed through co-production with our partners and will require further development and agreement.

## 5. Benchmarking group

LEAP would like to instigate and drive the setting up of a workforce transformation benchmarking group between the five ABS sites. The objective of which would be to share relevant knowledge and practices around workforce development, as well as, seek out opportunities to collaboratively and work together on common themes and issues.

## 6. Targeted Intervention/approach specific training

Whilst the wider overarching workforce transformation strategy is being developed in collaboration with our partner's intervention specific training will continue. For example identified workforce groups receiving training in the interventions they are to deliver such as Parenting Programmes. Additionally the workforce will receive training in approaches such as managing conflict in families through Brief

Encounters training (delivered by One Plus One). Also LEAP is committed to training large sections of the workforce in the Family Partnership Model and Promotional Interviewing/Guides delivered by the Centre for Parent and Child Support. Both will be taken through the service design process and the former will particularly act as a catalyst for systems change through workforce transformation.

LEAP has already trained sections of the workforce in the child-parent infant psychotherapy intervention Watch, Wait and Wonder, as well as, Parent Infant Group work.

## 7. Intervention specific key messages and learning

Whilst the Workforce Transformation Strategy is being developed intervention specific learning around key messages will be disseminate to the workforce. Firstly the relevant key messages for each intervention will be identified through the service design process, then a plan to disseminate them to the workforce will be devised and agreed with the relevant parties. For example key messages will be: purpose/what the intervention is; who it is delivered by and where; referral pathway; key top line relevant theory/knowledge/research.

A blended approach will be taken to disseminating the key messages e.g. through media/online communication, workshops (with mixture of professionals and volunteers/parents), team meetings; also through a LEAP interventions fact sheet portfolio providing the workforce with the relevant information regarding the interventions.

## 8. Online learning centre

LEAP intends to develop an online learning centre for the workforce (including volunteers), although, this is at the conception stage, in order to create a LEAP learning culture. The online learning centre would complement and be linked to the LEAP main website. This is something we are keen to develop with appropriate partners and may require drawing on outside resources. The following are key purposes for the online learning centre:

- A blended learning and multimedia approach to workforce development would be beneficial in reducing the 'training event' culture and increasing the self-motivated learning culture.
- Provide information about the key messages around each of the LEAP interventions.
- Provide latest relevant research and best practice information.
- LEAP themes online learning resources/modules
- Information and booking on training and learning opportunities e.g. training and workshops.
- An online centre for excellence could support a continuous development approach to professionals/volunteers own CPD.

LEAP will consult with the workforce to determine what they find useful from an online learning centre to ensure it is meeting their needs and constantly evolving as the programme evolves.

## Training and learning strategy

LEAP has developed a multi-level training approach and learning plan for the LEAP workforce; however, we will be moving forward with this by reviewing it with our partners and the workforce transformation task group in order to ensure it is co-produced.

## Integrated approach

### Integrated approach to the parent champions programme and the workforce development strategy

Integration between the volunteer workforce and the professional workforce is a key aim of the workforce transformation agenda. The LEAP programme aims to reduce barriers between the community and public services across health, care and education involved in supporting families and young children. Our aim is to engender and embed a culture of integrated working between professionals from the public services and volunteers from the relevant community groups, in particular the parent volunteer workforce.

#### How:

To date this has involved joint scoping work between the Co-production Lead and the Workforce & Learning Manager.

The following points outline methods that are currently being considered as mechanisms to instigate and drive integration between the volunteer workforce (particularly the parent champions) and the professional workforce:

- Parent champions and the volunteer workforce from the local community groups/organisations considered as very much a part of the wider LEAP workforce. They will have equal access to the universal workforce development learning opportunities across the three key areas of the programme. For example they would be able to attend the universal workforce training on the key topics, such as Attachment and Attunement. This would then enable the volunteers to engage in learning opportunities alongside the professional workforce.
- The aim is for the volunteer workforce to engage in universal learning events and opportunities alongside the professional workforce. With a focus on the volunteers contributions and voices being of equal value and importance. Additionally, that the professional workforce can learn from the parents as much as the parents can learn from training alongside the professionals.
- During the consultation/service design process of the workforce development strategy the parent champions and the wider volunteer workforce will be included to help develop and refine the strategy alongside the public services representatives and professionals.
- A model of champions for the parent champions within the professional workforce is currently being considered. This would involve identifying professionals within public services that could be a link for parent champions to engage within and whom would champion the inclusion of parent champions and where appropriate co-working opportunities. However this model is envisaged as being based on a reciprocal relationship, as the parent champions would have knowledge and relevant skills to offer professionals, particularly related to the community and parental perspective.
- It is proposed that throughout the LEAP programme individual service designs that opportunities for making links and integrated ways of working between the community volunteer workforce (including parents) and the professional workforce should always be considered.

## Outcomes:

Some key general outcomes have been identified related to the integrated approach between the professional workforce and volunteer/parent workforce:

- Improved relationships between public service/professionals working with families and children 0-5 years old, and the local communities and in particular parents.
- A supportive, collaborative working approach (where appropriate) is built up between public services and community groups/organisations that have the common aim of improving the lives of families and young children in Lambeth.
- That the community and parents feel that their voices are heard and that they can play a role in shaping their local services pertaining to children 0-5 years old.

## What next:

- Continued joint working between Co-production and Workforce and Learning.
- Links need to be made between co-production and the community groups, then the workforce and learning strand of LEAP can build on this with the aim of understanding the needs of the community volunteer workforce and their inclusion in the workforce development strategy and offer.
- To continually seek out, value and include the voices and opinions of the parent and wider volunteer workforce in relation to the LEAP programme, as well as, specifically the workforce development strategy and offer.
- To ensure that the parent and volunteer groups within the wider workforce are fully considered in an integrated fashion through the workforce transformation task groups work devising a LEAP model and strategy for the workforce.

### Parent champions programme

*Parent Champions will help other parents and carers so that children, families and communities will thrive and feel confident to bring about positive change in their lives. Parent champions will promote parents' skills and knowledge, help create social networks and reduce social isolation. Their way of working will ensure that parents, carers and their children are valued within the community and that families can achieve their potential, enabling them to be the heart of change for the whole community.*

### Parent champion's experience

*I got involved in LEAP as I wanted to give something back to my community. I understand the needs and experiences of parents, having been through them myself. When I think about what I have gained through LEAP, I feel stronger – more confident – and that this is the first time that we, as parents, have been listened to.*

*For the future, I would like LEAP services to be tailored to the needs of the community and I hope to actively contribute to this. I would like LEAP to take our role as Parent Champions a step further and develop workshops and training around issues that really matter. For example, I would like the training to also focus on cultural differences and be as inclusive as possible for all members of the community.*

Razzika Bouriche, Parent Champion

## Workforce terms and conditions

The workforce strand of the programme is not yet at the appropriate stage to explicitly broach this issue. The programme may need to consult specialist HR advice in this area. Although LEAP intends to engender a progressive attitude towards the professional and volunteer workforce by promoting and modelling the following culture and actions:

- Professionals/practitioners and volunteers/parents contributions and opinions are of equal value. Additionally there will be lots of opportunities for practitioners with different backgrounds and parents to learn together through mixed attendee workshops.
- Viewing members of the workforce through an asset strengths based model. Giving people the opportunity to utilise their wide range of knowledge and skills, as well as build on them, rather than having professional silos which disinhibit and disempower people.
- LEAP is already influencing job descriptions (for roles funded by or relevant to LEAP interventions), as well as, attending interview panels and contributing to interview questions e.g. with LEAP relevant/focused questions. LEAP also intends to work with its partner organisations to help shape relevant workforce reconfiguration and job role changes.
- LEAP will also be engaging and consulting with relevant professional and sector unions when appropriate with regards to the workforce's terms and conditions.
- LEAP will also be engaging with Lambeth local authority, in relation to the Early Intervention strategy, with regards to employee job roles and responsibilities

## Equality and access

The LEAP partnership is committed to ensuring equal opportunity and access for LEAP workforce, including volunteers and community representatives. LEAP's partner organisations have well developed and robust employee equality and access policies and procedures; we will therefore draw on our partner organisations and local expertise around equality and access. The LEAP partners organisations' equalities policies also set out a clear commitment to active promotion of equality and diversity. Lambeth sees equalities monitoring as essential to its aim of being a Cooperative Council.

LEAP will strive to be a leading organisation for the promotion of equality and diversity and for challenging inequality across all sections of the wider workforce and communities within which it works. Therefore, LEAP is fully committed to the active promotion of equality and diversity when working with its statutory, voluntary and community partner organisations, with regards to its employment practices, the work that it undertakes, and in the provision of all its interventions/services. LEAP will proactively treat all the wider workforce, intervention/service users and the children with whom we engage fairly, irrespective of age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity status, race, religion or belief, sex or sexual orientation (the 'protected characteristics' as laid out in the Equality Act 2010).

Subsequently LEAP aspires to:

- Create an organisational ethos which is supportive, fair and free from discrimination
- Ensure its partner organisations, particularly those that will be delivering LEAP interventions, employment practices provide equality of opportunity for all staff and potential staff from all sections of the community
- Develop a profile which ensures LEAP is seen as a programme that models good practice in areas of equality and access; as well as, promotes an approach that seeks to address issues of equality and diversity and collaborates effectively with diverse organisations and communities.
- Inform the debate on equality and access issues affecting LEAP young children and their families from an evidence-based perspective
- Ensure it is understood that the application of this policy is the responsibility of every member of the LEAP board, partner organisations and their workforce.

In the main the wider LEAP workforce will be employed by our partner organisations e.g. Lambeth Local Authority and their commissioned providers, Guys and St Thomas NHS Foundation Trust, Voluntary Sector Organisations such as St Michaels Fellowship. The employing organisations will maintain their responsibilities to their workforce with regards to equalities, access and employment legislation and best practice.

Matrix models of management mean employment may be with one of the partner organisations and therefore line management although leadership and direction for specific projects may come from others across the LEAP partnership. We will always make this clear so that staff know where to go for advice, to raise concerns and inform practice.

LEAP will work with our partner organisations to try to positively influence the LEAP workforce's employment and the employing organisations policies and practices that are relevant to the LEAP programme; particularly around how they are supported through change which the LEAP programme is engendering.

## Recruitment

LEAP will take steps to ensure that candidates for LEAP related posts, (direct or indirect), are selected on merit. Meaning that LEAP will engage with its partner organisation to positively influence job descriptions and person specifications to ensure they reflect the requirements of roles, any advertising of vacancies will be compatible with the organisations and LEAP's Equality Policy and that questions on any application forms are relevant and non-discriminatory. Anyone involved in recruitment or selection will take an unbiased approach regardless of the applicant's individual characteristics. Interview questions will be asked that only relate to the job and avoid those which are discriminatory, or which might be perceived as such.

We will strive to ensure that that any LEAP related recruitment processes are not a barrier to candidate selection and will offer reasonable adjustments and additional support to attend interviews and carry out selection tests where needed.

## Employment

LEAP will respect the dignity of all LEAP employees and the wider workforce employed or volunteering for its partner organisation, as well as, valuing the contribution they make in the workplace and their community. We will not discriminate on the basis of protected characteristics in the allocation of duties between staff and volunteers. All LEAP employees will be considered solely on their merits for career development and promotion, additionally LEAP will strive to encourage its partner organisations to do the same. Terms and conditions of direct LEAP employment and LEAP related employment benefits will be regularly reviewed to ensure that there is no unlawful discrimination against any group. Where we are made aware of the needs of a disabled person, we will act to make reasonable adjustments to best support that individual to carry out their duties within the LEAP partnership organisations and community.

Additionally, LEAP expects the wider workforce and community to treat each other fairly and without bias, to strive for this LEAP will model good practice with regards to this. LEAP's wider workforce should work towards encouraging, supporting and developing each other's abilities, which will be strongly encouraging and explicitly modelled by LEAP. LEAP will carry out its work with respect and ensuring the dignity of others. No-one should abuse, intimidate or harass any other person within the wider LEAP workforce; or victimise another employee of NCB, nor induce nor attempt to induce others to practice unlawful discrimination.

## Inequalities

We will build on the existing strong processes in place to ensure that equality duties are accomplished. LEAP will continue to promote not only the protected characteristics but to extend to equality of opportunity to different socio-economic, language, and health need groups. We will not only ensure absence of discrimination but also that those who need social and health support have access to benefit from them, irrespective of socioeconomic status, gender or age, disability or ethnicity, sexual orientation or marital status.

Lambeth has in place a robust system for promoting and monitoring equality that underpins the LEAP programme:

- A clear process of accountability, with a lead cabinet member for equalities;
- An Equalities Impact panel providing scrutiny of equality analyses for new programmes;
- Cooperative commissioning that puts the community at the centre of all we do;
- A responsibility for all service partners to consider equalities in policy formulation and delivery;
- Equality objectives that are integrated into commissioning plans, An ambitious staff action plan, coproduced with staff and led by the Equalities Board, to ensure equality is embedded in our workforce;
- Strong partnerships with shared objectives around coproduction, which we are enhancing and building as an integral strand of the LEAP programme.

## Ensuring openness and accessibility during project (with beneficiaries)

We will continue and build upon the extensive process of engagement developed in the planning phase, in which we met, consulted with and involved not only our formal partners but wide-ranging community groups, parents and professionals. We will also seek to work with volunteers and community groups to develop a policy and best practice on what diversity and equal opportunities means to them. This will be in relation to the LEAP programme and all the partner organisations engagement and inclusion of volunteers and the community within which it works.

## Accreditation and qualifications

LEAP would like to explore opportunities for gaining accreditation for some of the workforce training to enable members of workforce to gain qualifications. Therefore LEAP will be reaching out to local colleges and other relevant higher education institutions to explore how LEAP could enable or support members of the workforce to gain accredited qualifications. Through the NCB's LEAP will look to maximise the link with the open network college and local institutions providing OCN accredited family learning.

Throughout the life of the programme LEAP will be offering practitioner's the opportunity to gain training to deliver various LEAP interventions, some of which will result in a qualification. See example below:

### Watch wait and wonder

*"Watch, Wait and Wonder" is a service to help parents and babies get closer together. It will do this through infant-led play, supported by trained practitioners who will – through observation and reflection – help parents to "tune in" to their babies. Building on parents' own strengths, Watch Wait and Wonder will strengthen the relationship between parent and child to build a secure bond (called 'attachment'), better communication skills and understanding of the baby's development. This will lead to improved social and emotional wellbeing throughout life."*

### Practitioner's experience of training

*"I found Watch Wait Wonder an amazing learning experience. I was able to reflect on my early years' experience and my previous work with families. I had always encouraged parents to play with their children, and I had not fully understood why they might sometimes find this difficult. This training has helped me not only to be more reflective within my work practice it has also given me new skills to support and develop parents confidence and therefore increase positive parent/child attachment. I especially enjoyed refreshing my knowledge of different theories of child development, attachment and attunement."*

Alison Patten, Children's Centre Outreach Coordinator, trained in parent infant group work

*"As the coordinator of our children's centres' Outreach Team, it was invaluable to be able to focus on one of the roots of our work with families; attachment, parent/infant relationships and how we can support them. To study these topics under the wing of OXPIP was an amazing opportunity and their evidence based, hands on approach to training ensured our learning was interactive, relevant and applicable. What I have gained from this experience is not only increased knowledge and experience of the WWW approaches, but also the excitement and motivation of being part of something new which will make a real difference to our workforce and in turn, our community."*

Helen Wroe, Children's Centre Outreach Coordinator

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