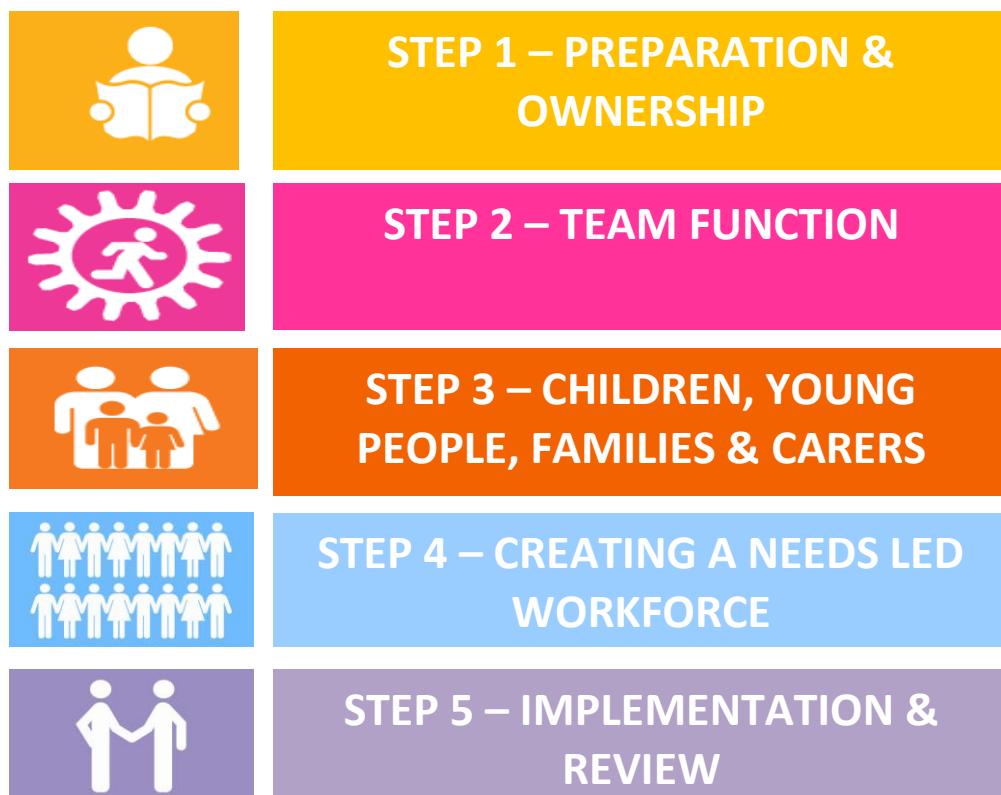


Capable Teams for Children & Young People (CTCYP): Team Profile and Workforce Plan

Example 3 Day and Residential School April 08 – February 09



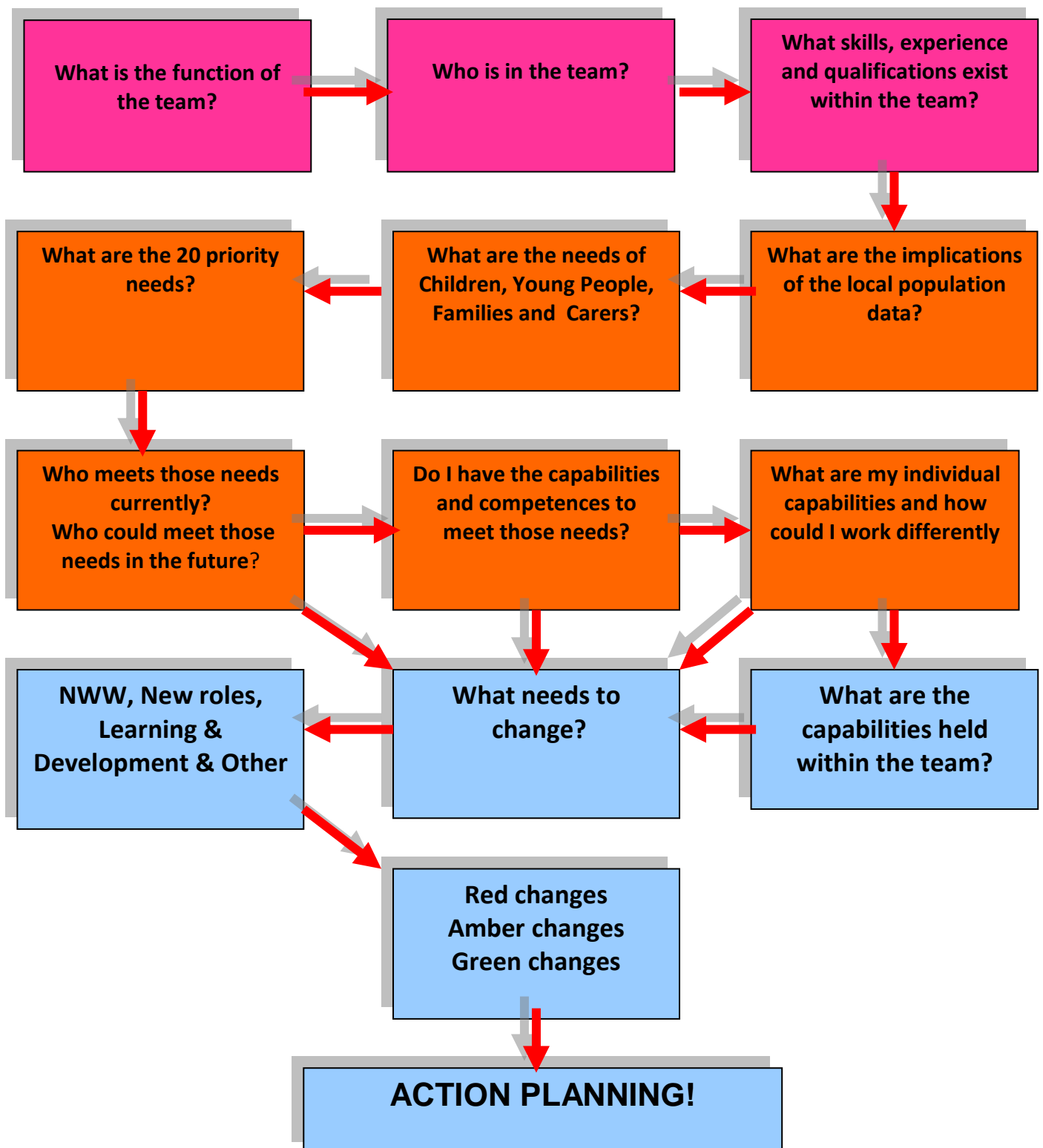
Please note this is an original TPWP developed by a day and residential school as part of the CTCYP National Development and Implementation Programme

CAPABLE TEAMS FOR CHILDREN AND YOUNG PEOPLE (CTCYP)

TEAM PROFILE AND WORKFORCE PLAN

Team	Day and Residential School	
Base		
Team Leader	Name	Contact Details
Senior Sponsor	Deputy Head	
Facilitators	Nicki Hollingsworth Barry Nixon	
Date commenced CTCYP	April 2008	
Date completed CTCYP	February 2009	

Workshop pathway





STEP 2: TEAM FUNCTION - NATIONAL AND LOCAL CONTEXT

Local context - some slides removed for confidentiality purposes

Mission Statement

- “ To provide a high quality integrated education, care and therapeutic environment where young people with behavioural emotional and social difficulties are enabled to achieve their full potential”
- We believe that success is most likely to be achieved in a happy atmosphere created by care, consideration, a sense of purpose, self discipline and mutual respect.



Our Client Group

- Children with Statements of SEN
- LAC
- Children with mental health difficulties
- Those with complex needs
- Those requiring extended learning provision up to 19
- Residents and day boys from a total of 28 Local Authorities throughout England and Wales



How are they referred ?

- Through Education
- Social Services
- Health



Services we provide

- Individualised packages of Care
- Excellent support systems
- Links with other agencies
- Therapeutic Provision
- Home School Liaison
- Re-integration
- New 52 week provision
- Nurturing environment



What can we improve on

- Consistency of approach in Care and Education
- Flexibility of teaching approach
- The content of our curriculum
- Integration of therapeutic input throughout school
- Greater Collaboration across whole school



Collaboration

- Working together
- Greater understanding of individual strengths and weaknesses
- Taking responsibility



Now and in the future we will

- Celebrate and build on our achievements
- Accept and overcome our weaknesses
- Invest in our shared future
- Commit to continuous improvement and development
- Be responsive to the challenge of market forces
- Be creative in our response



How will we do this

- Through Supervision Appraisal and Performance Management
- Look to the solution rather than dwelling on the problem
- Engage with LA's to ensure we can provide what they require
- Continuously reassess and redefine what we do
- Be aware of what our competitors provide
- Think outside the box
- Training



Benefits and motivators for undertaking the CTCYP and introducing NWW and New Roles

For the children, young people, families and carers:

- Extend role & skills – key worker roles. Linked to needs of Young People i.e. Mental Health Needs with Mental Health Skills
- Open to change – benefits for Young People
- Creating a needs led provision
- Individual learning packages (already doing it)
- Integration of Young People in advance defined approach
- Improving social and emotional development
- Primary needs focus
- Working with Child & Parents
- Pre-placement planning within whole team

For the team:

- Better informed / information
- Improved planned – outcome based & needs of Young People
- Share skills & experiences = better support to Children & Young People
- Diary sheets – realise what / sharing workload
- Increased understanding of roles
- Utilise staff skills, challenge existing patterns of working
- Child focus
- Increase job satisfaction
- Identify skills & competencies – then use them – increase confidence & moral
- Identify gaps in skills and ways of developing
- Opportunities to learn new skills
- Investing / valuing people
- Increase achievement, increase job prospects

For the organisation:

- Greater success – exams, vocational
- Improved behaviour of Young People
- Professional package
- Holistic approach
- Pro-active approach
- Benefits increase young people – increase referrals
- Financial stability
- Leading good/best practice

For the locality / Area Served:

- Get results and what 'paid for'
- Impact on community – improved economical impact
- Tailored provision
- Builds confidence as provider
- OFSTED – improving, link to financial implications

The team		
Name (A)	Role (B)	Number of Years' Experience
Deleted	Pastoral Team Leader	6
Deleted	Mental Health Practitioner	9
Deleted	Training & Development Coordinator	37
Deleted	Deputy Head – Residential & Therapeutic Division	33
Deleted	Nurture Group Teacher	27
Deleted	Horticulture therapist	21
Deleted	Music & Art Teacher, ACA Coordinator, Form Tutor	20
Deleted	Principle	14
Deleted	Mental Health Care Manager	28
Deleted	Community Care Worker, Child Care Worker Benedict House	14
Deleted	Specialist Nurse	17.5
Deleted	House Mother, Bellamy House	2.5
Deleted	Play Therapist	13
Deleted	Assistant Curriculum Manager	18
		Total 267

Existing skills, knowledge and experience within the team

- Supporting staff – Training
- Listening skills
- Communication / listening / engaging with Young People
- Organisation skills
- Creativity
- Decision making / difficult ones
- Ability to differentiate National Curricular for individual Child and Young People
- Enthusiasm for subject
- Chairing difficult meetings
- Problem solving, creating strategies
- Verbal de-escalation. Using relative language – to age, Mental Health
- Knowledge of Child & Adolescent Mental Health
- Excellent Organisational Skills
- Children Mental Health Needs
- Verbal De-escalation
- Paperwork excellent
- Good listener
- Approachable
- Patient
- Calm
- Building Positive relationships
- Good communication skills
- In-house training
- Secure Unit
- General Nursing
- Hospice
- Physical disability
- Residential care training for 9 years
- Driver for NVQ
- Education
- Teaching
- Residential Child Car Management

- Manager for Residential provision
- Stays focused
- Working hands on
- Cooking
- Horticulture
- Working with cerebral palsy
- Creative
- Fantastic Ideas
- Leading
- Teaching Children & Young People
- ABRSM Examiner
- Local representative for examination board
- Founder of Sefton & Aintree music and media initiative
- Taught music for 11 years
- Professional musician for 7 years
- Adverts, TV, artwork hospital – worked on
- Head 7 years, Taught 7 years, wide range of children
- Non verbal communication
- Makaton Training
- Fights the cause
- People person
- Residential care
- Child Protection
- Field Social Worker
- CCW
- Experience of working with boys & girls
- Expert witness
- Working with all age groups (Mental Health, Learning Disabilities, older person) residential & community
- Excellent interpersonal skills
- Wide range of experiences
- Highly motivated
- Good sense of humour
- Approachable
- In house training
- Domestic assistant
- COOSH
- Manual handling
- Play therapy
- Working in Children's Home
- EBD School
- Nurture group teacher
- Head PE & IT
- Practical managerial & educational skills
- First Aid
- Basic Food Hygiene
- Fire Marshall
- TCI
- NVQ III Child Care
- COSHH
- Riddor

Existing qualifications

- NVQ3
- Post Graduate Diploma CAMHS
- MSc CAMHS
- NVQ 3
- Expert Witness
- Degree applied Social Services
- CSCS, Assessor award
- Internal verification Level 4 in learning and development
- RSM – 5 x 2 Music School
- Certificate in Education
- Advanced Diploma in Special Education
- TU
- Health & Safety
- Assessors award
- Level 4 child care Management
- BSc Education
- Diploma in Dyslexia
- KSA Typing and Shorthand
- 1st and NVQ food hygiene
- Level 6 Cambridge Music
- City and Guilds 7307 (Teaching)
- OND Hotel and Catering management
- Piano 15 years all grades
- Post Graduate Degree Music
- Foundation Art
- BA Arts
- Qualified Teacher
- Post Graduate Autism
- M.A. Education

- MPQH Head Teaching
- CQSW
- NVQ 4 Child Care Management
- ICI
- Team Teach
- First Aid Certificate
- HND Health & Social Care
- NVQ Child Care
- City & Guilds Graphic Design
- Counselling
- Introduction to CAMHS in-house
- Registered Nurse Mental Handicap
- RGN
- First Aid
- Degree Mentorship & practice
- Clinical examination practitioner
- PSHE
- Expert Witness
- C & A Certificate
- NVQ Support Services
- Relief CCW training
- Fire Safety Training
- BA Hons
- Post Graduate Diploma Play Therapy
- English OND
- BA Sports Science
- PGCE
- Leadership (H.T. Training)

Skills and knowledge to develop

- Public/group speaking
- More self confidence/belief
- Relax, less of perfectionist
- Organisation skills
- Supervision & staff development
- Monitoring and assessing to improve practice – evaluate effect
- I.T Skills
- Organisational skills (self)
- Confidence – develop self, increase career path
- Nurse prescribing course
- Management skills/working with colleagues
- Filial therapy – working with those around the Young People
- IT skills training *

The School staffing	
What is the schools agreed establishment?	Residential Care Staff: <ul style="list-style-type: none"> • 45 + 10 (night staff) • 6 Pastoral staffing • 7 Therapists Ancillary Staff - 30 Admin - 5 Education Support - 25 Teaching - 15
What is the school's current establishment?	Same as above

What number of vacancies currently exists within the school?	Current Vacancies exist as a we move to 52 week Children's Home Provision
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The team statement

"This team provides Residential School Environment, Education, Residence, Caring Environment, Individual Therapeutic Environment to 68 males within an age range of 7 to 19 with Special Educational Needs, Socially Emotionally Behavioural Disorders with Special Educational Needs within the hours of 24 for 38-52 weeks a year".

Mission Statement - 'To provide a high quality integrated care, education and therapeutic environment where young people with behavioural and social difficulties are enabled to achieve to their full potential'

Aims;

- To create a secure orderly and caring community in which pupils are able to achieve both academically and personally, whilst developing respect and concern for others.
- To provide entitlement to a curriculum which promotes the spiritual, moral, social, cultural, mental and physical development of its pupils.
- To encourage the pupils to access any professional support which may promote a greater sense of well-being, to understand the difficulties which they experience.
- To promote appropriate peer and staff relationships encouraging social skills, mutual respect and trust.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.

The team's primary functions

The primary function(s) of the team is / are.....

- Meet holistic education, Mental Health, of pupils
- Residential, Education, Therapy environment pupils with Emotional Behaviour, Social Disorder positive outcomes relative to their holistic development
- Broad based educational curriculum
- Residential Care within a nurturing, supportive therapeutic environment

The team's core values

1. ECM outcomes, respect
2. Confidential, care quality
3. Values
4. Develop staff, childcare, staff development
5. Equity of opportunity to all
6. Holistic needs of child
7. Equality & Diversity
8. ***** Care, Policy & Procedure
9. Wellbeing – school

Relative Issues

? Gaps

? Right Balance

? Implications

? Use of Vacancies – Network

? Training

- Recruitment – Experience of Children's Homes. Managers - Regulations
- Culture important – balance
- Senco
- CBT
- Clinical psychology
- Forensic psychology
- Gender – Mix Male / Female
- Ethnicity. Cultural competency



STEP 3: SERVICE USER AND CARER NEEDS - THE LOCAL POPULATION

Demographic information	
What population does the team cover?	National
What is the age profile of the school?	9 - 6 to 11 year olds 21 - 12 to 14 year olds 38 - 15 to 19 year olds 9 - referrals in process
What is the male/female split?	All male pupils Male/female split Teachers = 62.5% female Learning Support = 90% female Ancillary = 95% female Care = 69.5% male SMT = 66% male
What is the ethnicity profile of the school?	Boys - 92.5% White British Staff - 95.8% White British
Is the area covered rural, urban or coastal?	National
Is there any local intelligence/trends that may affect the service the team delivers?	

Population size

- Keeping a wide range of referrers.
- Positive position currently with regards to number of referrals.
- Day population from North West.
- A lot of residential schools in the North West.
- Be aware of power of LAs.
- Need to be competitive regarding tariffs.
- Relationships with LAs are important.
- ***** Care brand not a consistent level/standard.
- ***** School positive brand - not ***** Care.
- Link with Director of Business Development (***** Care)
- ***** Care brand needs to improve - currently brand not known nationally.
- More boys in residential school.

Geography

Positive

- A good motorway network and rail service.

Negatives

- A long distance to travel for boys and families visiting. Loss of family social networks due to distance. Transition difficulties.
- An outreach service to assist in maintaining contact with carers/families. Support for families in parenting skills, creating access to cadets, youth clubs, etc.

Issues

- Needs not identified until teens usually.
- Younger boys with SEN are more manageable in mainstream.
- Young boys we have tend to be extreme.
- Funding issues regarding education VS/S V Health in spite of proposed Children's Directorates.
- There is a need to ensure availability of both male and female in care (New appointments from September will raise the number of male staff.

Local intelligence/trends

- Increase in 52 week referrals - family breakdown, conflict, abuse, neglect, offending, complex needs, challenging behaviour, consistency of placement.
- All pupils have a SEN.
- Therapeutic Input - Increase in attachment, abuse, bereavement, anger, self-esteem, developmental issues.

- Consistency of placement - structure.
- Increase in drug use, bereavement issues, government policy priority over needs.

REMAINING PRIORITY NEEDS

- Water
- Support charity
- Support groups access
- Regular contact with families and carers
- Voluntary work locally
- How to cope with dysfunctional
- Build on past experience
- To have fun
- To be protected
- Value of possessions
- Positive/bad role models
- Clear boundaries
- A sense of identity

THE 20 PRIORITY NEEDS OF OUR CHILDREN, YOUNG PEOPLE, FAMILIES AND CARERS

Priority Needs		Who currently meets the need	Who could/should meet the need
1.	Representative pupil input	School Council, Pupils	Pupils/adult led PC/HB
2.	Take safe risks	IC, Staff, Pupils	IC, policies, staff, pupils
3.	Celebrate success and achievements to boost self-esteem	CCW, certificates/school points systems	Full establishment and family (pupils/teach/CCW)
4.	Basic Health Needs	School Nurse/CCW	School Nurse, CCW, pastoral staff, after school
5.	Health Promotion	School Nurse, CCW, PSHE	School Nurse, CCWs, outside providers
6.	Develop work and vocational skills	Identified individuals in school	Connexions, colleges, careers teacher
7.	Citizenship through community participation	School through Citizenship, CCW	Whole school community
8.	Good quality education with interesting engaging lessons	Some teachers and TAs	All teachers & TAs
9.	Promoting positive relationships and communication	All good role models	The whole school community
10.	Promote life and social skills	All good role models	The whole school community
11.	Living skills programme as part of curriculum	Input from CCWs, PSHE	All teachers, CCWs, whole school
12.	Literacy/numeracy skills	Education staff	Education staff, CCWs during homework
13.	Nurturing environment	Whole School	Whole school, SSD, LEA, Government, carers and parents
14.	Activity Programme	In house, school staff and CCWs	Activity committee, SMT, H&S, colleges/community
15.	Outreach Team	Care staff, nursing, SW and CAMHS	Identified group of staff.
16.	Quiet Place	Therapy Team, Pastoral, CCWs	Relevantly trained staff



STEP 4 CREATING A NEEDS LED WORKFORCE - TEAM CAPABILITIES

Change/staff initials		WS	SG	AB	VS	MK	JO	AC	SC	JR	LH	FC	VC
1.	Representative pupil input in decision making and choice	✓	✓	✓	✓	D	✓	D	D	✓	✓	D	D
2.	Take risks safely	D	D	✓	D	D	✓	D	✓	✓	D	✓	✓
3.	Celebrate success and achievement	✓	✓	✓	✓	D	✓	✓	D	✓	✓	✓	✓/D
4.	Meet basic health needs	✓	✓	✓/D	✓	✓	✓/D	✓	✓	D	✓	✓	✓
5.	Health Promotion	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓
6.	Life Skills programme	D	✓	✓/D	N	D	✓	D	D	D	✓	D	✓/D
7.	Literacy and Numeracy skills	D	✓	✓/N	✓/N	✓	✓	D	✓	✓/N	D	✓	✓/D
8.	Secure Nurturing Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓/D	✓	✓/D	✓/D
9.	Activity and Extra Curricular in the wider community	✓/D	D	✓	D	D	✓	D	D	C	D	✓/D	✓/D
10.	Outreach Team	✓/D	C	D	D	D	✓/D	D	D	D/V	✓	N	✓
11.	Quiet Place	D	D	✓/D	✓/D	D	✓	D/V	D	D	✓	✓	✓
12.	Work and Vocational Skills	✓	✓	D	D	D	✓	D	D	D	✓	✓/D	✓/D
13.	Citizenship and Community Participation	✓	✓	D	D	D	D	D	D	C	✓	D	D
14.	Interesting and Engaging Lessons	✓	✓	✓/D	D	D	✓/D	D	D	D	✓	✓/D	D
15.	Positive Relationships and communications	C	✓	✓/D	✓/D	D	✓	✓/D	D	D	✓	D	D
16.	Promotion of Life and Social Skills	✓	D	D	D	D	✓/D	D	D	D	✓	✓/D	D

✓ = Have and need

X = Don't have and don't need

N = Need but don't have

H = Have but don't use

C = Could do in the future

D = Need to develop/improve

Creating Capable Teams Workforce Action Plan

Green changes	By whom	By when	Resources required	Current Situation September 2009
1. To arrange a Careers Convention on an annual basis	Careers Teacher	Sept 2009	Funding Planning Time	There are plans in process for a Careers event for this year in conjunction with Connexions
2. To introduce a newsletter for pupils regarding the input and outcomes of the School Council. <ul style="list-style-type: none"> Boys to be involved in writing the newsletter. Staff will assist with the content and artwork and IT. To be issued half termly. 	Pastoral Team	Next School Council Meeting	Co-coordinator Time Planning	News Letter up and running.
3. Measure Outcomes. <ul style="list-style-type: none"> Using Data from SIMS to provide us with Outcome Measures, i.e., Positive Handling, Incidents, Attendance, etc 	Whole Staff eventually	12 months from set up		Delay in implementation due to ICT system capacity and need for updating
4. Introduce a newsletter for parents outlining events, achievements, etc, on a regular basis	SMT Pastoral Team ICT Staff	Christmas 2008		Implemented Easter 2009
5. To develop a 52 week provision which meets National Minimum Standards for Children's Homes	SMT Senior Care Staff	September 2008		Opened September 2009 Currently 9 out of 12 places filled

and to be deemed 'Outstanding'.				
6. Promote Positive Mental Health and Psychological wellbeing for both staff and pupils. <ul style="list-style-type: none"> • Development of a 'Quiet Place' for pupils and staff • Wellbeing Room • Cascade training from Senior Staff to other staff 	A B Champions Therapeutic Staff	Being September 2008	Funding for QP Package	Quiet place fully operational and accessible to all staff and pupils. Further facilitator to commence training Autumn 2009
7. Link PHSE/Citizenship through Assembly	All Care and Education Staff	November 2008		Programme in place
8. Training and supervision for positive relationships	Line Managers providing good quality effective supervision	Ongoing	Time (projected)	Ongoing
9. Develop process to make care staff more accountable	Line Managers developing the process	Ongoing	Now	Ongoing
10. Implementation of homework and after school clubs	Educational & Pastoral Staff	As soon as possible	Staff time	ICT Football and Music clubs up and running
11. Meeting staff training needs <ul style="list-style-type: none"> • A training audit where staffs make initial requests regarding their training needs. The need could then be co-ordinated appropriately (e.g., if 10 people would like IT training - a class could be arranged). 	Mrs K	January 2009	Time and Planning	July 2009 submitted to Training Dept at ***** Care

Creating Capable Teams Workforce Action Plan

Amber changes	By whom	By when	Resources required	Updated Situation September 2009
1. Accept change/change attitudes of staff.	Whole School Approach	Ongoing Process	Training/Development	
2. Developing trust in SMT <ul style="list-style-type: none"> SMT gaining the trust of staff Listening to staff Accepting when change is unsuccessful 				
3. Organisational and Time Management Skills	Training Dept.	As soon as possible	Identify Training Package	
4. Introducing therapeutic skills for care staff/teachers <ul style="list-style-type: none"> (Introduction of A Quiet Place and filtering down to all Staff). 	Led by Therapy Team	September 2008	Time, Training Materials	Majority of staff have received some training with regard to therapeutic interventions and Quiet Place
5. Clinical Supervision within therapy team to enable staff to deliver direct work during study/training process	A B F C	As and when commenced, October until January	Time Continuous Training Liaison with UCLAN	Training programme in place and ongoing for primary and nurture classes. Joint working with play and S&L therapist
6. Introduce activity leader/activities <ul style="list-style-type: none"> Develop key worker role to research activities/clubs in the community which interest their particular child. 	Key worker	October half-term October half-		Activity Leaders in place in each house. Supported by Health and Safety Manager

<ul style="list-style-type: none"> Identify one member of staff in each house team to act as activity coordinator. Hold monthly meetings of activity coordinators to share ideas and information 	Principal CCW I C	term October half-term	Meeting room / refreshments / minutes taker	
7. Introduce numeracy classes <ul style="list-style-type: none"> Implement a training programme for nurture group teachers to deliver a numeracy programme 	SENCO to co-ordinate	September 2009	Initial training of SENCO and therefore funding	Maths Coordinator and Senco working with Nurture teachers in delivery of numeracy.
8. Create a formal curriculum of Life and Social Skills delivered holistically across the site.	V S, J R, M K, SG AC	Easter 2009		ASDAN coordinator working with houses to formalize programmes of work.
9. Training for staff with regard to appropriate skills	M K	Ongoing		

Creating Capable Teams Workforce Action Plan

Red changes	By whom	By when	Resources required	Notes
<p>1. Influence policy to enable risk taking by young people and staff.</p> <ul style="list-style-type: none"> • In a controlled situation to allow young people to be exposed to situations which involve an element of risk. • Young people need to be aware of the risks and dangers in a variety of situations. • School policy and procedures with regard to activities and exposure to risk should be developed to reflect the ability of staff to make decisions within their delegated responsibility. • Implementation of training programme for staff regarding risk assessments and clearly defined levels of risk. • To equip young people with the skills to make decisions and judgments with regard to their safety. 	<p>Representative working party to draft procedures to go before SMT, School Governors and Employers.</p> <p>SMT Health and safety Manager ***** Care</p>	<p>January 2009</p> <p>Ongoing</p>		<p>Training initiated with regard to Care-planning and Behavior Management plans to ensure individual pupils access age/ability appropriate opportunities</p> <p>Individual programmes in place for each pupil with clear guidelines as to available opportunities and permissions required.</p>

<p>2. An Outreach Team Approach</p> <ul style="list-style-type: none"> • Train existing residential staff to deliver a structured programme in Life and Social Skills for all boys in Post 16 education. • Implement the programme with Year 11s as part of normal curriculum 	<p>Mrs Kelly (Training Officer)</p> <p>Mrs V Callaghan</p>	<p>January 2009</p>		<p>Training and development of programme still in progress</p>
<p>3.Vocational Qualifications for Pupils</p> <ul style="list-style-type: none"> • To enable pupils to have usable practical skills when they leave. • To introduce vocational skills in preparation for work. 	<p>Curriculum Manager will lead on changes to curriculum as determined by the new 14 to 19 Agenda.</p>	<p>Ready to implement in September 2009</p>		<p>New College courses now available to Year 10 and 11</p>

The Team Profile and Workforce Plan is completed throughout the CTCYP capturing the team's journey from Step 1 to Step 5. The final document will identify:

- The team staffing, function and core values
- The skills, knowledge, qualifications and experience within the team
- The key implications of the local population
- The domain needs of the children, young people, families and carers
- The 20 priority needs of the children, young people, families and carers
- How the needs are currently being met
- What needs to change to improve the way the service is delivered in the future ensuring that:
 - **It meets the needs of the children, young people, families and carers**
 - **It is cost effective and value for money**
 - **Resources are being used effectively**

Specific aspects of the team profile and workforce plan will be relevant and informative to a variety of departments within the organisation e.g.

- Workforce planning
- Workforce development
- Operational services
- Education and training departments

Although key information can be subtracted from the document it will also be a valuable source of information to share the complete document to demonstrate how the team arrived at the final actions.

The TPWP should also be retained and used by the team as a template to measure, support and evidence change, whilst also acting as a benchmark for the future