

SPECIALIST EDUCATION SERVICES

Workforce Plan

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*SES Avocet Ltd (4926028) and SES Turnstone Ltd (7972485)
are subsidiary companies of Specialist Education Services Holdings Ltd (7970185)*

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1 INTRODUCTION

The aim of this Workforce Plan is to demonstrate how Specialist Education Services fulfills the workforce related requirements of the Children's Home Regulations 2015 (Regulation 16, schedule 1).

An extensive range of documentation provides the specific details that are signposted throughout this plan; as such it should be read in conjunction with the relevant SES policy and practice documents and operational procedures that are referenced within each section.

Avocet House holds the Investor's in People Gold Award.

2 MANAGEMENT AND STAFFING STRUCTURE

Specialist Education Services is co-owned by two directors.

An Executive Principal provides leadership and management support and advice to the Principals of both Avocet House and Turnstone House. This affords a level of quality assurance and consistency of operation across both sites, and underpins the drive for a high quality of education and care for the children placed there.

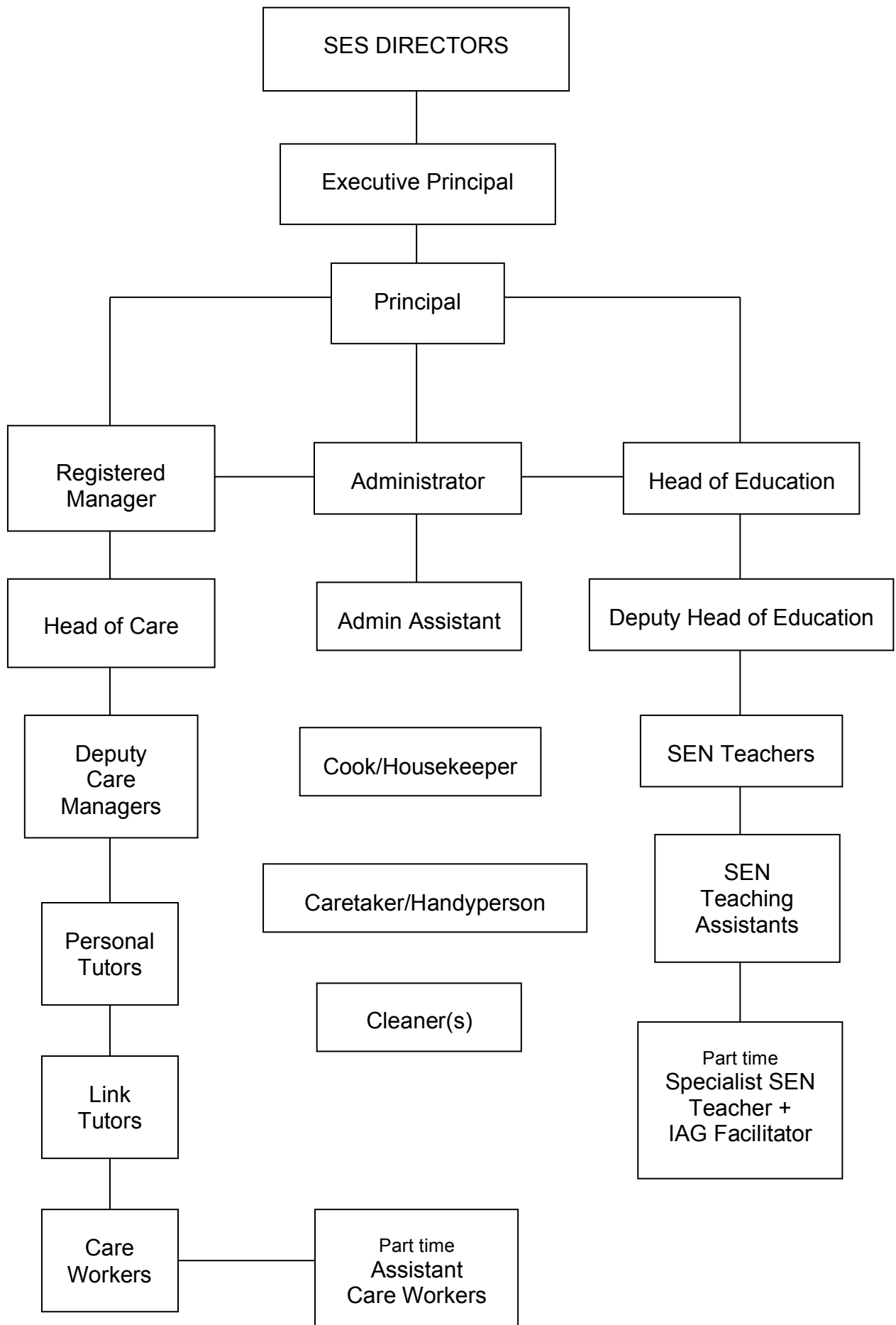
The Principal of each establishment (Avocet House or Turnstone House) is in overall charge of the respective site and its operation.

In the Learning Centre there are currently a Head of Education, Deputy Head of Education, two Teachers and three teaching assistants who support the development and operation of individual learning programmes for children.

Avocet House and Turnstone House share an Information, Advice and Guidance Facilitator and a Specialist SEN Teacher in addition to the roles described here.

Each establishment has a Registered Manager who is in charge of the Children's Home component. The Registered Manager is supported in their role by a Head of Care and a team of Deputy Care Managers who each manage duty shifts and deputise for the Registered Manager in their absence; four Personal Tutors who act as key workers for individual children, Link Tutors who support the development and operation of individual plans for children, and Care Workers who operate in a generic care role.

Descriptions of this structure, and its diagrammatic illustration overleaf, mask the blend of care, health and education which are so seamless in operation and which create the SES holistic therapeutic approach.



3 EXPERIENCE AND QUALIFICATIONS OF STAFF

Both Avocet House and Turnstone House Brochures are updated regularly to reflect the current staff experience and qualifications.

Both establishments retain up to date qualification lists for the staff teams within their Ofsted files (Single Central Record).

As part of the recruitment process, shortlisting of candidates for all roles is completed using a Personnel Specification that indicates the minimum experience and qualifications required.

Core qualifications for each respective professional role are outlined in the appendices.

(See also SES Avocet House/Turnstone House Brochure and Statement of Purpose)

4 PROBATION PERIOD AND INDUCTION TRAINING

All staff members new to SES are subject to a six-month probationary period (as detailed in the Terms and Conditions of Employment). At the completion of six months a formal review meeting is held to confirm full time employment, with feedback provided in relation to:

- attendance,
- engagement in induction and professional development,
- strengths,
- organisation and communication,
- specific role responsibilities,
- relationships with colleagues and young people.

Where there is cause for concern, the probation period may be extended or employment terminated (*see Staff Attendance Policy and Practice document for additional information*).

There is a mandatory and comprehensive induction package for all staff appointed to SES. The induction training period is the first six months of a staff member's employment when supervision is more intensive. This is the first layer of the Staff Support and Development Programme following appointment. During this time the care workers will complete key aspects of the Children's Workforce Development Council (CWDC) induction standards. Separate induction documents are available for all staff, specific to their role.

(See also SES Staff Support and Development Programme, SES Supporting Induction and Professional Practice in Care Roles, SES Pay Policy, SES Induction Booklets)

5 PROFESSIONAL DEVELOPMENT AND CORE TRAINING

To facilitate the provision of high quality work with young people all adults employed participate in the Specialist Education Services Staff Support and Development Programme. This formalises a system of staff supervision, support, development and training.

Specialist Education Services believes that staff support and development is a continuous process for all adults, whatever their role and responsibilities, from appointment to leaving. It is a reciprocal process of mutual benefit to individuals, groups of adults and the establishment as a whole and involves both formal and informal processes.

Specialist Education Services has devised a comprehensive set of core standards for supporting the development of staff in professional care and education roles. They are currently available for SEN teachers, teaching assistants, Deputy Care Managers, Personal Tutors, Link Tutors and Care Workers. They provide a structured framework for developing knowledge, practice and skills in order to become more effective delivering the highest quality care and education.

All care staff will be required to hold either a Level 3 diploma for residential childcare or will be required to begin working towards this once their induction and probationary period is completed.

All Deputy Care Managers will be required to either hold a Level 5 Diploma in Leadership and management for residential childcare or equivalent, or will be required to begin to work towards this once established in post.

Core training for each respective professional role is outlined in the appendices. Aspects of the core training required is delivered through the regular weekly meetings for the Management Team, Care Team and Learning Centre Team, mapped against a yearly planner. Progress is monitored by the Principal, Head of Education and Registered Manager in their weekly three way executive meeting. Additionally, all staff are provided with role specific training within their Professional Development meetings and where necessary, Focused Professional Development meetings in addition.

(See also SES Staff Support and Development Programme)

6 MANAGING AND IMPROVING PERFORMANCE

SES has a responsibility for setting realistic and measurable standards of performance, for explaining these standards carefully to members of staff and for supporting staff to achieve the standards set. All new members of staff will have their job explained carefully to them at outset and through the induction and probationary process. They will be given copies of, or referred to, any written guidance that exists in relation to their area of work and will be given appropriate training and support to become familiar with it. Staff will also be made aware of the standards expected of them and where expectations change and evolve over time, managers have a responsibility to inform staff of these changes.

Employees have a contractual responsibility to perform to a satisfactory level. Where sub-standard performance is found to be due to negligence or lack of application on the part of the employee, then the Disciplinary Procedure will normally be appropriate.

However, issues of an employee's capability may arise from time to time where sub-standard performance relates to a lack of the required knowledge, skills or ability rather than misconduct. In this case, the employee will, wherever practicable, be assisted through training or coaching and given reasonable time to achieve the required standard.

An appropriate interview process, coupled with the rigorous Staff Support and Development Programme with its emphasis on growth and development of skills and knowledge, through to professional development guided by regular meetings, should eliminate the need for capability procedures except for rare and highly exceptional circumstances.

The company's aim is to encourage improvement in individual conduct and performance through appropriate support, guidance and professional development.

It is hoped that most disciplinary problems can be solved by informal discussions or counselling. However if this fails to resolve the problem a more formal approach is required.

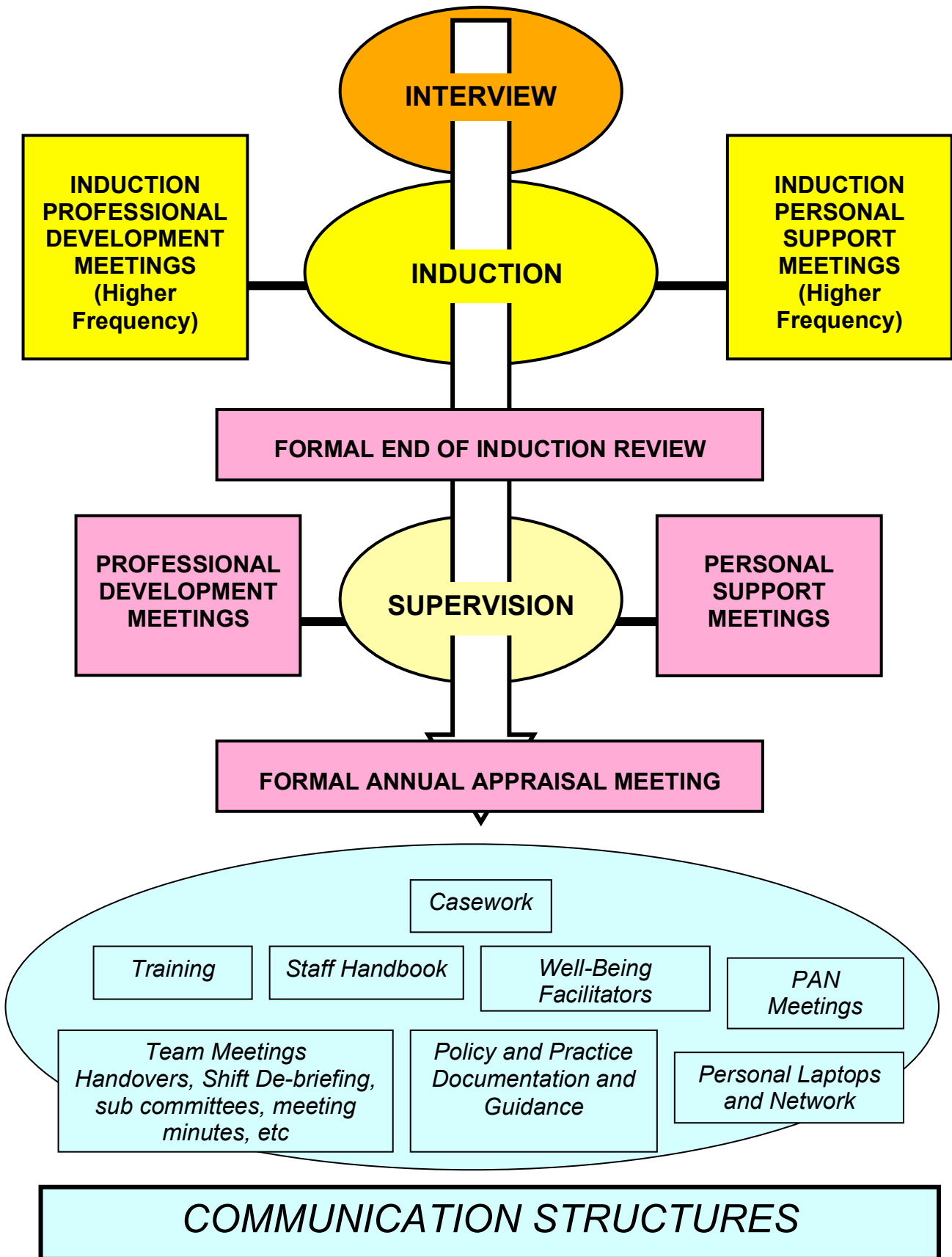
(See also SES Grievance, Capability and Disciplinary Procedures, SES Staff Support and Development Programme, SES Supporting Induction and Professional Practice in Care Roles)

7 SUPERVISION OF PRACTICE

During the six month probationary period a staff member will have high frequency induction, development and personal support meetings as scheduled and recorded in their induction pack.

Once out of the six month probationary period staff have monthly Supervision sessions, which alternate between Personal Support Meetings and Professional Development Meetings.

(See diagram overleaf)



8 RECORD KEEPING

SES is registered under the Data Protection Act and needs to keep certain information about its staff, parents, children and other individuals who come into contact with SES. This information is gathered in order to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information. It is also necessary to process information so that employees can be recruited and paid. SES must comply with the Data Protection Principles that are set out in the Data Protection Act 1998 and amended in 2003.

A Central Ofsted file (containing Single Central record) is maintained at both Avocet House and Turnstone House; this is updated monthly by the administration teams and checked regularly by the Principal.

A secure database is maintained on the internal networks for both Avocet House and Turnstone House. In addition, paper records are maintained and stored in secure facilities at the site offices.

(See also SES Data Protection Policy and Practice)

9 APPENDICES

Minimum Qualification Requirements by Role (see Person specifications for greater detail, including experience)

Cleaner	Handy Person	Housekeeper	Admin Assistant / Administrator	Care Worker / Link Tutor / Personal Tutor	Team Leader / Deputy Care Manager	Head of Care	Registered Manager
		English / Literacy L1	5 GCSEs A*-G, including English / Maths	English / Literacy L1	English / Literacy L1	English / Literacy L1	5 GCSEs A*-G, including English / Maths
				NVQ Level 3 Residential Childcare (within two years of appointment or working in RCC)	NVQ Level 3 Residential Childcare	NVQ Level 3 Residential Childcare	NVQ Level 3 Residential Childcare
					NVQ Level 5 Leadership and Management in RCC (willing to undertake once appointed – DCM only)	NVQ Level 5 Leadership and Management in RCC (willing to undertake once appointed)	NVQ Level 5 Leadership and Management in RCC (on appointment or completed within regulation timescale following appointment)

Minimum Qualification Requirements by Role (see Person specifications for greater detail, including experience)

Teaching Assistant Scale 2	Teaching Assistant Scale 3	SEN Teacher	Deputy Head of Education	Head of Education	Principal
English / Literacy L1	English / Literacy L1	Qualified Teacher status and initial or post-graduate educational qualification	Qualified Teacher status and initial or post-graduate educational qualification	Qualified Teacher status and initial or post-graduate educational qualification	Higher qualification in subject area related to professional role or other management qualification
	NVQ Level 3 or equivalent qualification (willing to undertake once appointed)	Initial or higher degree or relevant higher qualification	Initial or higher degree or relevant higher qualification	Initial or higher degree or relevant higher qualification	

Training Requirements: External Courses

Cleaner	Handy Person	House keeper	Admin Assistant / Administrator	Care Worker / Link Tutor / Personal Tutor	Team Leader / Deputy Care Manager	Head of Care	Registered Manager
							Designated Safeguarding Lead in Education (every 2 years)
					Designated Person for Child Protection (every 2 years)	Designated Person for Child Protection (every 2 years)	Lead Designated Person for Child Protection (every 2 years)
						Safer Recruitment (every 5 years)	Safer Recruitment (every 5 years)
Emergency First Aid at Work (every 3 years)	Emergency First Aid at Work (every 3 years)	Emergency First Aid at Work (every 3 years)		Emergency First Aid at Work (every 3 years)	First Aid at Work (Initial 3 day, 2 day refresher every 3 years)	First Aid at Work (Initial 3 day, 2 day refresher every 3 years)	First Aid at Work (Initial 3 day, 2 day refresher every 3 years)
Food Hygiene L2 (every 3 years)		Food Hygiene L2 (every 3 years)		Food Hygiene L2 (every 3 years)	Food Hygiene L2 (every 3 years)	Food Hygiene L2 (every 3 years)	
	Fire Marshall				Administering Medication	Administering Medication	Administering Medication
Team Teach – 12hr (once only)	Team Teach – 12hr (once only)	Team Teach – 12hr (once only)	Team Teach – 12hr (once only)	Team Teach – 12hr / Advanced	Team Teach – 12hr / Advanced	Team Teach – 12hr / Advanced	Team Teach – 12hr / Advanced

Induction Training – First six months

Admin / Ancillary Staff

- Admin Systems & Office Procedures
- Laptop Familiarization and Email
- Safeguarding and Child Protection
- Fire Procedures
- Risk Assessments
- Activities and Visits
- Car Familiarization
- Basic Care
- Holistic Learning
- SES Vision and Ethos
- Site, Building and Security
- Communication and Professional Recording
- Administrative
- Resources and Equipment
- Medical
- Transport
- Finance
- General Care Practice, including Restorative Practice
- Casework
- Role Specific Areas, including:
 - PAT testing – Handy Person
 - Working from Height – Handy Person
 - Manual Handling – Handy Person
 - Food Hygiene – House Keeper
 - Office and Admin Procedures – Admin Asst and Administrator

Care Worker Staff

- Admin Systems & Office procedures
- Laptop Familiarization and Email
- Safeguarding and Child Protection
- Fire Procedures
- Risk Assessments
- Activities and Visits
- Food hygiene/catering
- Car Familiarization
- Basic Care
- Holistic Learning
- SES Vision and Ethos
- Site, Building and Security
- Communication and Professional Recording
- Administrative
- Resources and Equipment
- Medical
- Night times
- Transport

- Catering, including Kitchen Induction
- Finance
- Clothing, including Laundry Routines
- General Care Practice, including Restorative Practice
- Casework
- Reviews
- Learning Centre Practice / 24 Hour Learning
- Meetings
- CWDC

Learning Centre Staff

- Admin Systems & Office procedures
- Laptop Familiarization and Email
- Safeguarding and Child Protection
- Fire Procedures
- Risk Assessments
- Activities and Visits
- Food hygiene/catering
- Car Familiarization
- Basic Care
- Holistic Learning
- SES Vision and Ethos
- Site, Building and Security
- Communication and Professional Recording
- Administrative
- Resources and Equipment
- Medical
- Transport
- Catering, including Kitchen Induction
- Finance
- Clothing, including Laundry Routines
- General Care Practice, including Restorative Practice
- Casework
- Reviews
- Learning Centre Practice / 24 Hour Learning
- Meetings
- CWDC

Annual Refresher Training

- Safeguarding and Child Protection Training
- E-safety
- Visits & Beach Induction
- Fire Training
- Team Teach 12hr (on going refreshers)
- Team Teach Advanced (on going refreshers)
- Whistleblowing
- Bullying
- Complaints