

The Highland Council
Education, Children and Adult Services Committee
27 August 2015

Agenda Item	22.
Report No	ECAS 68/15

Care and Learning Service Workforce Plan 2015-2019

Report by Director of Care and Learning Service

Summary

This report sets out a summary of the Care and Learning Service Workforce Plan for 2015 – 2019.

1. Background

- 1.1 Workforce planning is the process that organisations use to make sure they have the right people with the right skills in the right place at the right time. To manage their workforces effectively, organisations need to have up to date information on:
- The number of people they employ to carry out different tasks
 - What skills the workforce has and where there are gaps
 - What skills and staff will be needed to deliver future services and priorities
- 1.2 Effective workforce planning will support the Care and Learning Service to:
- Deliver improved services
 - Review how many employees are needed
 - Manage employee budgets effectively
 - Ensure sufficient and appropriate training is provided
 - Cope with variations in supply of and demand for various skills
- 1.3 At Finance, Housing and Resources Committee on 26 February 2014, it was agreed that a consistent approach to workforce planning should be implemented across all Council Services and presented in a consistent format. It was agreed that these plans should forecast expected staff numbers, skills needs and cost on a basis consistent with the Council's budget planning process and timetables. They should monitor the age of our workforce and prepare for peaks in departures from employees leaving due to retirement.
- 1.4 The Care and Learning Workforce Plan has been prepared using the Highland Council six step model. The plan covers a period of four years (2015 to 2019) and is being monitored and reviewed annually by the Service Directorate, supported by the HR Business Partner.

Six Step Model:

1. Environmental and context analysis
2. Future Workforce profile
3. Current Workforce profile
4. Workforce implications/Gap analysis
5. Action plan

6. Review and evaluation

2. Analysis

- 2.1 The Care and Learning Service has a total of around 7,250 employees (and 5,500 FTE). The majority of staff in the Service is engaged in Education (approx. 3,050 members of staff) and Personal Care (approx. 2,250 members of staff).
- 2.2 The overall management ratio within Care and Learning Service is 1:21. Management ratio details the number of employees per manager.
- 2.3 Absence data from 2010-2011 to 2014-2015 shows a positive trend from 2013. In 2010/11, an average of 10 days per employee was lost to sickness; this had improved to 8.1 days per employee in 2013/14 and 7.6 in 2014/15. This is 2.3 days below the Highland Council average.
- 2.4 Employee engagement: the 2015 Employee Survey showed that 74% of the respondents are satisfied with their present job, and 15% are dissatisfied. This shows a 4% improvement from the Employee Survey in 2012 where 70% of the respondents were satisfied.
- 2.5 Age profile: Currently, just under 2,100 employees (29%) in the Care and Learning Service are younger than 41. 2,900 employees are 51 years or older, including 614 members of staff older than 61. Although there is no longer a compulsory retirement date, it is to be expected that between now and 2019 – the period covered by this workforce planning report and action plan – the majority of the 614 members of staff older than 61 will retire.
- 2.6 Please refer to **Appendix 1** where further details on the points covered above are displayed.

3. Context and Drivers

- 3.1 The environmental analysis (PESTLE) showed that the Service is operating in an uncertain political environment with consecutive years of elections coming up. The Scottish Government has a strong influence on the Care and Learning Service, for example maintaining teacher numbers and the government policy on early years provision.
- 3.2 Operating in a large area with an aging population, deprivation and funding pressures presents the Service with significant challenges. The Service will have to find a way to sustain quality and service delivery with reduced budgets and a reducing workforce.
- 3.3 Customer requirements are changing. The diversity of the Highland population is increasing, with more different nationalities/cultures in our area. Staff will have to be prepared for this as it will impact on the needs of our service users. Pupils' preferences are changing, creating a surplus in specific areas like modern languages, music and art but shortages in STEM subjects. Changes in legislation involve continuing enhancements in health and social care.
- 3.4 The Service Strategy over the next four years will focus on continuing implementation of the matrix organisation, a review of structures and processes in order to increase efficiency and realise budget savings, possible in/outsourcing,

review of management structures in schools and a more strategic approach to statutory service delivery. New duties under the Children and Young People Act 2014, changes in Criminal Justice legislation and Mental Health legislation will also impact on the Service strategy.

- 3.5 Changes in the organisational culture, that might impact on resources, are a stronger focus on best practice, a different approach to clients with an emphasis on what is possible instead on what is not possible and creating a meaningful two way communication and understanding, both internally with staff and externally with clients.
- 3.6 Drivers for change regarding staff include the age profile of our current employees, having the right people in the right place, succession planning and improved leadership and management skills to empower staff. The Service holds difficult to recruit posts, and changes in qualification requirements for some posts, e.g. those in residential childcare and Head teachers, are all likely to impact on the Service recruitment strategy.

4. Workforce Strategies

4.1 Attraction and Selection

- 4.1.1 As stated at 3.6, several posts in the Service are difficult to fill, for example Health Visitor and Head Teacher posts. Recruitment in the West and North areas is particularly challenging. The Service is currently looking at so called 'grow your own' strategies, which means appointing less qualified staff and develop them in order to fill some vacancies. There may also need to be fast-tracking approaches to support talented people into some promoted posts. Management of the Service is aware of the fact that a changing environment and changes in customer requirements will influence the type of staff they need to deliver the required service.

4.2 Learning and Development

- 4.2.1 Whilst there is an obvious focus on obtaining and maintaining statutory and mandatory qualifications and skills, a further strand of training will concentrate on preparing for the future: succession planning and development of robust management and leadership skills, with particular emphasis being given to leading in a multi-professional context.
- 4.2.2 Supporting the change of employee skills and attitudes that will be required to accommodate the changing needs of our service users and legislative changes will be a further focal point and will include the continued development of emotional literacy, specialist knowledge in a number of professional areas and partnership working.
- 4.2.3 For more details, please refer to **Appendix 4**, the Service Learning Plan.

4.3 Employee Engagement

- 4.3.1 The 2015 Employee Survey results show an improvement in Employee Satisfaction within the Service and Employee Engagement efforts are a major contributor to this positive result.

4.3.2 The Service retains proactive engagement with all staff through regular team briefings. Intensive supervision and management support is provided throughout the Service. 70% of the respondents to the 2015 Employee Survey who work within Care and Learning feel that they are given the opportunity to show initiative and 80% enjoy the work they do.

4.3.3 A point of concern is the number of people – 50% of the respondents - who indicated that they experience high or above average stress levels, mainly because of the amount of work they have to do.

4.4 **Succession Planning**

4.4.1 Based on the age profile of the workforce, the Service recognises that succession planning must be a priority in order to avoid skills gaps. Management will be working with the Service HR Business Partner to identify key roles and single points of expertise and ensure that effective succession planning is in place, while being mindful that in order to ensure adequate succession planning for promoted posts, professional experience and expertise moves away from professional roles which may directly affect service delivery.

4.5 **Staffing Budget Realisation**

4.5.1 Although the 2015/2016 budget is balanced, the most recent reports show that the Highland Council's budget gap for the three following years has increased significantly from £13.251m to £46.288m. Care and Learning is by far the biggest Service of the Highland Council, therefore a significant part of the saving targets will have to be delivered by this Service.

4.5.2 The revised budget gap equates to approximately 6% of the indicative budget, and staffing forms a large part of this budget. Discussions are currently ongoing, supported by the Finance Manager and HR Business Partner, to identify ways to realise the anticipated increased budget savings. **Appendix 2** shows details of current thinking regarding reduction over the next four years.

5. **Workforce Actions**

5.1 Please refer to **Appendix 3** for a detailed Workforce Action Plan. In summary, to ensure that the Service will have the appropriate workforce in the future, taking into consideration the staffing budget cuts, the following actions are proposed:

- Develop an approach to ensure effective succession planning and development of staff
- Review of the current structures and processes to ensure efficiencies and effective models
- Develop projects and initiatives to identify efficiencies and improve the quality of services delivered
- Sustain a recruitment strategy to fill crucial posts with a focus on hard to fill ones
- Develop management and leadership skills and competencies.

6. **Implications**

6.1 There are no specific Resource, Legal, Equalities, Risk, Climate Change/Carbon Clever, Gaelic or Rural implications, other than those highlighted in the report.

7. Recommendations:

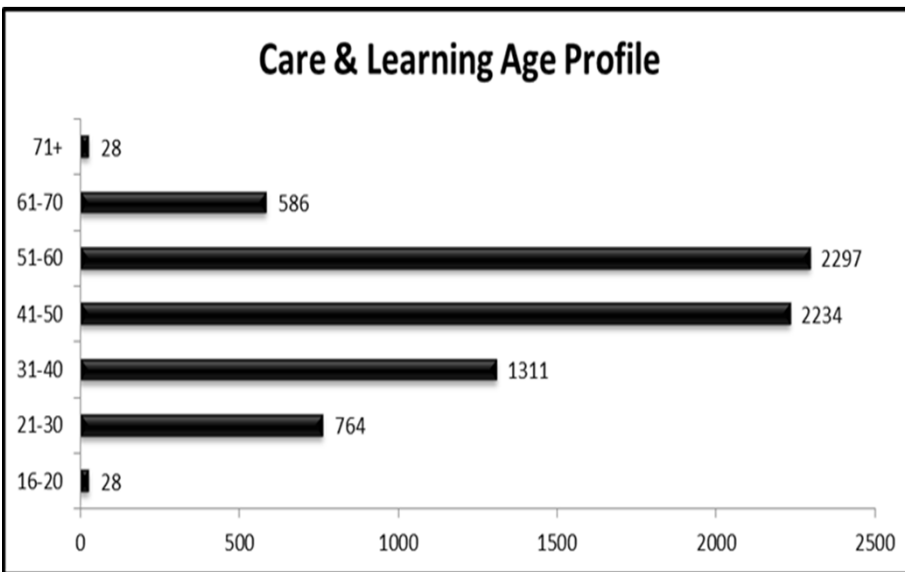
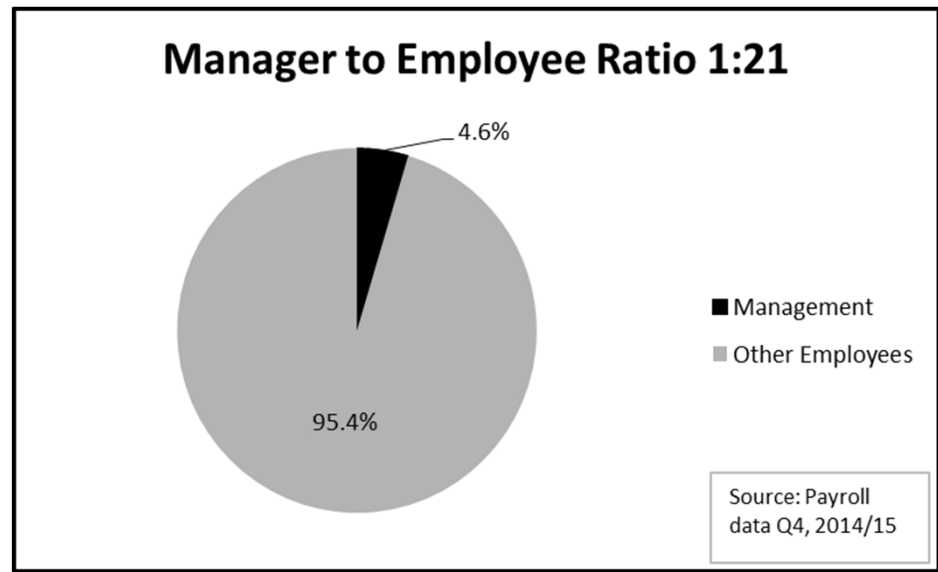
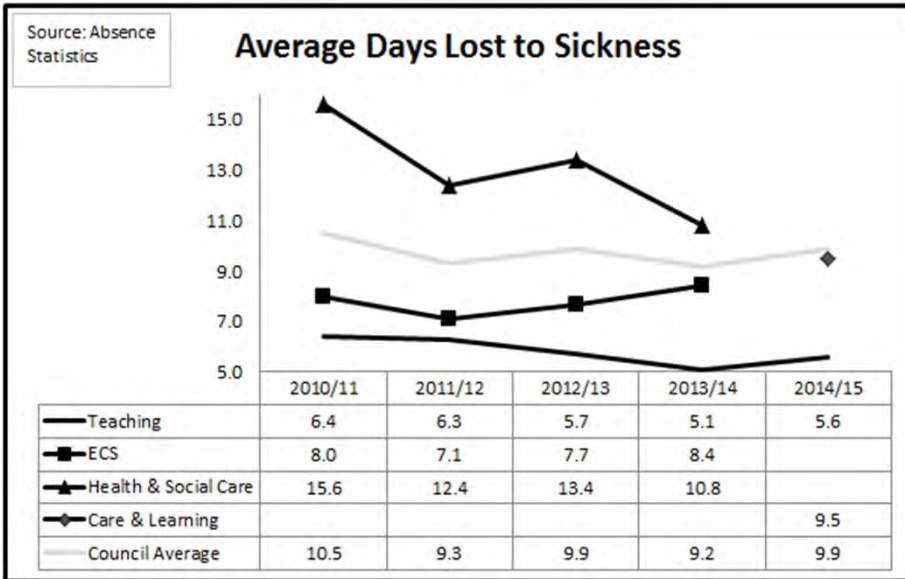
7.1 Members are asked:

- to note the Care and Learning Service Workforce Plan 2015 – 2019.

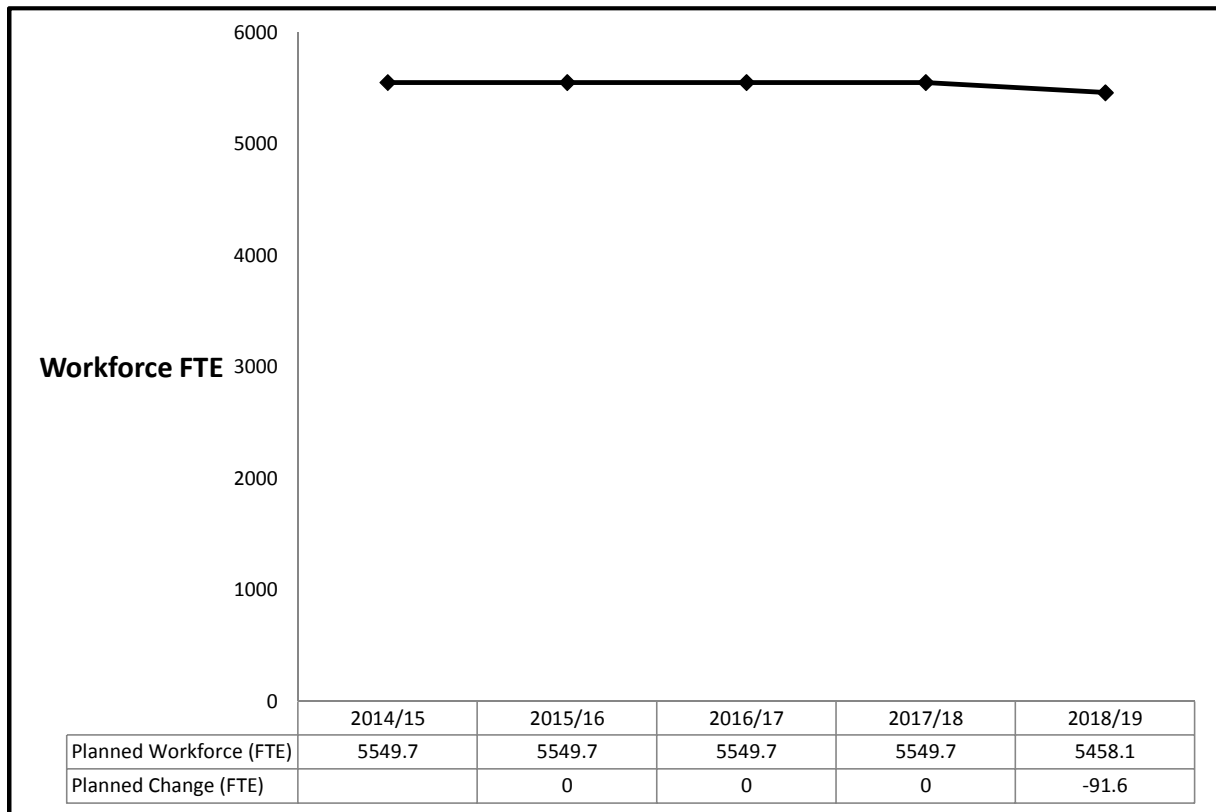
Designation: Director of Care & Learning

Date: 18 August 2015

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Care and Learning



Source: Service Staffing Budget 2014/15

Care and Learning Service Workforce Action Plan

Appendix 3

Workforce Action Plan				
Issue/Need	Actions	Outcomes	Lead	Target Date
Develop skills, knowledge and succession planning	<p>Identify skills gaps and implement a Service Learning and Development plan</p> <p>Monitor the age profile of current staff</p> <p>Identify key roles and single points of expertise</p>	<p>Identify risks and support development opportunities, succession planning and knowledge management.</p> <p>Reduction of single points of expertise.</p>	HoS	
Future budget savings	<p>Review current structure to increase efficiency</p> <p>Develop projects and initiatives to identify efficiencies and at the same time improve the quality of the service delivered</p>	Reduced costs, more flexibility, improved communication and faster decision making.	Directorate	
Recruitment and Retention	<p>Develop a recruitment strategy to fill crucial and hard to fill posts.</p> <p>‘Grow your own’</p> <p>Marketing of the Highlands as a place to work and live</p>	Increased ability to attract and retain key staff.	Directorate	
Implement Workforce Planning strategy	Individual parts of the Service to carry out detailed analysis leading to specific action and learning and development plans	Adequate workforce plans for all different parts of the Service	Directorate	

Care and Learning Service Learning and Development plan

Appendix 4

Job Family e.g. Technical, Personal care, Business support, Community, Professional or Management	Subject Area e.g. Health & Safety, Legislation & Policy, Business Change, Management Development., Values – staff engagement, Personal & Professional development	Is this a Statutory or mandatory requirement ? Y/N	Training Requirement e.g. performance management , financial management, manual handling	Target Date e.g. April 2015	Participants / Staff Group & numbers e.g. managers x10, drivers x5, all x100	Cost implication or actual cost (if known) High (large number of participants/ large impact on budget, Medium impact or Low (small numbers / already budgeted for) or actual cost e.g. 2 days x 500 = £1000
Leadership	Business Change and Leadership	Y	Competencies, change management, leadership	January 2018	20	Low – in-house training
Management	Management	Y	People management skills	July 2019	600	Medium (numbers)
Professional	Professional development	Y	Relevant to GTCS, SSSC, NMC registration	Ongoing	???	High (budgeted for)
Professional	Succession Planning	N	Trainee and Graduate programmes	Ongoing	???	Low
Professional	Change in service delivery demands		Skills and attitudes (to fit change in service user needs and expectations)	July 2017	???	