

Scottish Children's Reporter Administration

People Strategy

2009/11

1. INTRODUCTION

1.1 The People Strategy establishes an effective framework to ensure organisational performance through the workforce. The Strategy sets out how the organisation, building on its existing talent pool, will recruit, develop and retain a skilled, engaged and motivated workforce.

2. CONTEXT

2.1 The development and implementation of the Strategy comes at a time of modernisation and transition for the Children's Hearings System. A time of change, and enormous opportunity to strengthen the service provided to children and families. Many factors will contribute to realising this ambition, but ultimately the quality of services is dependent upon the workforce for delivery. It is incumbent on SCRA, therefore, to focus proficiently, progressively, and passionately on maximising the workforce potential.

2.2 The People Strategy aligns with and supports SCRA's strategic direction and Business Plan, balancing the needs of the organisation with that of the workforce. In particular, the Strategy aims to facilitate the success of the three key Programmes of Modernisation, Transition, and Service Delivery and the change agenda which runs through each of the Programmes. This Strategy itself sits within the Modernisation Programme.

2.3 SCRA currently employs 570 people, in 481 full time equivalent posts, against an establishment of 491. Approximately 48% of the workforce is employed in professional and managerial roles, and the other 52% in administrative or specialist roles.

2.4 Recruitment, development and retention are the main strands in the Strategy and each have unique enablers which take the Strategy forward. However, there are also five cross-cutting enablers, common across the Strategy, which are:

- Workforce Data
- Reward
- Competency frameworks
- Improving how people are managed
- Best Practice

3. CROSS-CUTTING ENABLERS

3.1 *Workforce Data*

3.1.1 The capacity and capability of the workforce must be able to satisfy current and projected business needs. Failure to ensure this will bring risks to services, and so cannot be left to chance. Therefore, systematic collection and analysis of accurate and real-time workforce data must be gathered, analysed and integrated into the wider business

planning agenda. This will ensure the workforce can meet strategic objectives; service demands; the new organisational arrangements; and Government policy (including efficiency and effectiveness).

- 3.1.2 The Programmes of Modernisation, Transition, and Service Delivery will become clear in the spring of 2009. At that time, SCRA will develop a sound data set to provide a clear picture of the current and projected workforce profile, (i.e. numbers, roles, skills, age, location), which can be mapped against current and projected business needs. The emerging gap analysis will inform activity and decisions on workforce recruitment and development, especially as we modernise and transition the organisation.
- 3.1.3 We already understand that there are risk areas, e.g. we mainly recruit Authority Reporters from 'in-house', and limit our supply of applicants to the internal market. In addition, there are currently 18 managers, aged 55 or over (21% of Grade F and above), who may chose to retire in the next few years, and SCRA must have confidence that it could fill such gaps.
- 3.1.4 In 2009/11 workforce data and planning will become integrated with the wider business planning agenda, and workforce planning will require to be improved in preparation for the transition to new arrangements.

3.2 **Reward**

- 3.2.1 A fair and transparent reward package is central in effective recruitment, development and retention, enabling us to attract, motivate and retain a high calibre workforce. The current pay arrangements are identified by the Trades Union and through the 2008 Staff Survey as potential barriers to recruitment and retention, with progression time, transparency, and comparability identified by staff and the Trades Union as problematic. For example, it could take a Reporter up to 15 years to reach the maximum of some pay ranges.
- 3.2.2 Having listened to people and reviewed the reward package, SCRA will, in March 2009, propose a new reward package which seeks to address the identified issues, and in particular pay progression. The proposed pay model and multi year deal will also offer some certainty at a time of change, but most importantly be a key factor in attracting and retaining skilled staff.
- 3.2.3 It is also a priority for SCRA to ensure it constantly addresses issues of low pay, and equal pay, especially will a predominantly female workforce, and we will repeat the recent pay audit on annual basis.

3.3 Competency Framework

- 3.3.1 A competency framework clarifies for individuals the technical and behavioural competencies expected of them in their role. A framework will support the validity and effectiveness of the recruitment process, helping both applicants and managers understand what is needed to carry out different roles. It is also an enabler in workforce development: supporting supervision and appraisal; demonstrating an organisational commitment to develop individuals; encouraging people to take responsibility for their own learning; and in supporting and providing leverage for change.
- 3.3.2 SCRA will, in line with best practice, develop a simple competency framework of around 8 to 10 core competencies for each role and corresponding job description. These core competencies will be developed in 2009, in partnership with staff groups, and with a clear link to service objectives and improvements. All new appointments and existing post holders will be expected to demonstrate the core competencies within 18 months of appointment, and will be supported to do so through learning and development.

3.4 Improving how people are managed

- 3.4.1 There is evidence, that people leave managers, not organisations. Therefore, excellence in people management is key to retaining and developing people. This will be particularly important during the period of change including modernisation and transition.
- 3.4.2 SCRA is committed to supporting and requiring managers to demonstrate competencies in leading, managing, supporting, developing, coaching and engaging individuals and teams. It is also a commitment that people management be devolved to the frontline. Achieving excellence will require a focused intervention in the support and development of all managers – including the need for senior managers to attain appropriate management qualifications.

3.5 Best Practice

- 3.5.1 SCRA will continue to draw on best practice to inform its principles and approach to developing people and teams. As part of the continuous improvement agenda and complimenting the EFQM-based approach, we will use tools and industry standards such as Investors in People (IIP), and Healthy Working Lives, to support best practice, and evidence the success of this by benchmarking with others.
- 3.5.2 Notably, IIP has been developed over recent years to serve as a whole business improvement tool, looking forward and using benchmarking to help provide a framework for improvements. IIP emphasises the importance of establishing the right organisational culture to support the

continuous improvement and change agenda. As well as providing a benchmark industry standard, IIP will help provide answers and solutions to the gaps which may be identified during EFQM-style self-assessments.

4. RECRUITMENT

4.1 Attracting, selecting and inducting people to a role, whether they are from our existing talent pool or new to the organisation, is a crucial activity. Getting it right at the 'front door' can be a significant investment of resources, but done well it provides the best chance of appointing someone who will perform well and make a significant contribution to services and the local team. Conversely, getting the selection wrong can create unnecessary and potentially long term difficulties. The level of recruitment activity is often hard to predict in a period of change. However we know that 2008/09 turnover was 9.1% with a projection of 9% and 8.5% over the next two years, including retirement. SCRA aims, therefore, to excel in recruitment and the enablers below will contribute to that objective.

4.1.1 *Attracting Staff through Recruitment Advertising*

There are opportunities to improve effectiveness in how people are attracted to roles at SCRA. The organisation has a unique selling point of being the only employer providing Reporter services: the USP should be exploited to occupy a defined market position. This will compliment business objectives to raise the profile of the service. Enhancing recruitment can be achieved in many ways, but notably to focus on recruitment 'campaigns' – six per year - which evidence suggests are more effective than more traditional forms of advertising.

SCRA will also develop the capability to use the internet and intranet to drive and sustain recruitment, establishing a recruitment portal that can support campaigns, as well as record and hold speculative enquiries, and build a data base of a potential virtual 'labour' market, on which to draw. The change of focus, in February 2009, in the advertising of a number of Reporter posts in a 'composite' press advertisement signposting candidates to our intranet, resulted in a significant increase in web hits on 'current vacancies' at 4933 hits. Use of more web based recruitment will also enable us to more easily gather and analyse statistics to better inform employer marketing including data on most effective advertising media, etc.

4.1.2 *Review and Update Recruitment Policy and Process*

A fundamental starting point to achieve continuous improvement in recruitment is to review and update the Policy and Process Framework, which will be completed by April 2009. The Policy will ensure best practice and methodology are built into an enhanced Recruitment Policy.

4.1.3 ***Training and Learning in Recruitment Practice***

Once the revised and updated Policy is approved, we will embark on a training programme for managers in the recruitment processes, including the technical and legal aspects, as well as the soft skills around selection interviewing required to ensure a sound appointment. The training programme is planned over 2009 and the revised policy will demand that after October 2009, participants on interview panels will require to have completed the training to be accredited to recruit.

Recruitment and selection also requires to be systematically evaluated, with `feedback' on the process and validation of the appointment to inform continuous improvement. Evaluation will be built into the revised Recruitment Policy.

4.1.4 ***Review of Job Descriptions***

In bringing people into the organisation, we must be accurate and clear about what the role entails: what the organisation wants and what the recruit can expect. Therefore, there is a need to review and improve job descriptions to reflect the demands of each job. Work will begin in spring 2009 to review job descriptions and person specifications to compliment the competency framework, above, and which better reflect the demands of roles in the organisation today – and for the future.

4.1.5 ***Induction***

Rushing recruits into their roles without investing in sound induction is both poor practice and a false economy. We will ensure that new starts are given the time and space to participate in recruitment induction, which is essential in completing the recruitment process, as well as setting staff on a path of learning which ensures their continuous development. Recruitment induction will also provide an opportunity to ensure that new starts understand the values and culture of the organisation, a grounding which will help inform behaviours and approach to the role.

The induction process will continue for many staff, including Reporters, with a comprehensive practice induction programme appropriate to roles and providing a foundation for future development.

4.1.6 ***Minimising Temporary Posts***

Recruiting posts on a temporary basis impacts negatively on any organisation's ability to attract the preferred quality and quantity of applicants for posts. It is, therefore, essential to minimise temporary appointments, limiting these, as far as possible to 'true' temporary arrangements such as maternity cover. Whilst there may be pressure to create flexibility for the transitional arrangements SCRA has as a

commitment, set a benchmark objective to reduce and maintain temporary staffing to a maximum of 10% of the workforce.

4.1.7 ***Equalities***

Whilst there is not as yet a 'public duty' on SCRA in terms of equalities, it is important that our workforce reflect the communities which we serve, and also that we understand if there are markets we are not reaching, particularly in relation to the equalities agenda. Equalities monitoring and action planning is significant in all areas of employment, but by way of example, SCRA will actively collect and assess recruitment data with a view to helping address the equality and diversity agenda. SCRA recently became recognised by Job Centre Plus as a user of the 'double tick' disability symbol which demonstrates SCRA's commitment to disability equality in employment.

4.1.8 ***Exit Interviews***

Exit interviews are an opportunity to inform how roles are reshaped once vacated or to better understand why people leave and whether there is remedial action to help recruitment and future retention. Exit interviews will take place with all staff and the process will be set out in the Recruitment Policy.

4.1.9 ***Efficiency in Recruitment***

In costing recruitment it is easy to think solely about the 'cost of the advert'. But it is the indirect costs, including managers' time, that are the most significant. Therefore, success in minimising undesirable turnover (increasing retention), and 'growing our own' have an indirect but powerful impact on recruitment costs. But principally, being effective in recruitment practice and making a good appointment is the best economy in achieving efficiencies. In addition, implementing many of the above enablers will generate efficiency, including optimising online recruitment, and adopting focused recruitment campaigns.

5. DEVELOPMENT

- 5.1 The workforce is our most important resource and we will not be able to excel, or even achieve the most basic objectives if people are not competent in core activities; encouraged and nurtured to grow and develop; or be prepared for the next challenge. Skilled workforce = organisational performance. There is both anecdotal evidence, as well as empirical responses from the 2008 Staff Survey that the reach of the development agenda must be extended, for example, only half of respondents (51.4%) believed SCRA was committed to developing staff, with 65.3% of people who wish to leave the organisation indicating that they do not believe that SCRA provides them with opportunities to develop both personally and professionally.
- 5.2 Development opportunities come in many forms: structured and unstructured; on and off the job; academic and practical; individual or team; essential and desirable. To ensure effective, high impact learning, and indeed realise our ambitions, the approach adopted must be one of blended learning, recognising the variety of learning styles, and drawing on a combination of delivery methods. The resultant 'packages' of learning may combine, for example, self paced work books with coaching, e-learning with tutor lead programmes, and practical experience with academic study.
- 5.3 Part of building a learning culture is providing the tools and opportunities to engage all staff in the process. The introduction of the Supervision Framework in 2008, for example, was an essential stepping stone towards achieving this, as was the reinforcement of personal development planning through the appraisal process. We will continue to foster a positive attitude to learning across the workforce new and established. We will make access to learning as easy as possible and, take opportunities to encourage staff to engage in learning in their personal time. Learning opportunities will be relevant, timely and of the highest quality. Over the next two years, and beyond, the following enablers will provide a framework, supported and co-ordinated by the Learning Development Forum for the effective development of the workforce.

5.3.1 ***Supervision***

Supervision is about development as well as support and performance management. Supervision is a development tool in itself. Through the Supervision Framework, line managers have the opportunity to facilitate self-reflection – focussing on the effectiveness of actions and decisions taken, on behaviours, and ultimately how those behaviours affect performance outcomes. The development objective is for the individual to perform beyond the surface responses according to pre-coded procedures, but to be consciously competent and become aware of their skills and limitations.

The Supervision Framework will be evaluated in summer 2009 to ensure continued effectiveness and deliver the above ambition. Refresher training will also be available.

5.3.2 ***Appraisal***

Honest and well delivered feedback is vital for all of us to understand what it is we are doing effectively and ineffectively, so that we can continuously improve. Appraisal is an essential and formal feedback on individual performance. It encourages individuals to be clear about what is expected of them through objective setting, as well as take responsibility for their own development and construct their Personal Development Plan. It is through the appraisal process that the workforce becomes linked to organisational goals.

Appraisal will be reviewed in the summer of 2009, although it is already proposed in the 2008/11 Pay Model that appraisal is no longer linked to bonus, but that satisfactory appraisal will be required for pay progression.

5.3.3 ***Succession Planning***

In development terms, succession planning is primarily a process of identifying individuals with the potential to move into other roles and planning learning and development activities to ease this progression. This has benefits for both the organisation and individuals. Firstly, it minimises the organisational risk of a skills shortfall, by having a ready selection of high-quality candidates for roles, who can hit the ground running. Secondly, it gives a strong commitment to the workforce and individuals that where appropriate we want to 'grow our own' and build on existing talent. But perhaps most importantly succession planning means the skills and competencies of successors can more quickly be aligned to the business needs, leading to more efficient practices and effective outcomes.

Succession Planning is particularly relevant in an organisation such as SCRA which has unique roles e.g. you cannot recruit a Reporter or Authority Reporter externally "off the shelf" so succession planning also reduces organisational risk, and in terms of more unique skills there is a shortfall in Procurement knowledge. Development programmes and stimulating career opportunities can in turn help to attract and retain the best talent. SCRA will develop clear career routes, particularly with bridges for key career junctions e.g. ASM to Reporter; Reporter to Authority Reporter.

5.3.4 ***Trainee Reporters & Assistant Reporters***

Succession planning will be articulated in many ways, but perhaps most notably in the establishment of Trainee Reporter and Assistant Reporter roles which will provide an entry route to the Reporter profession. The

Traineeship will be available to both internal and external candidates, but the focus will be on the development of our own workforce.

Traineeships will be a development 'move through' role, available to suitably qualified applicants, with the purpose of them becoming a Reporter. The Trainees will be required to undertake SCRA's Reporter Accreditation Programme, the Advanced Diploma in Children's Reporter Practice, and progression will be on the basis of specific module achievement. It is expected that successful completion of the programme would take around two years and will guarantee an offer of employment as a Reporter within SCRA. Where the Trainee does not achieve the Accreditation within a specific timeframe, the employment relationship will end.

The role of Assistant Reporter would differ from the Traineeship because it would be a defined role within the structure, in its own right, supporting the Reporter functions, whilst still providing the option of a career step in a progressive career ladder.

Discussion will take place in partnership with the Trades Union on the proposal in June 2009.

5.3.5 *Create Learning Pathways for All Staff*

We will establish clear learning pathways specific to each job role with a defined learning package as well as a range of optional learning opportunities. Notably, the creation of the pathways will seek to address the needs of support staff, whose development needs have become neglected in recent years. The pathways will be driven by the need to enable people to maximise their performance. The pathways will link directly to the Competency Framework, outlined above. The learning pathways represent a commitment from the organisation to support development, but will also encourage individuals to take responsibility for their own learning.

5.3.6 *Quality Standards in Learning*

Quality assurance in learning will support the success of learning initiatives. Securing recognised industry standards will demonstrate and benchmark quality assurance. "Investors in People" (IiP), outlined above cross cuts the Strategy but has particular relevance for learning and development. In addition, "Skillsmark" is a national (UK) education and training quality mark for the Justice Sector. This quality mark is awarded to learning providers who meet the evaluation requirements of Skillsmark. The mark can be applied to specific programmes of training.

By aiming to achieve and embracing both the liP standards and Skillsmark we would be confident that the quality of our learning was being properly assessed and recognised. This is important for the confidence of our staff, internal and external auditors and other key stakeholders.

5.4 *Accredit Learning Wherever Possible*

- 5.4.1 Accreditation is the process of having in-house qualifications endorsed or awarded by a nationally recognised lead body and which fit with National Occupational Standards. When accreditation is associated with a vocational programme of training, it also serves as an assurance of the individuals' competence. This is an important consideration for the purposes of internal and external audit and inspection, as well as being a tangible form of recognition for individuals. It is also an important method of demonstrating Continuous Professional Development (CPD).

The Accreditation through the SQA of the Advanced Diploma in Children's Reporter Practice has made a positive contribution to the quality and status of the learning initiative. Accreditation of learning is highly valued by the workforce and adds motivation to achieving outcomes. In 2009/10 it is anticipated that up to 24 Reporters will complete the Advanced Diploma, and in 2010/11 up to a further 30 Trainee Reporters /Reporters beginning the course.

SCRA will now seek to accredit all appropriate courses. For example, first line Management Development through the Institution of Leadership Management (ILM), which is a nationally recognised lead body.

5.5 *Equip Managers to Deliver the Leadership & Management Role*

- 5.5.1 It has been clearly identified that people management is vital to drive performance, support people and respond to the types of changes which are ahead for the Children's Hearings System. SCRA will need managers and leaders who are properly equipped with the appropriate skills.
- 5.5.2 Delivery and high impact management and leadership development will be a priority for 2009/11 and beyond. First line and senior managers alike will have an appropriate learning pathway from core management skills such as resource planning, to appropriate specialised 'tools', such as complex mediation training.

It is proposed that experiential learning opportunities such as learning from management in other organisations could be powerful. More immediately, the opportunity for managers to gain the skills of effectively managing and motivating people during a period of change will be crucial.

5.6 **Modernise Learning Delivery Methods**

- 5.6.1 There are growing opportunities to improve how learning is delivered and made accessible, as demanded by the blended learning approach. Learning must be faster paced, more flexibility, with greater accessibility and more output for less resources. We will exploit the enormous expansion in the use of technology in learning and implement as e-learning platform and maximise the opportunities this opens up.

5.7 **'Training'**

- 5.71. A detailed Learning and Development Programme will be finalised in April 2009, for 2009/11 offering. The annually revised Programme will set out a two year rolling programme of structured learning activity at organisational, team, and individual level. As we move forward, the programme will be able to draw data from supervision, appraisal, skills audit, and personal development plans. Whilst these processes are maturing, the initial programme will be informed by Needs Analysis taken from an organisational, team, and individual sources.

Organisational Sources

- Regular discussions with the Learning & Development Forum, and a cross section of Managers, have highlighted a varied need in skills which are generic to roles across the organisation, such as the need for Reporters to develop court skills; desire for training in media skills; and managers need more training on how to support and manage their teams.
- Incidents which have alerted the organisation to key areas for improvement, e.g. in the last 18 months, events have reinforced the need to improve job-related training, particularly for reporters. In addition, the need for Data Protection training has been highlighted, especially at induction.
- The Children's Hearings System Consultation will undoubtedly have significant development implications. Two areas have already emerged as significant: -
- The capacity and capability of managers to lead the organisation through a time of significant change.
- Nurturing motivation and engagement.
- Programme Management as an approach requires training. Although Programme Management Training itself will be addressed in 2009, it is likely that as the projects associated with the programmes develop, more learning needs will become apparent.

Team

- From 2008/09, analysis of learning needs at team level is considered as part of the regional and group planning process. Guidance was issued for teams to follow, resulting in team plans. These plans are included in the corporate planning processes. The key themes for most team plans have focussed on teambuilding, workshops for Administrative and Support Staff, one-off training to fulfil a specific organisational need and specific training for management teams e.g. decision making, absence management.

Individual

- Needs analysis at individual level is integrated into the Appraisal System, although 2008 also saw the introduction of 360° feedback for senior managers. Everyone should have Personal Development Plans, and the resultant training needs collated. PDPs have been patchy, however in future this requirement will be rigorously enforced. Nevertheless, current identified need highlights ICT Training (Microsoft Applications); Project Management Skills; Inter agency working; Dealing with Conflict & Aggression; Minute Taking; Advocacy; Coaching Skills for Managers; and Train the Trainer.

5.8 Barriers to Progress

- 5.8.1 The Strategy will face a number of challenges, but perhaps the most significant is the potential inability of the service to free people to access learning. Whilst the blended learning approach will minimise the risk, implementation of the development plan will require careful planning and monitoring participation, and effectiveness.

6. RETENTION

People leave organisations, and others come to replace them and this is a natural and perhaps essential part of business. What must be avoided is unnecessary, unplanned, or excessive turnover in the workforce because this adversely affects skills and capacity; adds to direct and indirect costs; and is demotivating for the remaining workforce. Turnover in SCRA has come down in recent years to 9.1% in 2008/09, and it is projected this will decrease to 8.5% in 2010/11.

Retaining skilled and motivated people can be complex, not least because there may be very personal motivators for individuals. For SCRA there are two clear sources of information to inform our approach on maximising retention: what the workforce tells us; and best practice.

6.1 Engagement and Involvement

Meaningful engagement and involvement with the workforce must be developed and sustained as it is one of the most important drivers for motivation and retention. In 2008, SCRA refreshed the staff partnership model with the Trades Union. Staff partnership is an approach, a way of working with the whole

workforce, and has as its cornerstone a Partnership Forum where business and workforce issues, are discussed and agreed. The Partnership Forum is co-chaired by the Principal Reporter and Unison.

The staff partnership model is in the early stages and requires to develop in two ways: to focus staff partnership as locally as possible, and to this end the model will be developed and supported at a regional level; secondly, to promote early staff involvement by inviting 'partnership' participation in corporate meetings and working groups, for example with the Programme Management Board, the Health & Safety Committee, and the Communication Group.

More broadly, engagement of the workforce in decisions which affect people will be built in, not added on, to day to day working. In involving people and teams, SCRA will look where possible to a diagonal slice, rather than a top slice of the organisation. Meaningful engagement and involvement importantly includes effective organisational communication. SCRA knows that 'informing' people is not enough, and there must be feedback loops and evidence that managers and the wider organisation are listening. The recent communication survey suggested the workforce preferred 'face to face' communication rather than, or as a to supplement to written communication. For example, the Principal Reporter's programme to visit every office and meet and engage directly with teams was warmly received, as were the staff focus groups on the Consultation on changes to the Children's Hearings System. A staff conference will also be considered for 2009.

In the end, doing the simple things well is a strong foundation on which to build good workforce engagement, including regular and open team meetings; a mix of intranet and 'hard copy' communications; and opportunities for workforce networking, beyond the boundaries of the local team, such as corporate events, of raising funds for charities.

6.2 Staff Survey

Day to day engagement of the workforce in the business must be complemented by formal monitoring of workforce views and intentions. The 2008 Staff Survey was the first of an annual exercise which will gather and benchmark workforce views, and for which an annual action plan for targeted improvement will be developed and implemented through the Partnership Forum.

The Partnership Forum will provide the context as well as monitoring of the action plan.

6.3 The Nature of Work

Morale and retention are potentially undermined by workload issues: volume and context. Considerable analysis has been undertaken on workload measures and management, both for the delivery of services and workforce retention the organisation must improve further in addressing how we work.

The Modernisation Programme will take the service forward, developing the way in which services are provided to children and families, and how we work in partnership with others to contribute to better outcomes. Modernisation, whether through progressing our information systems, developing and improving practice, or changing how we organise our support services will, if there are tangible benefits, motivate and retain skilled people who want to see the service they provide, respond to dynamic changes in demand.

It is intended that the Modernisation Programme will deliver changes and benefits that will subsequently contribute to improved workforce retention. That benefits realising will be monitored and reported.

6.4 *Healthy Working Lives*

People give of their best and are motivated when they have healthy working lives. SCRA will seek to promote health and well-being across the workforce through a range of initiatives and seek to measure our progress through feedback from the Staff Survey and stress audits, and ultimately improved retention. SCRA will promote attendance and set a target for absence of no than 4%, in each of the next two years.

It is our intention to introduce a Healthcare Plan to staff which would support our strategic approach to health, safety and well-being of the workforce. Everyone will be able to purchase a low cost healthcare plan that fits their individual circumstances. This will be available from a not-for-profit organisation and will enable staff to be fast tracked into the NHS for early diagnosis purposes as well as appropriate support and management of their condition and/or absence. Everyone will have the opportunity to 'top-up' this service to include family members.

It is also SCRA's intention to maximise initiatives now, and in the future, such as 'cycle to work schemes' to promote health (and the environment).

6.5 *Policies and Practice*

The employment conditions within SCRA are good, including flexible working, final salary pension, childcare voucher scheme etc. However, there are 28 HR policies and linked practices, many of which are due for review and need to be modernised and become more user friendly. Employment Policies will be reviewed and streamlined in 2009, in partnership with Unison. Thereafter, Policy and Practice training for managers rolled out.

6.6 *Valuing Individuals and Teams*

People who delivery care and welfare services to children are attracted to and remain in the service because of the contribution and value they add to improving lives.

They must in particular feel valued and respected by the organisation, partners, and colleagues. Professions such as Doctors, teachers, social workers and

lawyers in part gain respect through their professional status. SCRA will discuss with the workforce the benefits of registering staff with professional bodies which will consolidate professional status, and recognise the workforce.

Mechanisms for valuing people such as long service awards, use of ICAS in employee assistance programme and life counselling, e.g. for legal and domestic issues, will all continue.

7. Implementation & Review

The Strategy will be implemented as part of the Modernisation Programme in line with the project planning process, the milestones for which are set out in Appendix 1.

There is significant work below each of the enablers in the Strategy, and success will require sustained drive and commitment from across the organisation, as the recruitment, development and retention of the workforce is for everyone to deliver.

Project Milestone Schedule: People Strategy

Activity	Owner	Start Date	Finish Date	Progress
Systemise collection & analysis of workforce data for monitoring and planning purposes Prepare sound data set		February 2009	Review June 2009 July 2010	
Conclude new Pay & Reward Model. Audit equal pay		March 2009	May 2009	
Develop Competency Framework for each job role.		February 2009	March 2010	
Seek and obtain quality assurance, including liP, and Healthy Working Lives		April 2009	Review April 2010	
Plan and prioritise the development of leadership and management		April 2009	Review April 2010	
Implement revised recruitment `advertising' practice, including improving employer branding.		January 2009	March 2009	
Approval & implementation of revised & enhanced Recruitment Policy		January 2009	April 2009	
Managers Training in the new Recruitment Policy & Procedures.		April 2009	October 2009	
Review of Job Descriptions to improve clarity and match business needs.		April 2009	December 2009	
Implement revised induction model.		March 2009	September 2009	
Minimising Temporary Staff – monitor target of 10% maximum		December 2008	Review June 2009	

APPENDIX 1

Activity	Owner	Start Date	Finish Date	
Improve equalities element of the recruitment process & practice.		November 2008	Review progress in May 2009	
Ensure the coverage of exit interviews is maximised and learning systemised.		January 2009	May 2009	
Ensure recruitment delivers cost efficiency as well as effectiveness.		Immediate	Ongoing	
Review Supervision Framework and implement/rollout of learning.		June 2009	October 2009	
Review Appraisal Framework and implement/rollout of learning.		March 2009	November 2009	
Establish a culture of promoting succession planning.		Ongoing	Review progress March 2010	
Develop role of Trainee Reporter & Assistant Reporter posts following discussion and consultation with Trades Union.		June 2009	September 2009	
Ensure learning pathways set out for all roles, delivered through a blended learning approach.		June 2009	June 2010	
Seek and attain quality standards for learning, .e.g. Skillsmark		Immediate	June 2010	
Continue rollout of Accreditation for learning where possible, and continue to drive Advanced Diploma in Children's Reporter Practice.		Ongoing	Review March 2010	
Accreditation for support staff & manager training, including ILM.		March 2009	March 2010	
2009 Staff Survey & Action Plan.		Sept 2009	December 2009	

Activity	Owner	Start Date	Finish Date	
Develop and deliver high impact learning for managers		April 2009	Review progress March 2010	
Implement the e-learning platform		October 2009	December 2009	
Develop and implement Learning and Development Plan		April 2009	Review progress March 2010	
Roll out staff partnership to the Regions		April 2009	Review progress March 2010	
Ensure workforce engagement is meaningful, by monitoring and supporting communications, team meetings etc.		April 2009	Review progress March 2010	
Explore events such as 'Staff Conference'		Immediate	September 2009	
Modernisation programme to demonstrate benefits realisation for the workforce		September 2009	Review progress March 2010	
Promote Healthy working lives, and introduce Healthcare Plan for the workforce		Immediate	December 2009	
Review Employment Policies and Practices to ensure they too are 'modernised'		Immediate	October 2009	
Pursuing Registration for Reporter to secure their professional status		Immediate	Review progress March 2010	