



# Responsible Individual training - Welcome back!

Session 5

Today's session will focus on issues related to the  
workforce

# Update: Yvette Stanley Blog Consultation

- [Improving the way Ofsted inspects children's social care - GOV.UK](#)
- adopt a set of 'ambitions', which we will use to guide all policy-making for ILACS and SCCIF ([proposal 1](#))
- revise our frameworks in a way that maintains what is currently working while making improvements where they are needed ([see proposal 1 for ILACS](#)) and ([see proposal 1 for SCCIF](#))
- further align our inspection frameworks with the Children's Social Care National Framework, so local authorities and providers have a single consistent set of expectations to work towards ([see proposal 1 for ILACS](#)) and ([see proposal 1 for SCCIF](#))
- introduce a 5-point grade scale to provide more nuance in our inspection grades ([proposal 2](#))
- move to a 'secure fit' approach to grading, to help ensure that our inspectors' judgements are consistent, and to help providers understand what improvements are needed ([proposal 2](#))
- introduce 'report cards', which we believe offer a clearer way of presenting our inspection findings ([proposal 3](#))
- include data and other supporting information on our report cards alongside our inspection findings ([proposal 3](#))
- build a more consistent and inclusive approach to engaging with children, young people, parents and carers, and families during our inspections ([proposal 4](#))



# Ambitions (Proposal 1)

- **Our inspections act as a force for good**  
Our inspections champion the very highest quality of practice, support learning, and improve the quality of social care. They help local authorities and children's social care providers to deliver the best outcomes for children, young people, parents, carers and families.
- **The voices of children, young people, parents, carers and families are at the heart of our inspections**  
We are committed to improving how we engage with those with lived experience of children's social care in our inspections. We will make sure that they are routinely and meaningfully involved in the development, implementation and delivery of our frameworks.
- **Our inspections have children's enduring relationships as a central focus**  
We will place greater emphasis in both of our inspection frameworks on how services nurture and protect children's connections with people who are important to them. We will look closely at how services work together to ensure children have loving, stable relationships that help them to thrive, both now and in the future.
- **Our inspections support local authorities and children's social care providers to meet the needs of all children, including those with complex lives**  
We made changes to the SCCIF in 2025 to emphasise that we expect providers' statements of purpose to be reflected in their day-to-day practice and decision-making. This is particularly important for providers that are set up to look after children with specific or complex needs. As we reform our frameworks, inclusive practice for children in care will be required for a grade of 'strong standard' or 'exceptional' in both ILACS and SCCIF.
- **Our approach encourages providers and commissioners to work together to provide the right homes for children in the right places**  
There has long been a serious mismatch between the location and type of provision and the needs of children. This has led to far too many children living in unsuitable homes, often far from family and friends. We want our inspections to look more closely at how local authorities are meeting their sufficiency duty and how providers are working with the local authorities to understand and meet the needs of children, both locally and regionally.
- **Our inspection frameworks align with government standards and statutory guidance**  
The government has set out its vision for a children's social care system that will shift the focus to early support to keep families together where possible and supports children to have happy, settled and fulfilled futures. Our reforms outlined in this document further align our inspection frameworks with the government's goals for children, young people and families.
- **Where possible, our frameworks are aligned to reflect that social care providers and local authorities have a shared responsibility to children**  
This means that all parts of the inspection process, including the timing of inspection activity, deployment of inspectors and sharing of evidence, should place children's needs at their centre. Findings in one part of the system should inform prompt appropriate action elsewhere as necessary. A more unified system of inspection reflects the shared responsibilities for children, especially between local authorities and providers.
- **We focus our resources where improvement is needed most**  
We carry out more inspection activities with local authorities and providers at the lower end of the grade scale, and where we are concerned about performance. This has been a long-standing key principle of our social care inspection, and it remains relevant. For ILACS, we set our own inspection schedule – this consultation asks how we can set our schedule in a way that allows us to hold local authorities to account without placing undue burdens on them. (How often we inspect for SCCIF is a government decision.)



- **Proposals affecting only SCCIF**
- We are proposing to:
- retain the 3 graded evaluation areas that we currently use across all SCCIF inspections, and introduce a new evaluation area on 'enduring relationships' ([proposal 1](#))
- change the SCCIF grading structure to provide separate grades and a detailed narrative for each evaluation area in order to provide more nuanced information about the provider ([proposal 2](#))

- 



# The RI standard- the workforce

The RI must satisfy themselves that both they, and the RM are visible and accessible to staff, that a workforce plan is in place and represented as required in the Statement of Purpose, internal whistleblowing process in place and known to staff, training in place, relevant qualifications within the appropriate timescales, staffing in place which promotes consistency and continuity, agency use as per regs, emergency plan in place, appropriate use of policies and procedures, appropriate management cover and mixed gender staffing profiles ( unless legal exceptions apply.) The RI promotes openness and accountability from staff

*Cross references to quality and purpose of care, children's views, wishes and feelings, education, health and well-being, enjoy and achieve, PROTECTION OF CHILDREN, health and well-being, positive relationships, care planning*

# What are the issues in recruiting a manager

- Registered Manager and Head of Care-Vacancy Analysis. [Registered-Manager-Vacancy-Research-December-2025.pdf](#) Dialogue.
- 19% -No Registered Manager in post (49% of these had no Manager at all)
- Rise in the number of homes (50% since 2021)
- Rise in the number of smaller homes
- Retention-often RMs leave to go to other sectors/roles (54% of survey stated they do not intend to be RMs in 3 years)



# What might deter a person for stepping up to RM?

- Watching others do it/deputising
- RM interview (intensity and inconsistency)
- Reg 28-experience and qualifications-limits the number of applicants
- Demands of the role
- Levels of responsibility as opposed to Senior/Deputy
- Ridiculous hours?
- All things to all men-how many shifts do your RMs do?
- Demands, consequences and intensity of inspection
- Lack of support from the organisation/organisational culture

•



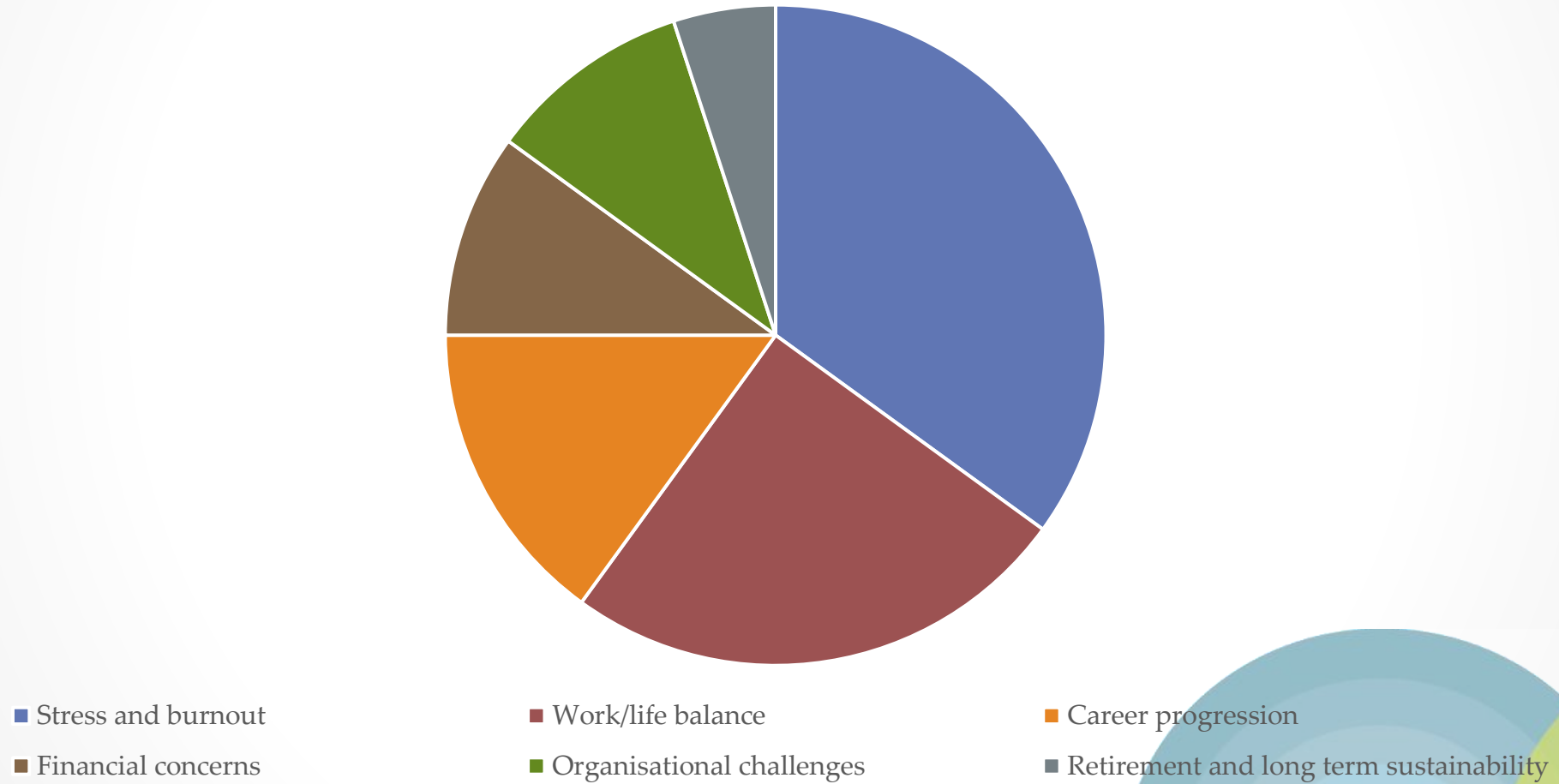
*“It’s a thankless task. There is so much responsibility and expectation within the role, the nature of the work, the projection, transference and counter transference from the children, their vulnerability, the risks they take, the trauma, the staff. The regulatory standards, the safeguarding, the health and safety, risk management and it feels that it all hangs on the Registered Manager.”*  
Registered Manager

*“Feel as though it is more pressure and responsibility these days. Feel that the purpose of me loving my role was to ensure the children in my care are loved, well cared for and prepared for life. Now it’s all about evidence, logs on logs, evidence on evidence, paperwork, paperwork.”*  
Registered Manager



# Why may RMs leave?

Reasons for leaving



# RM Retention/work satisfaction

- Celebrate achievement
- Respect
- Protect capacity/create capacity
- Work life balance
- Shared on call
- Actual support-what does it look like
- Helpful supervision and appraisal!
- Training
- Collaboration
- What else?

•



# Workforce data

- Ofsted May 2025:
- [Children's homes workforce census: Stage 1 findings](#)
- Surveyed managers reported a range of challenges around the suitability of applicants when filling care staff vacancies:
- not having the right experience (74%)
- the right skills (66%) or
- the right attitude or motivation (57%).
- visa issues as a challenge (13% in 2024 compared with 7% in 2023).
- One in five surveyed managers reported recruiting care staff from outside the UK since the start of 2023 (22%). Managers in the qualitative interviews perceived a reduction in international recruitment since the UK left the European Union.

•

# Knock on effects of recruitment issues?

- Cost to the organisation (financial/reputational)
- Inability to take placements
- Poor outcomes for children
- Poor outcomes from inspection
- Inability to recruit high status staff
- Inability to retain high status staff
- Lack of ability to grow staff
- Investment in training potentially wasted (high turnover)

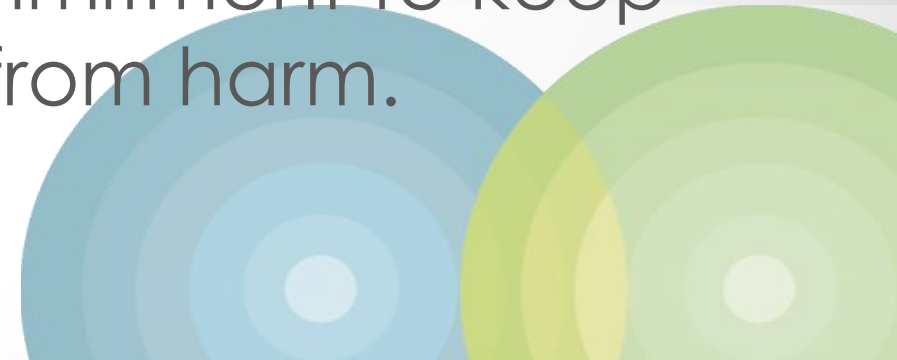
•



## Safer recruitment....

What is safer recruitment?

Safer recruitment is a set of practices to help make sure your staff and volunteers are suitable to work with children and young people. It's a vital part of creating a safe and positive environment and making a commitment to keep children safe from harm.



# SCIFF on workforce

- Careful recruitment and regular monitoring of staff and volunteers prevent unsuitable people from being recruited and having the opportunity to harm children or to place them at risk.
- The home is properly staffed and resourced to meet the needs of the children. Staff are suitably vetted and qualified and are able to deliver high-quality services to children and their families. Arrangements for recruitment and appraisals are robust and include children as appropriate.
- Social care providers must comply with both the Equality Act and the remit-specific regulations that require them to employ people who are fit, both physically and mentally, for the work.
- To comply with both laws, providers may give conditional offers of employment to potential employees after the recruitment process, subject to appropriate medical and health checks.

•

•



- **Be clear in the advert for the post you are recruiting to of the skills, abilities and expected values needed to fulfil the tasks required** and that these are clear in the person specification for the role.
- **Have a structured interview process** that includes attitudes and understanding of the diverse needs of children.
- **If offering an appointment to a role be clear this is subject to references, DBS and verification checks** based on the information provided.
- **Staff should not have access to working with children until all relevant checks and references are completed.**
- **Have a clear probation period and comprehensive induction process** that requires evidence the potential employee is able to meet the requirements of the job specification.
- **Where there is a concern that the worker is not meeting the probation and induction expectations, this is notified immediately to the person and reviewed not left to the end of the probation period.**



# Group work....

- How would you describe the culture of recruitment in your service / home / organisation?
- Do you review the processes carrying out the “think the unthinkable” test---- where are the gaps, do I have all the information I need, could the process let an abuser into this home? (think Ian Huntley (2003)– there had been approximately nine allegations of sexual misconduct made against him, Soham police had not been told this – hence the creation of what is now the DBS)
- Can you say you have reasonably mitigated risk ?
- Do Zoom interviews give you a complete picture? Are you still doing them – why ?
- Having gone back to face to face – what is the difference?
- Are you doing social media checks ? What is your identified protocol and process for doing this ?
- How are you managing the difficulties with recruitment/ balance with safeguarding requirements

•



# The RI Standard the workforce-evidence base

## Potential evidence :

- Reg 44 & 45 evidence-patterns and trends
- Ofsted reports, LA monitoring reports
- Staff views. Supervision/appraisal records
- Direct staff communication & observing RM relationship
- Regular visits to the home.
- On call support out of hours
- Statement of Purpose / contents, emergency plan
- Recruitment processes
- Retention rates



# The RI standard – the workforce – evidence base

- Rotas, agency (budget, % on rota)
- Training and attendance lists-impact analysis
- Induction/probation retention
- Up to date workforce plan
- Children's views, grumps, grumbles or complaints and links to staff ?
- Involvement in whistleblowing processes when they occur
- Change in culture , led from staff view and feedback?
- Investigation / disciplinary processes and outcomes
- Root cause analysis and findings
- Supervision and appraisal
- Staff morale , motivation etc
- Track progress of qualification achievement- remember the timescales!



# SCIE definition

- What is workforce development in social care?
- Workforce development helps to identify current trends and forecast future workforce structures that can help to meet service delivery requirements. This in turn can lead to the development and implementation of skills sets to raise labour productivity and increase social inclusion
- How else may you define it ?



Workforce  
Plan

The diagram features a central blue rectangular box with the text 'Workforce Plan' in white. This box is positioned on top of a large green pyramid. The pyramid is labeled 'PURPOSE' in white capital letters at its base. Two thin blue lines extend from the top corners of the blue box towards the top corners of the image, creating a wide 'V' shape.

**PURPOSE**

## **Reg13(2)(g)(i)**

The Registered Person must demonstrate that practice in the home is informed and improved by taking into account and acting on research and developments in relation to the ways in which the needs of children are best met;

**PURPOSE**

HOME

Experience & qualifications  
Management/staffing structure,  
Supervision arrangements  
Include your consultants and  
other professionals  
Induction & probation  
Core training (and timescales,  
such as safeguarding, H&S &  
mandatory qualifications)  
Performance/capability  
New training  
Training **needs** (link from  
appraisal)

## Workforce Plan

PURPOSE

HOME

# Workforce Plan

Analysis of events  
Appraisal  
New research  
New young people  
Regulation 44  
Commissioners visits  
Ofsted inspections  
**Regulation 45**

LEARNING

PURPOSE

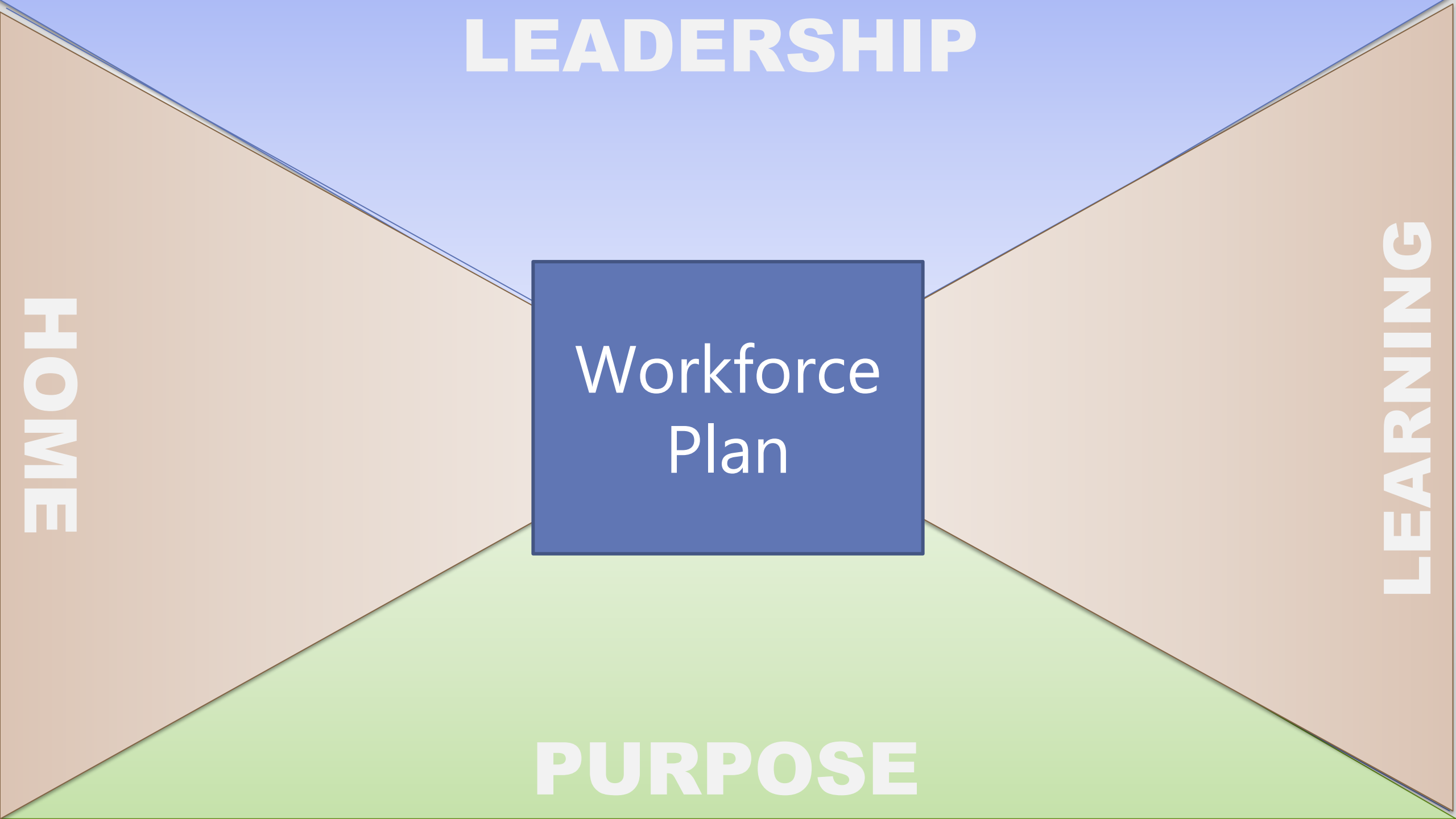
**LEADERSHIP**

**HOME**

Workforce  
Plan

**LEARNING**

**PURPOSE**



# Issues...

Regulatory breach

Should link to the overall strategic plan for the home / organisation- lacking one gives the message that you do not hold a strategic view

Absent or incomplete plan shows that you are not making explicit links to your Statement of Purpose

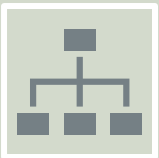
Indicates that you do not have a “joined up approach “ and are being reactive, especially around training

Can show that you are not making consistent links to recruitment – risk of not recruiting a breadth of skills / experience to your team

# Issues....



Not matching staff profiles to the needs of the young people and the Statement of Purpose



So a key document which indicates your grasp of a strategic approach, weaving the development plan through all aspects of the service / organisation.

# The five core workforce planning steps

- Deciding strategic direction and goals: workforce planning is a top down process requiring clear organisational direction and defined strategic goals to guide and inform strategic decisions
- Analyse existing workforce
- Develop your plan
- Implement workforce planning
- Monitor results and keep monitoring



## Plan for :

1. narrative around the vision , ethos , values of the home and the strategic link to all aspects of development.
2. ensure that the plan reflects the young people – skills , training , SoP, need, etc. Capturing their voices within it
3. training opportunities for staff from induction and onwards/ expected impact of training
4. staff , quals and skills profile (link to SoP)
5. CPD opportunities – link to R45, development plan- strategic and operational

SKILLS GAP ANALYSIS- useful to carry out



# What else? Are you sure about the effectiveness of these processes / practice from an RI perspective and from the perspective of the workforce?

- Induction / training - when were these last reviewed and linked to the needs of the home as expressed in the Statement of Purpose, workforce planning
- What does induction include?
- Policies; care planning; modelling.....what else?
- Shadowing- is it really shadowing or “in at the deep end” quite quickly?
- How do you measure its impact?
- Supervision- does it work , are you hearing about issues ( good and bad) when you speak with the Manager, are you sure it is up to date , robust , reflective and has challenge/learning?
- Culture
- Communication
- Relationships with young people
- Statement of purpose, policies , procedures including “whistleblowing.”.
- Anything else?



# Pause for thought....

- Are you secure in your knowledge , monitoring and input / fact finding in relation to all aspects of the workforce – policies , procedures , recruitment etc
- Any actions you need to take or areas to develop?
- Are you getting the information you need to inform your “supervision of the management of the home”?



# What next?

- Review your role and how you monitor , review and comment on the framework around the workforce
  - Does this form a key element of your supervision and meetings with the Manager?
  - Do you hold a developmental view with the Manager on workforce issues – strategic and operational?
  - Anything else...?
- 
- See you next time.

