

**Self  
Assessment  
Report  
June 2009**



**Contract Number CON 00129**  
**Salford City Council (WORKSTEP)**

# **CONTENTS PAGE**

<b><u>Content</u></b>	<b><u>Page</u></b>
Description of Provider	4-5
Details of Learning Areas and Programme Delivered	7
The Self Assessment Process	9-10
What Learners Liked about Supported Employment Services (Salford)	12-14
What Learners think could be Improved	16-18
Key Challenges	20
Overall Judgement	22
Capacity to Improve	24
Key Findings	26-38
Action Plan Part 1	40-49
Action Plan Part 2	51-58

# **DESCRIPTION OF THE PROVIDER**

## **Description of the Provider**

Salford City Council  
Supported Employment Services  
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**Geographical Area Covered:** Salford/Manchester.

The supported employment service started in Salford in 1994 as Salford Work Development Unit, part of the Salford City Council Community, Health and Social Services Directorate's Adult Disability day service provision for Adults with a learning disability.

In 2005 Salford City Council commissioned 'Pure Innovations' and a private consultant Sheila Deighton to look at employment services for people with disabilities in Salford and in particular Supported Employment Services. Sheila Deighton produced a report 'A Review of Specialist Employment Services in Salford (2006)'. The conclusions were that there should be a restructuring of the service bring together significant providers to deliver a single point of access to supported employment for all people with disabilities.

The Self Assessment Report (SAR) of 2008 discussed a number of changes which would affect the development of supported employment for people with disabilities in Salford. One of these changes was the merger of Salford's in house supported employment service with a private contractor. A second change concerned the retirement of the previous management all has now happened and Nigel Shields has been recruited to the position of Deputy Head of Operations with a specific role to lead and develop the WORKSTEP Contract.

The new management structure came into affect in December 2008 and in this time, as a team, we have embarked on a process of Self Assessment and Change. Subsequently, we have reviewed and re-educated people on the WORKSTEP Programme. This has resulted in a greater emphasis on progression. We have reviewed and changed paperwork, records and filing systems. This has resulted in a more open and logical way of working and dealing with the administrative aspects the work. The focus on review and change of WORKSTEP has had a knock on effect on all the other programmes delivered through Supported Employment Services as we have adopted a singular approach to everyone. These changes have had a major impact on the service delivered to learners as well as having a radical impact on the staff that has helped to move the service on. We now have in place a highly motivated team of people who have a clearer understanding of the intensions of government employment programmes. Our work has resulted in the development of a new Quality Monitoring Systems which brings together the Common Inspection Framework and the standards of the Commission for Social Care. In doing this we are in a better position to monitor change and achievement within and outside employment for people with disabilities.

In May 2009 we purchased the services of Pure Innovations (A grade One Provider) to look at the service and the systems which we have developed. Pure Innovations are the lead provider of a consortium of agencies with greater Manchester which delivers WORKSTEP. This consortium achieved a 'grade one outstand' result following their Ofsted Inspection in 2007.

Pure Innovations spent three days looking at our systems, visiting learners as well as viewing records. Their finds are they we are providing a very good service, excellent in most areas and acknowledge that we know our areas which we need to improve on.

This development is the preliminary stage of establishing a more ambitious supported employment service for people with disabilities in Salford. 'Phase two' of the service restructure, which is progressing, involves working towards a single point of access for people with disabilities in Salford. We will achieve this through providing a single referral route with one telephone number from which people will be referred to the area of specialist support that best meets their needs. Our approach is to build specialist disability employment support into the 'Skills and Work' initiative which has been developing in Salford. This will allow people with disabilities to have similar support to other jobseekers through a 'single point of access' to employment services. This will add value to Skills and Work by bringing together specialist advisors in: Learning Disabilities, Brain Injury, Mental Health, and Physical & Sensory Disabilities to deliver a range of programmes including WORKSTEP to support people with disabilities into employment.

Salford City Council through The Economic Regeneration Directorate has driven the local employment strategy through bringing a wide range of organisations to develop employment support and training to unemployed people in Salford. This venture is locally branded as 'Skills and Work' with distinctive blue and magenta advertisement throughout the city. The lead agency delivering 'Skills and Work' is 'Work Solutions' and operate out of four contact sites throughout Salford. In order to provide people with disabilities the same valued service as the rest of the population who are seeking work Supported Employment Services will use the same brand marks and the single access number and will operate under the 'Skills and Work' heading. Supported Employment Services moved in July 2009 from 65, Chorley Road to purposely refurbished premises in Salford this will provide accommodation for specialist agencies working to provide employment support to people with: Learning Difficulties, Mental Health Problems, Brain Injury, as well as people with Physical and Sensory disabilities.

These collective developments create better support opportunities for people with disabilities which will be seen as integral to the overall employment strategy in Salford. The Economic Regeneration Directorate of Salford City Council manage the activities of a 'Local Strategic Partnership' which produced 'The Salford Agreement 2008 – 2011'. This agreement demonstrates the intent and has established targets to increase the overall numbers of people in employment including people with disabilities.

The WORKSTEP programme is delivered by Supported Employment Services and is integral activity within the Salford Agreement. Supported Employment Services deliver: Work Awareness and Preparation, Work Experience, and In- Work Support helping people to gain paid employment within Salford and the Greater Manchester area.

SES has an 18-place contract to deliver the WORKSTEP programme funded by Jobcentre Plus; currently 17.5 places filled of which 15 Full Time 5 Part Time.

The Staff team, with responsibilities for delivery of all aspects of the service, consists of: Head of Operations, Deputy Head of Operations, Quality and Performance Officer, Employment Liaison Officer, 7 Employment Advisors and 1 Administrator.

This SAR reflects upon the service delivery and developments for 2008-09 and plans ahead for 2009-2010

**DETAILS OF  
LEARNING  
AREAS &  
PROGRAMME  
DELIVERED**

## **Details of Learning Areas & Programme Delivered**

The number of participants that received a Development Plan as part of the WORKSTEP Programme between 01/04/07 & 31/03/08 was 27, all referred from DEA from the local Jobcentre plus sites at within Salford. A cumulative amount of 27 participants were made up of 21 male and 6 female, of these all were British White. Three participants were progressed off the programme 2 male, 1 female both were British White. Three progressions went onto achieve Sustained Progression status and now receive yearly visits or courtesy telephone calls from SES. Two male learners left the programme. In this period there were 8 male referrals and 1 female.

DEA and all staff from within SES understand that for participants to gain access to the WORKSTEP Programme their long-term goal must be to work towards a minimum of 16 hours paid employment per week. All participants have opportunities to access training courses; participate in work trials, work placements and work preparation courses. Each participant is involved in compiling their development plan which identifies goals that will enable them to achieve the long-term goal of unsupported paid employment.

Historically DEA and staff at SES work closely together during the recruitment process; participants have the opportunity to discuss the WORKSTEP programme with a DEA, a member of SES staff or in some cases both DEA and SES staff have been present at such meetings. The venue for recruitment meetings can take place at the local Jobcentre Plus, SES Offices at 65 Chorley Road, Swinton, and the participant's home or at another venue on the participant's request.

SES receives referrals from within Community Health and Social Care from Social Workers, Community Psychiatric Nurses, Occupational Therapists and after an intense period of profiling a referral to the WORKSTEP provision will be discussed with the participant.

SES is committed to using a person centred approach and participants are encouraged and reassured that they can work towards 16 hours employment at a pace that they are comfortable with.

**SELF  
ASSESSMENT  
PROCESS**

## **The Self Assessment Process**

The SAR was prepared by in part John Clarke (Head of Operations) Nigel Shields (Deputy Head of Operations) and Alan Matthews (Quality and Performance). To accomplish this we interviewed participants, parents/carers (where appropriate), employers and staff members of the SES. SES used Students to conduct interviews. Paid personnel are not permitted to interview any participant or employer that they were directly working with. The management team at SES also carried out other quality assurance activities such as file checks and observing staff perform the 5 key task areas.

Salford City Council through Supported Employment Services is continually working towards becoming a "service of excellence". To do this we have interviewed the people who use our service and the staff who deliver the service.

Supported Employment Services sees this 'Self Assessment Report' as an ideal opportunity to identify areas of expertise and good practice. It also highlights any areas that require improvement and gives us the opportunity to plan how we can turn such issues into strengths.

In December 2007 Ofsted inspected the WORKSTEP Contract number CON 00129. Ofsted graded the WORKSTEP Provision as a Grade 3 satisfactory service. Since this inspection significant developments have taken place within SES to improve on this grading. Our process and procedures have changed and have been implemented across both WORKSTEP Contract and Service delivery for people who use Supported Employment Services but are outside the remit of WORKSTEP. We have done this to ensure that our learning as Managers and Providers is reflected in service delivery and improves the level of consistency is experienced by all participants.

The SAR of 2008 highlighted a significant number of 'Key Challenges' or areas of development. The progress in this work is as follows:

We have responded to the requirements of local DEA in terms of the numbers of learners we support and increase the number of referrals from DEA's. This has been achieved through regular meetings with the DEA's as well as increasing the numbers of progressions of people who are engaged in the WORKSTEP programme.

We have employed for the vacant position of Deputy Head of Operations. Nigel Shields will take a lead on the WORKSTEP programme and have team operational responsibility.

We have continued to develop more job opportunities within the Local Authority through working in partnership with Work Solutions.

We are working to develop job opportunities and establish links with the NHS through Jobcentre Plus as well as Basic the brain injury charity which has direct links with the NHS.

We have reviewed and developed the team and management structure and re-designated personnel to focus on the key areas of Employer Liaison and Quality & Performance Management.

We have commenced sharing resources and jointly occupation of the new Employment Service at St Georges with: Mental Health, Basic, Physical & Sensory Services, and re-branded under Skills and Work.

We have continued to improve training opportunities in Advice and Guidance and the Diploma in Supported Employment. Two members of staff are working towards the Diploma in Supported Employment and two members of staff are working towards the Certificate in Supported Employment.

We have completed a review and implemented significant changes to the filing systems and Streamlined Referral and Operational Documents. This was achieved through team training and away days in which we reviewed our entire systems.

We have improved information left with employers through re-branding, redesigning information brochures and introduced learner folders within the work place.

We have developed the Quality Assurance Procedure and explore how we can ensure that we continue to offer the highest levels of support to learners and employers.

We have adopted a single operational approach to all people who need support whether they qualify for WORKSTEP support or not. This has been achieved through adopting and using common records for everyone.

We have worked to develop Quality Assurance Standards reflect the service ethos excellence for all. This has been achieved through looking at and reviewing standards that measure hard and soft outcomes.

We have used the services of Pure Innovation a grade 1 provider and lead in the consortium of four providers in Greater Manchester to review our services. Their conclusions are that we are now an excellent service and fit for purpose to provide quality support if and when the consortium expands following the replacement of WORKSTEP.

We have successfully used Direct Payments to assist a learner with in-work support. This learner is not currently on the WORKSTEP programme. However, we recognise the precedent for future developments.

We have developed links with the Broughton Trust who provides non-credited basic skills to assist learners.

We are working with our partners in the learning difficulty service to develop further National Proficiency Test Certificate opportunities (NPTC) following the assessment training of staff.

We have retained the Full Assurance award from the JCP Audit Team.

We are working to ensure that local employers want to work with our service through good quality employer support provided through the appointment of the Employer Liaison Officer.

**WHAT  
LEARNERS  
LIKED ABOUT  
S.E.S**

## Learner Survey

### What learners like about Salford City Council Supported Employment Services

The following information is provided as a result of an independent survey carried out by a MA Social Work Student who undertook a 100 day placement within the Supported Employment Service. No paid personnel contributed to the collection and compilation of the following information. An average of 16 learners responded to the survey out of 21 learners.

#### ***How satisfied are you with the working relationship between yourself and the supported employment staff?***

13 out of the 16 learners said that they were extremely happy, 2 learners were happy and 1 learner was satisfied with the relationship. We take into consideration that 5 people have not responded to this survey.

#### ***How satisfied are you with the speed that the supported employment staff respond to your problems or concerns?***

10 out of the 16 learners said that they were extremely happy, 2 learners were happy 1 person was satisfied and 1 person was dissatisfied with our response. We take into consideration that 5 people have not responded to this survey.

#### ***How satisfied are you with the advice, guidance and support you receive from the supported employment staff?***

12 out of the 16 learners said that they were extremely happy, 4 learners were happy with the advice, guidance and support. We take into consideration that 5 people have not responded to this survey.

#### ***How satisfied are you with the review process?***

13 out of the 16 learners said that they were extremely happy, 3 learners were happy with the review process. We take into consideration that 5 people have not responded to this survey.

#### ***Do you felt that the job matches the choices you made in your vocational profile?***

11 out of the 16 learners said that they were extremely happy, 4 people were happy 1 person was satisfied with the job match. We take into consideration that 5 people have not responded to this survey.

#### ***Are you still happy with the job that you have?***

15 out of the 16 learners said that they were extremely happy, 1 learner was happy with the job that they have. We take into consideration that 5 people have not responded to this survey.

#### ***Are you satisfied with the support you receive to help you with your job?***

12 out of the 16 learners said that they were extremely happy, 3 learners were happy 1 learner was satisfied with the support. We take into consideration that 5 people have not responded to this survey.

***Have you been given support/information to help you improve your basic skills?***

8 out of the 16 learners said that they were extremely happy, 3 learners were happy 1 learner was satisfied 2 learners were dissatisfied and 2 learners said that they were extremely dissatisfied with the support/information to improve basic skills. We take into consideration that 5 people have not responded to this survey.

***Are you satisfied with the training you get to help you develop in your job?***

12 out of the 16 learners said that they were extremely happy, 3 learners were happy 1 learner was satisfied with the training they receive. We take into consideration that 5 people have not responded to this survey.

***Are you treated fairly and equally in your workplace?***

15 out of the 16 learners said that they were extremely happy, 1 learner was happy and felt that they were being treated fairly and equally at work. We take into consideration that 5 people have not responded to this survey.

***How satisfied are you with the progress you have made in your job?***

12 out of the 16 learners said that they were extremely happy, 4 learners were happy with the progress you have made. . We take into consideration that 5 people have not responded to this survey.

***Is your confidentiality respected, are meetings held in a private room?***

11 out of the 16 learners said that they were extremely happy, 3 learners were happy 1 learner was satisfied that their confidentiality was respected. We take into consideration that 5 people have not responded to this survey.

**ABOUT WORKSTEP**

***Have you been given both verbal and written information about the WORKSTEP Programme?***

10 Learners said yes, 2 people said No and 4 people were unsure.

***How easy was the WORKSTEP handbook to understand?***

6 learners said it was very easy whilst 4 learners said it was easy. 4 Learners could not remember receiving a handbook and 2 learners said that they had not had a handbook.

***If there were things in the handbook you didn't understand did your employment advisor fully explain them to you?***

5 out of the 16 learners said that they were extremely happy that things were explained, 4 learners were happy. . We take into consideration that 5 people have not responded to this survey.

***How useful was the information you get from the WORKSTEP handbook?***

6 out of the 16 learners said that they were extremely satisfied, 3 learners were satisfied 1 learner was dissatisfied with the usefulness of the hand book. We take into consideration that 5 people have not responded to this survey.

***Does the WORKSTEP Programme give you the support that you feel you need?***

13 out of the 16 learners said that they were extremely happy, 2 learners were happy 1 learner was satisfied with the support of the WORKSTEP Programme. We take into consideration that 5 people have not responded to this survey

***Would you recommend supported employment services to friends and family?***

11 or of the 16 learners surveyed were extremely happy, 5 learners were happy to recommend Supported Employment services to friends and family. . We take into consideration that 5 people have not responded to this survey

**WHAT  
LEARNERS  
THINK CAN  
IMPROVE**

## **What learners think Salford City Council Supported Employment Services can Improve**

We cannot ignore the reality that 5 out of 21 learners had not responded to the questionnaire which is significant. However, because of this we recognise that it is difficult to fully appreciate what every learner thinks about the supported employment service within this SAR. In reality this leads the managers into a further development for the service and that is: How can we improve the level of information which we receive from the learners? The newly established Quality Assessment Measure is intended to have a comprehensive overview of the effect of the service on the lives of the learners and will for the next SAR have a collection of objective and subjective data which can be used to assess the effectiveness of the service as well as what learners think.

We recognise that the current contract is for 18 full time WORKSTEP places and with some places being occupied on a part time basis that this has allowed 21 learners to participate. The following information is weighted towards the learners whose views differed from the majority in order to raise questions which could lead to service improvements.

### ***How satisfied are you with the working relationship between yourself and the supported employment staff?***

1 learner was satisfied with the working relationships between staff and 2 learners were happy that is 3 out of 16 who were not extremely happy with the service at the time of asking. As a result of this we will consider actions which will look at making further improvements in working relationships.

### ***How satisfied are you with the speed that the supported employment staff respond to your problems or concerns?***

1 Learner was dissatisfied with the speed and response and 2 people were happy. As a result of this we will consider actions which will look at making further improvements which will lead to the establishment of targets in terms of response time to problems and a service improvement a consideration of a helpline.

### ***How satisfied are you with the advice, guidance and support you receive from the supported employment staff?***

4 people we happy with the advice, guidance and support. However, we recognise there is a gap between the 12 people who were extremely happy and we need to consider improvements to advice and guidance. This is a training issue which will be dealt with within the next few months. We take into consideration that 5 people have not responded to this survey.

### ***How satisfied are you with the review process?***

3 people we happy with the review process and 13 were extremely happy. This will lead the service to look at how reviews are held and the circumstances under which they are conducted as part of the service development.

### ***Do you feel that the job matches the choices you made in your vocational profile?***

1 person was satisfied and, 4 learners we happy with the job match which they had. We recognise that it is often unrealistic for everyone to have the job that they would be suitably matched towards, but this should not prevent the service from enabling learners to have robust career/development plans which will lead towards their ideal job match. We will consider the quality of the development plans as a point of action.

### ***Are you still happy with the job that you have?***

1 learner was happy with the job that they have. Similar to the answer above we will need to look at the quality of development plans and in some cases the person centred circumstances in which these take place in order to develop the correct course of action which suit the learners needs.

### ***Are you satisfied with the support you receive to help you with your job?***

1 learner was satisfied and 3 learners happy with the support they received. We need further data which narrows down the difference between the people who are not quite as happy as those who are extremely satisfied as well as developing the necessary actions from this information.

### ***Have you been given support/information to help you improve your basic skills?***

2 learners said that they were extremely dissatisfied with the support/information to improve basic skills. 8 out of the 16, 50% were not extremely happy. We have made some important links in with organisations as with the Broughton Trust which assist people to improve their basic skills. Subsequently, we need to ensure and provide evidence that people are given the opportunities and support to engage in these activities as well as their work based training.

### ***Are you satisfied with the training you get to help you develop in your job?***

Please see above. We need to work with employers to analyse the effectiveness on trainees whom make have additional learning needs to improve their level of understanding/participation.

### ***Are you treated fairly and equally in your workplace?***

1 learner was happy and 15 felt extremely happy that they were being treated fairly and equally at work. We need to ensure through our work assisting employers to improve their 'Diversity Strategies' that equality is taken seriously and is reflected with evidence that people are treated equally and fairly at work. .

### ***How satisfied are you with the progress you have made in your job?***

4 out of 16 learners were happy with the progress you have made. . Again we need to look at how development plans are constructed, implemented and analysed to ensure that we work in collaboration with employers and others to improve how the person progresses at work.

### ***Is your confidentiality respected, are meetings held in a private room?***

1 learner was satisfied and 3 happy out of the 16 responders. This will lead to consideration and changes in the way we meet as well as seeking permission to discuss private and personal information.

## **ABOUT WORKSTEP**

### ***Have you been given both verbal and written information about the WORKSTEP Programme?***

2 people said No and 4 people were unsure 10 Learners said yes. We will take action to ensure that the service improves the written and verbal information. This action will be evidenced in staff training, documentation and feedback/minutes of meetings.

***How easy was the WORKSTEP handbook to understand?***

4 Learners could not remember receiving a handbook and 2 learners said that they had not had a handbook. We will ensure that all learners receive information as well as considering the effectiveness of the current handbook.

***If there were things in the handbook you didn't understand did your employment advisor fully explain them to you?***

We will review the effectiveness of information within the handbook and the use of this information with employers as a point of action. If necessary we will provide specific training to employers that will ensure that they are equipped to provide the necessary information to learners. In addition, as support, we will ensure that we are able to act to support the relationship between the employer and learner if necessary.

***How useful was the information you get from the WORKSTEP handbook?***

1 learner was dissatisfied 3 learners we satisfied with the usefulness of the hand book. We will work with learners directly to improve the effectiveness and helpfulness of the WORKSTEP Handbook.

***Does the WORKSTEP Programme give you the support that you feel you need?***

1 learner was satisfied 2 learners were happy with the support of the WORKSTEP Programme. We will consult with learners to identify areas where more support is needed through the programme and provide evidence through team meetings, job consultation notes and development plans

***Would you recommend supported employment services to friends and family?***

We will endeavour to improve our service so that more people are able to recommend this service to others. This will receive specific attention through the team and as such will be evidenced within team meeting actions.

# **KEY CHALLENGES**

## Key Challenges

### **How well learners achieve.**

- We need to continue to expand the network of learning assistance to learners in their geographical areas.

### **How effective are teaching, training and learning.**

- We need to work more effectively with other training providers in measuring the learners progress
- We need to develop a better questionnaire system for monitoring of participant and employers.
- We need to design a Person Centred process that will allow for the job search to be continual and not to be interrupted by loss of SES staff

### **How well do the programme and activities meet the needs and interests of learners?**

- We need to explore how we can attract more female participants to the programme.
- We need to explore how we can attract people from ethnic minorities to the programme.
- We need to support local employers in ensuring that their information is also available in different formats
- We need to improve marketing information in a variety of format for learners and employers that focuses primarily on WORKSTEP.
- We will provide specific training to employers that will ensure that they are equipped to provide the necessary information to learners. In addition, as support, we will ensure that we are able to act to support the relationship between the employer and learner if necessary.

### **How well learners are guided and supported.**

- We need to review and update all our sales and marketing material for learners and employers and ensure it is available in different formats.
- We need to work with partners to support more participants in travelling to and from work without Access to Work funding where appropriate
- We need to improve the support to learners need more intensive assistance over long periods of time. This will be addressed through the use of Direct Payments and the employment of Personal Assistants.
- We will endeavour to improve our service so that more people are able to recommend this service to others.
- We will consult with learners to identify areas where more support is needed through the programme and provide evidence through team meetings, job consultation notes and development plans
- We will work with learners directly to improve the effectiveness and helpfulness of the WORKSTEP Handbook.
- We will ensure that all learners receive information as well as considering the effectiveness of the current handbook.

### **How effective are leadership and management in raising achieving and supporting all learners.**

- We need to continue to improve progression rates over the current number of progressions per year.
- We need to improve our engagement timescale following referral
- We need to improve our engagement with staff to help them to influence how the service is managed and directed
- We need to find sufficient funds for staff to access NVQ 3 Advice & Guidance
- We need to improve training opportunities ensuring all staff have attended the Employer Engagement Course.
- We need to provide more learning opportunities for staff to gain a qualification in Supported Employment or Advice & Guidance.

# **OVERALL JUDGEMENT**

## **OVERALL JUDGEMENT**

### **EFFECTIVENESS OF PROVISION.**

Supported Employment Services has a whole organisation made significant changes since the introduction of the new management for WORKSTEP in November 2008. These developments have seen more involvement with the staff and transparent discussions on the policies and procedures which support learners who are either on WORKSTEP or receiving support from other forms of programmes. In reality we have adopted all the WORKSTEP forms to cover everyone as well as adopting the 'Common Inspection Framework' for all of the job seekers who seek the support of Supported Employment Services.

The service now has a simple referral procedure followed by an Initial Interview which gathers basic information on the learner's needs, aspirations and barriers to employment. We will then allocate an appropriate Employment and Training Advisor who will consider the overall support needs of the learner and a MAP or PATH (planning tool) may be used in which we gain the support of other people including carers throughout the whole process. Once we have the correct support and information we can move to complete a Vocational Profile. This is a comprehensive assessment of the persons learning, support needs and aspirations we can assist the learner through the process of finding a job as well as looking at appropriate learning requirements in the community.

The introduction of an Employer Liaison Officer has meant that information gathered by the Employment and Training Advisors at assessment can be acted on through researching and liaising with appropriate employers. This has provided exceptional links with employers which market the effectiveness of Supported Employment as a product to employers as well as the support service to people with disabilities. In this way we can be measured by our success in assisting employers to create diversity in the work place as well as our success in finding long term meaningful employment for the learners who use supported employment services.

In going through change management and staff have restructured paperwork and filing systems so that all records are more accessible. This has meant keeping relevant working information filed in logical order whilst other none relevant information, filed in other ways.

Our changes in recording systems are also visible in records which are kept with employers and new folders have been introduced to keep appropriate information safe and accessible.

We recognised that we needed to improve Leadership and Management to deliver an effective service. In doing this we have created a Quality Monitoring system to be used in team meeting and job consultation. This system links the Common Inspection Framework and quality standards acknowledge by the Care Standards Act (2000) monitored through CSCI. This linkage is our attempt to acknowledge partnership with other providers and to understand and deliver valued outcomes for the people we support. Now we can monitor the evidence of our effectiveness in terms of work and learning as well as evidencing the other development which may occur in a person's social life. For example, the employed person now has more friends and participates in other activities.

Our collective response to improving Leadership and Management has seen greater, bottom up as well as top down thinking. This has led to change with personnel deciding on the forms and the procedures needed to engage with people appropriately as well as better involvement in training and the creation of a new Induction Process. The results of this have been an overall improvement in confidence within the service which can be seen in: team engagement, employer engagement, work with learners and carers and outcomes from Job Consultation.

In preparation for our Ofsted Inspection and this SAR we purchased the services of Pure Innovations Ltd a Grade 1 Outstanding Provider to look at our operational and managerial effectiveness. Two consultants engaged with the service visiting learners at work, employers, service managers and other significant senior people within the Local Authority. Their findings are that Supported Employment Services are delivering an excellent service.

# **CAPACITY TO IMPROVE**

## **CAPACITY TO IMPROVE**

This Supported Employment Service has sound underpinning values based on Inclusion and the rights of any person, regardless of disability, to play a full and active part within their communities. Our capacity to improve is measured by our overall success in these areas. Subsequently, the introduction of the Quality Monitoring Systems is intended to seek out the facts in connection to our overall effectiveness in Planning with People (learners) the use of additional resources as with MAP and PATH (Planning tools)

## **SUMMARY OF GRADES**

<b>How well learners achieve</b>	<b>1</b>
<b>How effective are teaching, training and learning.</b>	<b>1</b>
<b>How well do the programme and activities meet the needs and interests of learners.</b>	<b>1</b>
<b>How well learners are guided and supported</b>	<b>1</b>
<b>How effective are leadership and management in raising achieving and supporting all learners.</b>	<b>1</b>

# **KEY FINDINGS**

## Key Findings

### Q1 – How well do learners achieve

Commentary	Grade
<p>Each person on WORKSTEP has an initial Development Plan which progresses to a Work Search Development Plan that is reviewed at least every 6 months. The Employment Advisor (EA) writes the plan in partnership with the participant and others if necessary. The Development Plan identifies long and short term job goals with actions involving the learner, family (if necessary) and the EA. If the learner decides on a new career path, then a new Development Plan is written and again reviewed after 6 months.</p> <p>Each learner and their employer attend regular monitor meetings to assess progress and set new goals and actions. The monitors highlight training needs as well as recognising achievements and qualifications.</p>	1

Self assessment framework	Key strengths	Key weaknesses	Grade
<p>1.1 Learner's success in achieving challenging targets, including qualifications and learning goals, with trends over time and any significant variations between groups of learners</p>	<ul style="list-style-type: none"> <li>• Excellent attendance and punctuality in work</li> <li>• Good opportunities for informal and formal training and achieving accredited and non-accredited qualifications</li> <li>• Good opportunities for personal and social development</li> <li>• Learners feel involved in planning and goal setting</li> <li>• Learners are happy with the jobs they are doing</li> <li>• Standards of goal setting on Development Plans has improved to an excellent standard</li> <li>• Learners and employers value the service and would recommend it to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting at work reviews need to be at a similar standard to that of the initial development plans</li> <li>• Questionnaires for learners and employers need to be completed more effectively</li> <li>• Need to improve upon completion rates for observing staff in the 5 key areas</li> <li>• Asset system needs to be used more effectively to help us to highlight trends between groups of learners</li> </ul>	1
<p>1.2 The standards of learner's work in relation to their learning goals</p>	<ul style="list-style-type: none"> <li>• Good use of TSI</li> <li>• Good use of data collection</li> <li>• Good monitoring systems and robust procedures are in place to track learners standard of work</li> <li>• Excellent feedback from employers at monitor visits</li> </ul>	<ul style="list-style-type: none"> <li>• We need to improve progression rates over the current number of progressions per year</li> <li>• Need to work more effectively with other training providers in measuring the learners progress</li> </ul>	2

	<ul style="list-style-type: none"> <li>• Creative, realistic and achievable goals that are varied, diverse and tailored to meet the requirements of the learner and the employer</li> <li>• Excellent, valued and continual support offered to learner even after sustained progression</li> </ul>		
<p>1.3 Learner's progress relative to their prior attainment and potential with any significant variations between groups of learners.</p>	<ul style="list-style-type: none"> <li>• Good vocational profiling prior to job matching</li> <li>• Good feedback during monitor visits</li> <li>• Learners are signposted effectively to colleges and other training providers. Eg Salford College.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to look at setting up a system that is tailored for learners whose immediate goals are not 16 hours paid employment</li> <li>• Need to design a process that will allow for the job search to be continual and not to be interrupted by loss of SES staff</li> </ul>	1.
<p>1.4 The extent to which learners enjoy their work</p>	<ul style="list-style-type: none"> <li>• High attendance and punctuality as highlighted on monitor forms and COE</li> <li>• Learners enjoy their jobs and feel that they are in a job that they have chosen.</li> <li>• Excellent retention rates with many learners having over 18 months service with their employers and leavers only coming out of work due to non-work related issues or redundancy</li> <li>• Learners display good attitudes, strong work ethics and an enthusiasm for work that is infectious in their respective workplaces</li> </ul>		1

Reference	Evidence
1.1, 1.2, 1.3, 1.4 1.1, 1.2, 1.4	Development Plans, Progressions, File checks Monitor visits, with input from participants and supervisors
1.1, 1.2, 1.3, 1.4	Copies of certificates
1.1, 1.3, 1.4	Records of training and qualifications
1.1, 1.2, 1.3, 1.4	Feedback from learners and employers
1.1, 1.2, 1.3, 1.4	Certificates of employment
1.4	

## Q2 – How effective are teaching, training and learning?

Commentary	Grade
Each learner develops a Vocational Planning Profile which identifies individual short and long term goals. The Vocational Profile evolves with the learner. Each WORKSTEP participant has a development plan outlining employment goals and any relevant training. Any on the job training that is identified is trained using TSI, collecting data to show that learning has taken place. Advice can be given for other courses that participants may need, such as Basic Food Hygiene, Moving and Handling NVQ Level 1 in cleaning etc.	1

Self assessment framework	Key strengths	Key weaknesses	Grade
2.1 How well teaching and/or training, and resources promote learning, address the full range of learners' needs and meet course or programme requirements.	<ul style="list-style-type: none"> <li>• Good on and off the job training</li> <li>• Good use of individual profiling</li> <li>• Good use of TSI and data collection</li> <li>• Excellent action planning in Development Plans</li> <li>• Good job matching</li> <li>• Excellent links with Access to Work</li> <li>• All SES staff are trained in delivering TSI training</li> </ul>	<ul style="list-style-type: none"> <li>• Poor completion rate of participant and employer questionnaires</li> </ul>	1
2.2 The suitability and rigour of assessment in planning and monitoring learner's progress	<ul style="list-style-type: none"> <li>• Good use of development planning</li> <li>• Good completion rates of monitors</li> <li>• The majority of SES staff have teaching/training qualifications</li> <li>• Excellent support in overcoming barriers to gaining and sustaining employment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient staff observations completed to check staff training, evaluating and reviewing participant learning</li> </ul>	1
2.3 The identification of, and provision for, additional learning needs	<ul style="list-style-type: none"> <li>• Good use of Access to Work for specialist equipment or travel to and from work</li> <li>• Good links with Disability Resource</li> <li>• Good use of accessible communication</li> <li>• Creative use of "jigs" or aides to memory, such as pictures, tick lists etc</li> </ul>	<ul style="list-style-type: none"> <li>• Support more participants in travelling to and from work without Access to Work funding where appropriate</li> </ul>	1

Reference	Evidence
2.1	Individual files; NDPI and data collection;
2.2, 2.3	Vocational Planning Profiles
2.1, 2.2, 2.3	Monitor forms, development plans, fast track questionnaires
2.1, 2.2, 2.3	File checks, questionnaires & observations
	Ofsted report

### Q3 – How well do the programme and activities meet the needs and interests of learners?

Commentary	Grade
<p>Each learner has a development plan outlining employment goals, their ambitions, their needs and their aspirations. Plans are continually amended as the learner works towards paid employment and these are reviewed as a minimum of twice a year.</p> <p>Non-employment goals are also negotiated and agreed upon with the learner. These goals could be linked to further training/qualifications, or meet the needs of the learner's social and personal requirements.</p> <p>The programme offers a diverse range of activities that empower people to actively participate in their planning and job search. Work preparation courses and work placements are made available to learners who need extra time and support in achieving 16 hours paid employment.</p>	1

Self assessment framework	Key strengths	Key weaknesses	Grade
<p>3.1 The extent to which programmes or activities match learners aspirations and potential, building on prior attainment and experience</p>	<ul style="list-style-type: none"> <li>• Robust initial assessment is carried out to ensure that the learner understands the programme and that it can meet their needs</li> <li>• Excellent profiling process that is person centred and tailored to meet the persons needs</li> <li>• Excellent opportunities exist to try different jobs in a wide range of environments are available to learners in the form of work trials or work placements</li> <li>• Good systems in place to encourage learners to make decisions on what activities, training and career they would like to do</li> <li>• Good opportunities exist to explore further training or acquire further qualifications</li> <li>• Local DEA rates the SES a good WORKSTEP Provider in the area</li> </ul>	<ul style="list-style-type: none"> <li>• People who are assessed as job ready by the DEA have to wait too long to receive a service from a named member of the team</li> </ul>	1

<p>3.2 How far programmes or curriculum meet external requirements and are responsive to local circumstances</p>	<ul style="list-style-type: none"> <li>• Good opportunities exist for learners who require external requirements</li> <li>• The service has developed an excellent network with other providers who have particular expertise in supporting learners with additional support needs or who may have unique barriers to employment</li> <li>• Rapid and effective responses to DEA requests for support for learners who require support in interviews and job retention cases</li> </ul>	<p>Need to continue to expand the network of learning assistance to learners in their geographical areas.</p>	
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Reference	Evidence
3.1, 3.2	SES Procedures, staff inductions, file checks, VPP, Development Plans and DEA quote in December 2007 Customer Care Report Ofsted Report

## Q4 – How well are learners guided and supported?

Commentary	Grade
<p>Each learner is assessed by their DEA to ensure that the WORKSTEP Programme is the right provision. The SES has a strong and effective procedure in place that enables us to consult with the learner on a regular basis. This process of profiling ensures that learners express their employment goals and by further assessments we can identify their aspirations and also identify how we can overcome any existing or potential barriers to the learner's choice of employment. The learner will design and agree upon a development plan and these plans are reviewed and updated a minimum of twice per year. The key goals focus around the career choice and any training needs, however other goals will be agreed upon that will develop wider skills and maximise chances of gaining and sustaining paid employment. These could well be to broaden the learners Social Network in order to increase support and the involvement of other people.</p>	1

Self assessment framework	Key strengths	Key weaknesses	Grade
<p>4.1 The care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards</p>	<ul style="list-style-type: none"> <li>• Excellent support in place that empowers learners to take responsibility in job search activities</li> <li>• Good systems that encourage the setting of short &amp; long term goals</li> <li>• Good evidence of goal setting that develops wider skills and promotes opportunities for the learner to achieve softer outcomes</li> <li>• Excellent support systems in place that enable the learner and employer to receive support after sustained progression</li> <li>• Flexible and creative training opportunities available to learners</li> <li>• Strong links with other training providers</li> <li>• Effective procedures and systems in place to ensure that learners are able to progress and develop in a safe working environment</li> <li>• Effective use of Access to Work</li> </ul>	<ul style="list-style-type: none"> <li>• Not all staff possess a qualification in Advice &amp; Guidance.</li> <li>• Some learners need more intensive assistance over long periods of time which is a drain on resources. This will be addressed through the use of Direct Payments and the employment of Personal Assistants.</li> </ul>	1

	<ul style="list-style-type: none"> <li>• Good and long standing relationship with Access to Work Team</li> </ul>		
<p>4.2 The quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and, where applicable, career progression</p>	<ul style="list-style-type: none"> <li>• Effective systems in place within Salford City Council to have SES information translated into a variety of formats</li> <li>• Strong and effective support offered to learners in exploring, enrolling, attending and completing courses and training programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Require marketing information in a variety of format for learners and employers that focuses primarily on WORKSTEP</li> <li>• Need to support local employers in ensuring that their information is also available in different formats</li> </ul>	1

Reference	Evidence
4.1 & 4.2	<p>File checks on Health &amp; Safety documents, risk assessments, TSI material that uses symbols and photographs, work placement checklists. In House Work preparation.</p> <p>Examples of Development Plans in symbol format.</p> <p>SES information leaflet in symbol format</p>

## Q5 – How effective are leadership and management in raising achievement and supporting all learners?

Commentary	Grade
<p>Staff employed to deliver the programme are all suitably qualified and experienced.</p> <p>Recruitment to the Service is through detailed job and person specifications and carried out in line with the Councils recruitment and selection procedure.</p> <p>The SES has premises which are accessible and there are plans in place for the service to move into newly refurbished accommodation which will be shared with workers with other specialists in the field of supported employment. Staff have access to the necessary equipment to carry out their tasks safely and effectively</p> <p>A thorough and effective induction is carried out with new staff shadowing staff who have key skills, knowledge, expertise and experience around WORKSTEP and supporting people with disabilities into employment.</p> <p>All staff undergo the SES Training in Systematic Instruction course and the Employer Engagement delivered in house. All staff have access to comprehensive staff development within the Council and staff have to participate in monthly supervisions and annual Employee Appraisals.</p> <p>A Quality Assurance Programme is in the process of being developed we envisage this to be operational in 2008/9 which will have a positive impact on the quality of service delivery to learners and employers. The programme will involve gaining feedback from participants, employers, parents and SES staff on their experiences of working with our service. File checks on the file of the learners are also carried out with staff at their supervisions. Staff are also observed in completing their duties. This will enabled us to raise our standards, share good practice, identify areas of expertise and also allow us to identify areas where we need to raise the bar in terms of the quality of service we deliver.</p> <p>All staff have a monthly Job Consultation meetings with their line manager ad as well as weekly Team Meetings</p>	1

Self assessment framework	Key strengths	Key weaknesses	Grade
<p>5.1 How effectively performance is monitored and improved through quality assurance and self assessment</p>	<ul style="list-style-type: none"> <li>• Some quality assurance procedures in operation</li> <li>• Committed team that are working on the new QA procedure</li> <li>• Good evidence of sharing best practice with other agencies. Consortium members are giving advice and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough observations or questionnaires carried out in 2007</li> <li>• Staff feel insecure on changes within Supported Employment.</li> </ul>	1

	<ul style="list-style-type: none"> <li>• Good commitment to improvement via the SAR</li> <li>• Good supervision and appraisal system that is valued by staff</li> <li>• Excellent levels of communication displayed by weekly team meetings where WORKSTEP has a permanent slot on the agenda</li> <li>• Staff are happy with the level of support they receive from management with positive feedback gained around supervisions, appraisal and training opportunities</li> </ul>		
<p>5.2 How effectively leaders and managers at all levels clearly direct improvement and promote the well being of learners through high quality care, education and training</p>	<ul style="list-style-type: none"> <li>• Good commitment to improvement by staff at all levels</li> <li>• Good staff development programme</li> <li>• Excellent links from Team Manager to Service Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient funds for staff to access NVQ 3 Advice &amp; Guidance</li> <li>• Require a written formal procedure for participants who are ready to progress into mainstream employment</li> </ul>	1
<p>5.3 How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential</p>	<ul style="list-style-type: none"> <li>• Good systems in place to ensure that we only work with employers who have an effective Equal Opportunities Policy in place</li> <li>• Disability Awareness training offered to all employers</li> <li>• Excellent training for staff around equal opportunities are available to staff in a variety of formats such as induction, formal training.</li> <li>• All staff have had Specialist Training in Welfare Benefits.</li> <li>• Strong and robust equal opportunities policy in place</li> </ul>		1

	<ul style="list-style-type: none"> <li>• Excellent use of promoting the DDA to local employers in terms of making reasonable adjustments at recruitment stage (working interview, support at interview) to on the job adjustments to tasks, start times</li> <li>• Excellent success rates in job retention cases where people who have acquired a disability with to return to their place of employment – require specialist knowledge in advising employers on using the DDA – reasonable adjustments</li> </ul>		
<p>5.4 The adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected</p>	<ul style="list-style-type: none"> <li>• Comprehensive Job Description and person specification</li> <li>• Relevant roles require an enhanced CRB clearance</li> <li>• Well trained and experienced staff</li> <li>• Highly committed staff that attend the Protection of Vulnerable Adults Course (mandatory)</li> <li>• All management at SES are trained in Recruitment &amp; Selection.</li> </ul>		1
<p>5.5 The adequacy and suitability of specialist equipment, learning resources and accommodation</p>	<ul style="list-style-type: none"> <li>• Plans to move to refurbished premises that are well located and accessible to all</li> <li>• Good links with other providers such as Access to Work, Disability Resource Centre and Action for Blind to gain support with specialist equipment (IT software) or funding for travel support</li> </ul>		1

<p>5.6 How effectively and efficiently resources are deployed to achieve value for money</p>	<ul style="list-style-type: none"> <li>• Now have devised and deliver our own TSI and Employer Engagement Courses ensuring all staff are trained to the SES standard</li> <li>• Have comprehensive in-house training via Adult Services Training and Development department at no direct cost to the service</li> <li>• Excellent back up from council finance team</li> <li>• Robust financial procedures and systems between IAS and SES are in place</li> </ul>	<ul style="list-style-type: none"> <li>• Not all staff have attended the Employer Engagement Course</li> </ul>	<p>1</p>
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Reference	Evidence
5.1	Feedback from staff, minutes of meetings, supervisions and appraisals. Quality Assurance File and findings
5.2	Supervision and EDR notes, training nomination forms. TSI course. Council training prospectus
5.3	Equal Opportunities Policy, staff induction checklists, Development Plans, Disability Awareness Training Package
5.4	Job descriptions and person specifications, staff training history, recruitment & selection procedures.
5.5	SES Budget and Financial Systems
5.6	
5.1, 5.2, 5.3, 5.4, 5.5, 5.6	

# **ACTION PLAN**

## **PART 1**

## Action Plan 2009-2010.

Names of those involved in drawing up the plan: **SES** – John Clarke, Nigel Shields, Alan Matthews SES staff.

**Date of Completion:**  
June 2009

**Date of reviews:**  
December 2009

Who is to be involved in the reviews:

John Clarke  
Alan Matthews  
Nigel Shields, SES Staff, Learners.

### Part One continued from 2008 SAR. Part Two Further Actions

Objective	Action to be taken	Measurable Outcome	Responsibility	Target Date	Outcome/Date of Achievement
To increase the number of referrals from DEA's.	Establish links with DEA and the Employment Task Group.	Meeting Minutes. Referrals/Progressions.	John Clarke.	12/08	Achieved DEA's Attend LD Task Group and use 65 Chorley Road.
To continue to develop more job opportunities within the Local Authority.	Continue work with HR Department.	Job Opportunities, Meetings and action Plans	John Clarke Ed Tyler.	Ongoing	2 Job opportunities created in 2008/9.

<b>To develop job opportunities and establish links with the NHS.</b>	<b>Develop links through Seamless Solutions.</b>	<b>Meeting Minutes. Links with Mental Health Trust.</b>	<b>John Clarke</b>	<b>Ongoing</b>	<b>Progression made MH Employment Team to share resources.</b>
<b>To recruit a replacement manager with WORKSTEP operational knowledge.</b>	<b>Work with commissioners to have funding in place for recruitment</b>	<b>Recruit October 2008</b>	<b>John Clarke</b>	<b>12/08</b>	<b>Achieved Nigel Shields appointed 1/12/08.</b>
<b>To review and develop team and management structure following the retirement of Acting Manager in November 2008.</b>	<b>Service Plan. Away Days. Link in with Commissioners. Seamless Solutions.</b>	<b>Team Structure updated with new Roles included. Replace manager</b>	<b>John Clarke</b>	<b>12/08</b>	<b>Away days reviewed and adapted new operational systems underpinned by weekly team meetings.</b>
<b>Establish specialist post in Employer Liaison and Quality &amp; Performance Management.</b>	<b>Redefine Roles within the team.</b>	<b>Recruited personnel</b>	<b>John Clarke</b>	<b>02/09</b>	<b>Established. Joanne Watson in role Emp Liaison Alan Matthews to Qual and performance.</b>

<p><b>Work towards the sharing of resources and the joint occupation of the new Employment Service at St Georges with: Mental Health, Basic, Physical &amp; Sensory Services, Skills and Work.</b></p>	<p><b>Progress Seamless Solution development plan</b></p>	<p><b>Sharing of premises with partners</b></p>	<p><b>John Clarke</b></p>	<p><b>07/09</b></p>	<p><b>Partly achieved. Premises have been made available for use 22/6/09 and will be shared with Making Space and the Mental Health Team.</b></p>
<p><b>To continue to improve training opportunities in Advice and Guidance and the Diploma in Supported Employment.</b></p>	<p><b>Review team training needs and allocate personnel for further training.</b></p>	<p><b>Two people studying Diploma One person studying either A&amp;G or Cert in Supported Employment.</b></p>	<p><b>John Clarke/Replacement Manager.</b></p>	<p><b>12/08</b></p>	<p><b>Two Members of staff have commenced the Dip Supported Employment. Opportunities to undertake A+G explored and will be developed when resources allow.</b></p>

<p>To further develop 'Seamless Solutions' our partnership with other providers and implement a formal procedure where we can support people into employment with the right assistance and improve upon our progression rates.</p>	<p>Joint work with Seamless Solution linking other participants to WORKSTEP support if needed</p>	<p>Increased numbers of referrals and diversity of support</p>	<p>John Clarke/Replacement Manager. Seamless Solutions Group.</p>	<p>08/09</p>	<p>This work is still ongoing.</p>
<p>To gain funding to deliver more work preparation activities to assist young people in transition.</p>	<p>More involvement with Transitions Task Group.</p>	<p>Funding Bids explored with Task Group</p>	<p>Task Group</p>	<p>04/09</p>	<p>No progress with funding as yet John Clarke to Join this Task Group.</p>

<p>To review and develop up to date filing systems. ( Streamlined Referral and Operational Documents)</p>	<p>Team development days and actions within team meeting.</p>	<p>Team Away Day dates, Minutes. Group work dates.</p>	<p>John Clarke. Replacement Manager. Supported Employment</p>	<p>04/09</p>	<p>Following Away Day activities these outcomes have been achieved.</p>
<p>To improve information left with employers.</p>	<p>Close work with team and key employers</p>	<p>Team Away Day dates, Minutes. Employers work dates.</p>	<p>John Clarke. Replacement Manager. Supported Employment Team. Appointed Employer Liaison Officer.</p>	<p>04/09</p>	<p>Information leaflets are now ready. Folders with learner's information are now on site.</p>
<p>Develop the Quality Assurance Procedure and explore how we can ensure that we continue to offer the highest levels of support to learners and employers.</p>	<p>Team development days and actions within team meeting. Close work with team and key employers</p>	<p>Key Project Work/ Team Meetings Away Day developments</p>	<p>John Clarke. Replacement Manager. Supported Employment Team. Appointed Quality and Performance Officer.</p>	<p>04/09</p>	<p>Achieved. Standards linking CSCI and CIF completed issued to the team and will be operational by July 09.</p>

<p>Develop the Asset IT system to enable us to respond quickly to requests and provide accurate and factual statistics and information.</p> <p>To ensure that all clients participants receive the same level of service that WORKSTEP participants have.</p> <p>To ensure that the Quality Assurance Standards are developed to reflect the service ethos.</p>	<p>Update Team Training. Reinforce important use of Asset to record date</p> <p>Implement One System Approach for all participants regardless of programme.</p> <p>Quality assurance to be development to meet and improve service. Learn from other providers.</p>	<p>Training Day Dates. Staff training plans</p> <p>Team Away Day dates, Minutes. Employers work dates.</p> <p>Standards developed. Meetings with other providers. Joint work through Seamless Solutions.</p>	<p>John Clarke. Replacement Manager. Supported Employment Team.</p> <p>John Clarke. Replacement Manager. Supported Employment Team.</p> <p>John Clarke. Replacement Manager. Supported Employment Team. Appointed Quality and Performance Officer.</p>	<p>02/09</p> <p>02/09</p> <p>05/09</p>	<p>Some in house training has occurred and the system is in operation. We aim to purchase the new online asset system which will improve access 09/10.</p> <p>Achieved one system in operation using WORKSTEP procedures with all participants. Files being updated.</p> <p>Standards developed and work will commence on completion of service relocation.</p>
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<p><b>Network other WORKSTEP providers to join a new consortium and plan a tender for future WORKSTEP Contracts.</b></p>	<p><b>Become part of a wider network under a new Prime Contractor within a consortium of Greater Manchester Agencies.</b></p>	<p><b>Meetings with other providers. Joint work through Seamless Solutions.</b></p>	<p><b>John Clarke. Replacement Manager. Supported Employment Team. Appointed Quality and Performance Officer.</b></p>	<p><b>10/09</b></p>	<p><b>This work is ongoing with development occurring during 2010 when Prime Contractors are identified.</b></p>
<p><b>Introduce a service level agreement with partners who form 'Seamless Solutions' that will provide a single referral route minimise stress and anxiety for potential WORKSTEP participants.</b></p>	<p><b>Develop a single route into services as part of the development plan with other managers within Seamless Solutions.</b></p>	<p><b>Seamless Solutions Plan.</b></p>	<p><b>John Clarke. Replacement Manager. Other managers in Mental Health, Physical Disability, Brain Injury.</b></p>	<p><b>10.09</b></p>	<p><b>This work is ongoing with the target looking achievable.</b></p>
<p><b>To look into and develop support through the use of Direct Payments.</b></p>	<p><b>Use Direct Payments to allow participants to have their own Personal Assistants.</b></p>	<p><b>Meetings with Social Workers and Direct Payments Team.</b></p>	<p><b>John Clarke. Replacement Manager. Other managers. Supported Employment Team.</b></p>	<p><b>04/09</b></p>	<p><b>One Direct Payment established.</b></p>

<p>To improve accessibility to Basic Skills and Special Needs learning providers. ( First Step Trust, Salford College )</p>	<p>Give participants better opportunities to improve their basic skills.</p>	<p>Contract with First Step Trust. Date and records of other meetings</p>	<p>John Clarke. Ed Tyler Replacement Manager. Other managers. Supported Employment Team.</p>	<p>12/09</p>	<p>Ongoing. New Providers 'Broughton Trust' established to assist with basic skills.</p>
<p>To develop further National Proficiency Test Certificate opportunities (NPTC) following the assessment training of staff.</p>	<p>Give participants better opportunities to improve their basic skills. Train staff to become NPTC Assessors</p>	<p>Meetings with Eccles College and Learning Disability Day Services. Certificates.</p>	<p>John Clarke. Ed Tyler Replacement Manager. Other managers. Supported Employment Team. Learning Disability Day Services Manager</p>	<p>12/09</p>	<p>Ongoing. Developments happening at Princes Park.</p>
<p>Aim to retain the Full Assurance award from the JCP Audit Team.</p>	<p>Prepare for FAM Audit to be undertaken in March.</p>	<p>Ensure that systems are up to date and complete</p>	<p>John Clarke. Alan Matthews Replacement Manager. Supported Employment Team.</p>	<p>02/09</p>	<p>Full Assurance gained.</p>

<p>Ensure that local employers want to work with our service and that we compete strongly with other providers.</p>	<p>Review contact with employers and improve the liaison process. Improve Marketing Materials.</p>	<p>Dates of visits to employers and work with colleagues to improve marketing materials.</p>	<p>John Clarke. Replacement Manager. Supported Employment Team. Appointed Employer Liaison Officer.</p>	<p>03/09</p>	<p>Work ongoing with Employer Liaison Officer. Folders and brochure prepared.</p>
<p>Review and update all our sales and marketing material for learners and employers and ensure it is available in different formats.</p>	<p>Review contact with employers and other professionals to improve the liaison process. Improve Marketing Materials.</p>	<p>Meeting dates and minutes of meetings.</p>	<p>John Clarke. Replacement Manager. Supported Employment Team.</p>	<p>06/09</p>	<p>This work is ongoing and has been lined into Skills and Work Salford own brand.</p>
<p>Explore how we can attract more female participants to the programme.</p>	<p>Assist more women to access work through WORKSTEP through the DEA and Seamless Solutions</p>	<p>Task Group minutes, Seamless Solutions minutes and meetings with wider network of support to women</p>	<p>John Clarke. Replacement Manager. Supported Employment Team. Seamless Solutions Group</p>	<p>07/09</p>	<p>No progress as yet.</p>

<p><b>Explore how we can attract people from ethnic minorities to the programme.</b></p>	<p><b>Assist more ethnic minority participants to access work through WORKSTEP through the DEA and Seamless Solutions</b></p>	<p><b>Task Group minutes, Seamless Solutions minutes and meetings with wider network of support to women</b></p>	<p><b>John Clarke. Replacement Manager. Supported Employment Team. Seamless Solutions Group</b></p>	<p><b>07/09</b></p>	<p><b>No progress as yet.</b></p>
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# **ACTION PLAN PART 2**

**Part Two Further Actions 2009-2010.**

Names of those involved in drawing up the plan: **SES** – John Clarke, Nigel Shields, Alan Matthews  
SES staff.

**Date of Completion:**  
June 2009  
**Date of reviews:**  
December 2009

Who is to be involved in the reviews: John Clarke  
Alan Matthews  
Nigel Shields, SES Staff, Learners.

**Part Two Further Actions**

<b>Objective</b>	<b>Action to be taken</b>	<b>Measurable Outcome</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>Outcome/Date of Achievement</b>
<p><b>How well learners achieve.</b> To continue to expand the network of learning assistance to learners in their geographical areas.</p>	<p>Research and engage basic skills and other training providers in local areas.</p>	<p>Meetings, dates and placements arranged</p>	<p>Employer Liaison taking lead role.</p>	<p><b>June 2010.</b></p>	

<p><b>How effective are teaching, training and learning.</b></p> <p>To work more effectively with other training providers in measuring the learners progress</p> <p>To develop a better questionnaire system for monitoring of participant and employers.</p> <p>To design a Person Centred process that will allow for the job search to be continual and not to be interrupted by loss of SES staff</p>	<p>Evidence to be gathered at review and using quality measure guide.</p> <p>Construct a learner friendly, pictorial Questionnaire.</p> <p>Get more external people, carers and learners involved in constructing a new system through reviews.</p>	<p>Hard evidence eg certificates. Other information from colleagues and relatives.</p> <p>Meetings and questionnaire.</p> <p>Review Meetings.</p>	<p>Employment and Training Advisors. Quality and Performance Officer.</p> <p>Employment and Training Advisors.</p> <p>John Clarke, Nigel Shields. Employment and Training Advisors.</p>	<p>June 2010</p> <p>June 2010</p> <p>June 2010</p>	
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<p><b>How well do the programme and activities meet the needs and interests of learners?</b></p> <p>To explore how we can attract more female participants to the programme.</p> <p>To explore how we can attract people from ethnic minorities to the programme.</p> <p>To support local employers in ensuring that their information is also available in different formats</p>	<p>Discuss with DEA's,</p> <p>Discuss with DEA's</p> <p>Discuss with Accessibility through Design.</p>	<p>Meetings, e-mail contacts.</p> <p>Meetings, e-mail contacts.</p> <p>Meetings and information produced.</p>	<p>John Clarke, Nigel Shields.</p> <p>John Clarke, Nigel Shields.</p> <p>Employer Liaison Officer + Employment and Training Advisor support.</p>	<p>June 2010</p> <p>June 2010</p> <p>June 2010</p>	
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<p>To improve marketing information in a variety of format for learners and employers that focuses primarily on WORKSTEP.</p>	<p>Team involved with learners in developing marketing information.</p>	<p>Meetings and information produced.</p>	<p>Employment and Training Advisors.</p>	<p>June 2010.</p>	
<p>To provide specific training to employers that will ensure that they are equipped to provide the necessary information to learners.</p>	<p>Disability awareness training to employers.</p>	<p>Dates of events.</p>	<p>John Clarke or Nigel Shields with Team Support.</p>	<p>June 2010.</p>	
<p>To ensure that we are able to act to support the relationship between the employer and learner if necessary.</p>	<p>Advocacy training for staff as well as Employer Engagement Training.</p>	<p>Team Meetings and dates of events</p>	<p>John Clarke or Nigel Shields with Team Support.</p>	<p>June 2010</p>	

<p><b>How well learners are guided and supported.</b></p> <p>To review and update all our sales and marketing material for learners and employers and ensure it is available in different formats.</p> <p>To work with partners to support more participants in travelling to and from work without Access to Work funding where appropriate</p> <p>We need to improve the support to learners need more intensive assistance over long periods of time.</p>	<p>Action to be part of overall marketing development.</p> <p>Introduce at Review to get carer involvement.</p> <p>Increase the take up of support as in Direct Payments.</p> <p>To work with Chamber of Commerce and similar gathering to improve image and networks.</p>	<p>Meetings and information produced.</p> <p>Team Meetings and information produced.</p> <p>Team Meetings and information produced.</p> <p>Meetings and information produced.</p>	<p>Employment and Training Advisors with Employer Liaison Officer.</p> <p>Staff Team / Task Group.</p> <p>Staff Team / Task Group.</p> <p>Employment and Training Advisors with Employer Liaison Officer.</p>	<p>June 2010</p> <p>June 2010</p> <p>June 2010</p> <p>June 2010</p>	
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<p>To improve our service so that more people are able to recommend this service to others.</p>	<p>Ensure that reviews occur at least twice per year.</p>	<p>Team meetings, job consultation notes and development plans.</p>	<p>Employment and Training Advisors with Employer Liaison Officer.</p>	<p>June 2010</p>	<p><b>Completed June 09</b></p>
<p>To consult with learners to identify areas where more support is needed through the programme.</p>	<p>Establish a group to work on the WORKSTEP Handbook</p>	<p>Meetings and information produced.</p>	<p>Employment and Training Advisors</p>	<p>June 2010.</p>	
<p>To work with learners directly to improve the effectiveness and helpfulness of the WORKSTEP Handbook.</p>	<p>Ensure that we continuously discuss progress of learners.</p>	<p>Team meetings, job consultation notes and development plans.</p>	<p>Employment and Training Advisors with Employer Liaison Officer.</p>	<p>June 2010</p>	

<p><b>How effective are leadership and management in raising achieving and supporting all learners.</b></p> <p>To continue to improve progression rates over the current number of progressions per year.</p> <p>To provide more learning opportunities for staff to gain a qualification in Supported Employment or Advice &amp; Guidance</p> <p>We need to improve our engagement timescale following referral.</p>	<p>Investigate training opportunities through the City Council on Advice and Guidance.</p>	<p>Meetings and information produced.</p>	<p>John Clarke or Nigel Shields with Team Support.</p>	<p>June 2010</p>	
	<p>Ensure that we have timescales discussed at team meetings.</p>	<p>Meetings and information produced.</p>	<p>John Clarke or Nigel Shields with Team Support.</p>	<p>June 2010</p>	
	<p>Adherence to the weekly team meetings.</p>	<p>Meetings and information produced.</p>	<p>Staff Team</p>	<p>June 2001</p>	

To improve our engagement with staff to help them to influence how the service is managed and directed.					
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