



Report of the Interim Strategic Director Children's Services to the meeting of Regeneration and Economy Overview and Scrutiny Committee to be held on 26th February 2019

Subject:

Get Bradford Working and Skills for Work Update

Summary statement:

This report provides an update on Get Bradford Working and Skills for Work and provides details of achievements and future plans.

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Overview & Scrutiny Area:
Children's Services

1. SUMMARY

- 1.1 The implementation of Get Bradford Working (GBW), an Employment Investment Programme for the District, was initially approved at Bradford Council's Executive Committee in June 2012. Further funding was also allocated to GBW in the 2013 and 2014 budgets.
- 1.2 Get Bradford Working draws together key initiatives which tackle the issues and barriers facing Bradford's residents in the labour market. GBW represents in excess of £16.5 million of investment, by Bradford Council and partners including: Jobcentre Plus; Incommunities; and Leeds City Region. The programme provide employment opportunities by creating: jobs; apprenticeship places; a transformational curriculum for 14-19 year olds; and a range of support measures both for employers and those residents furthest from the labour market. These measures endorse the Council's commitment and contribution to developing better skills, more good jobs and a growing economy as detailed in the Council Plan and "Pioneering, Confident and Connected" (the District's Economic Strategy), as well as building on Bradford's role as a partner within the Leeds City Region.
- 1.3 To date the range of Get Bradford Working programmes have supported 3,424 individuals into employment.
- 1.4 The Get Bradford Working programme has delivered 7 strands:
 - SkillsHouse
 - The Employment Opportunities Fund (EOF)
 - Industrial Centres of Excellence
 - The Advanced Skills Fund
 - Routes into Work
 - The Apprenticeship Training Agency & Apprenticeship Hub
 - Step up to Business.
- 1.5 The Employment Opportunities Fund is now wholly delivered through the European Structural and Investment Fund (ESIF) funded STEP programme whereas although SkillsHouse also attracts significant funding from STEP it continues to operate as a discrete brand. The Industrial Centres of Excellence programme is the other strand that remains active.
- 1.6 This report provides an update on Get Bradford Working, with particular reference to STEP and ICE developments and provides details of the achievements realised to date and future plans.

2. BACKGROUND

This section provides further detail on SkillsHouse, the Employment Opportunities Fund (EOF) and the Industrial Centres of Excellence (ICE) as the continuing strands of GBW including the sustainability and cost of outcomes. Appendix 1 gives details on previous strands delivered under GBW that have now ceased. Appendix 2 sets out the demographic headlines for participants on all GBW activity to date.

SkillsHouse

- 2.1.1 Through the Broadway development and the continued regeneration of the City Centre, significant employment opportunities for local people continue to be generated. In order to maximise these opportunities, SkillsHouse was initially established to support retail, hospitality and visitor economy businesses and to help local people find jobs.
- 2.1.2 SkillsHouse was launched on 1st June 2015. The priority is to engage with employers who have vacancies and support unemployed people in the district to compete for these vacancies, by upskilling them and providing them with qualifications in Retail, Hospitality and the World Host Principles of Customer Service. Individuals undertaking pre-employment training with SkillsHouse are also guaranteed an interview and additional support in order to secure employment in the district.
- 2.1.3 Though the core team members who work within SkillsHouse are Bradford Council staff, assessments, support and training are delivered in partnership with a range of providers across the District, including Jobcentre Plus, Aspire-igen, Bradford College, Shipley College, Keighley College and Skills for Work.
- 2.1.4 SkillsHouse essentially operates as a 'finishing school', upskilling individuals to ensure they are ready to meet the specific needs of employers. As such the model is reliant on stakeholders referring suitable clients onto the Assessment days. SkillsHouse has run assessment days in partnership with 70 organisations.
- 2.1.5 Since launching, SkillsHouse has supported 1,205 unemployed individuals into work in over 110 businesses, and as a result of the adoption of the World Host principles into the programme and the number of people that have completed this we have achieved World Host status for the City Centre (WorldHost recognition can be achieved by a business or destination when 50% of the employees in customer facing roles have completed WorldHost Training).
- 2.1.6 SkillsHouse has also expanded to incorporate delivery in the Health and Social Care sector and is a key delivery partner in the One Workforce programme. SkillsHouse will lead on the community recruitment element of the programme. This will engage economically inactive and unemployed residents at a community level to support them to meet recruitment needs in the sector.
- 2.1.7 Further development plans are being considered with a view SkillsHouse becoming the key agent facilitating 'hiring local' and exploring co-location of staff from other related services – such as DWP and National Careers Service.
- 2.1.8 SkillsHouse continues to diversify its range of activity and has been involved with specific project work supporting refugees into employment and Council staff at risk of redundancy. SkillsHouse is currently also supporting the Police, Ambulance Service and Armed Forces with their recruitment campaigns.
- 2.1.9 Under the STEP contract, a job through SkillsHouse equates to £820 per successful outcome, of which just under 60% have been sustained for six months.

The Employment Opportunities Fund

- 2.2.1 The Employment Opportunities Fund (EOF) is a partnership between CBMDC, Incommunities, Jobcentre Plus (JCP) and associated partners with funding from CBMDC, Incommunities, JCP and Leeds City Region as well as now the ESIF funding that has been secured.
- 2.2.2 The fund specifically targets Bradford residents who are unemployed, claiming active benefits and have been out of work for at least six months. The main aim of the fund is to provide a bridge into work for these individuals and to support them towards sustainable employment.
- 2.2.3 Since it commenced in December 2012, the EOF has supported 1,156 individuals into employment. The roles are within a range of sectors including horticulture, catering, ICT, community development and childcare.
- 2.2.4 An external evaluation of the programme was undertaken in 2015. The EOF approach is relatively expensive (the rate averages £3,900 per job) this reflects the barriers faced by its client group. The 2015 research actually identified that £12.8m of social value had been achieved from a £6.48m (i.e. value of the achievements were effectively twice the value of the investment) based on the job outputs and training achievements at that time.
- 2.2.5 The EOF model has been a significant success. At present just over 70% of starters on the programme have sustained employment on the programme for six months. This is significantly higher than the national DWP Work Programme – the Government has suspended Work Programme statistics but to December 2017 31.4% of participants on the Work Programme had spent six months in work.

Industrial Centres of Excellence (ICE)

- 2.3.1 The ICE are innovative education-industry partnerships that have been locally developed and it is an established model that is clearly demonstrating success. At its heart an ICE is a forum for regular discussions and relations between employers and educators to ensure that education programmes, capital, and learning experiences remain current and in-step with employer demand.
- 2.3.2 ICE are discrete Centres within existing schools or colleges. The Centres have their own management Board that are industry-led, which has delegated responsibility for curriculum and other matters pertaining to the Centre.
- 2.3.3 The ICE enable partners to better identify demand for particular occupations and skills, ensuring that the curriculum, equipment and learning pathways that students experience remain relevant, therefore addressing current and future skills gaps in the sector specialism of that ICE.
- 2.3.4 Presently there are over 300 business engaged with ICE, of which 28 sit on one of the existing five ICE Boards. Eighteen of our secondary schools, the three FE Colleges based in the District, and the University of Bradford are also all key partners.
- 2.3.4 There are currently five ICE operating:

Centre of Excellence for Business;
Centre of Excellence for Computing, Science and Environmental Technologies;
Centre of Excellence for the Built Environment;
Centre of Excellence for Advanced Manufacturing and Engineering; and
Centre of Excellence for Health and Social Care.

2.3.5 Over the past 12 months we have conducted a review of the ICE programme. This has renewed partners' commitment to the approach and in addition to Council investment we have secured financial investment from employers (specifically Arnold Laver and NG Bailey) and staffing resource from the three FE Colleges.

2.3.6 The ICE Partnership will now work to establish nine Industrial Centres of Excellence (ICE) to ensure that every young person will have the opportunity to access a high quality career and learning pathway from the age of 14. The nine ICEs will provide a comprehensive set of career and learning pathways that lead ultimately into work covering all sectors of the economy and most occupational areas.

2.3.7 Specifically the four new ICEs will cover:

- Creative, Digital and Arts
- Hospitality and Tourism
- Public Service and Law
- Transport and Logistics

The Creative, Digital and Arts ICE will launch this September (2019) with the further three ICEs to open in 2020/21 academic year.

2.3.8 This year we are on target to engage with careers and technical education 15,000 young people with the ICE programme and 3,078 on career themed ICE activity.

The ESIF STEP programme

2.4.1 The Council leads a partnership delivering an ESIF Local Flexibilities for the Unemployed Contract, this secures matched funding therefore maximising the remainder of the partner funding that had been allocated for SkillsHouse and the Employment Opportunities Fund within Get Bradford Working.

2.4.2 This contract is called Skills Training and Employment Pathways (STEP). STEP is voluntary for participants and delivers a package of tailored support to address worklessness of unemployed disadvantaged individuals.

2.4.3 The provision aims to engage with the individual, identify and address barriers to work, using a range of specialist support/provision to move participants into sustained work at the earliest opportunity.

2.4.4 The STEP programme operates across Bradford (72% of delivery) and Leeds (this element is subcontracted to Leeds City Council). STEP is worth £9.8million across the two areas (including match).

2.4.5 In addition to the SkillsHouse and EOF elements, the programmes incorporates specialist support services for the following groups:

- Disabilities and Mental Ill-Health

- BAME and ESOL
- Drug and Alcohol Dependency
- Over 50s

2.4.6 In total the STEP programme will support:

- Over 5,000 individuals with job search and employability;
- Over 1,500 individuals into employment; and
- Over 700 individuals will sustain employment at 6 months.

2.4.7 Recruitment has been particularly successful with certain demographics. Enrolments from participants over 50 years of age, ethnic minority backgrounds (and in particular females from these backgrounds) and long-term unemployed (especially males) have all exceeded the original profiles for these groups.

2.4.8 STEP is a three year contract that will run until December 2019.

3 OTHER CONSIDERATIONS

3.1 Officers continue work with Leeds City Region and West Yorkshire Combined Authority colleagues to ensure we can benefit from and secure European and other funding streams as and when these may become available, and to use the learning from Get Bradford Working to inform future programme design and delivery in Bradford.

3.2 The successor programme to STEP has been advertised for tender. Bradford has again partnered with Leeds City Council to submit a bid. This tender closed on 29th January, so the outcome is not yet known.

3.3 The Council has also partnered on the Youth Employment Hub ESIF contract that WYCA successfully bid for. CBMDC will lead on delivery of the contract in Bradford. This programme focusses on supporting 19-24 year olds into employment and the promotion of Apprenticeships to young people and businesses.

3.4 The Local Government Association has previously promoted GBW as a positive example of local leadership and programme design in employment and skills and features a case study on their website.

3.5 The Council is currently consulting on a Skills Plan for the District, "People Skills Prosperity." The Plan seeks to create the local skills condition and interventions to deliver certain key targets from the Economic Strategy, "Pioneering, Confident and Connected", specifically by 2030 we will achieve:

- £4bn growth;
- 20,000 more residents into work; and
- 48,000 residents up-skilled to Level 3.

The Plan builds on extensive consultations with partners from across the District and a number of the proposed Priority Actions have been informed and build on success programmes such as GBW and in particular the ICE and SkillsHouse approaches. These Actions have been developed to continue the progress GBW and other programmes have made in three key areas:

- Building Skills Employers Seek;

- Improving Job Quality; and
- Connecting our Communities to Good Jobs and Careers.

The consultation draft of the Plan is included at Appendix 3.

4 FINANCIAL & RESOURCE APPRAISAL

As is set out above, GBW secured funding from reserves which has enabled us to secure partner contributions, as well as Leeds City Region, DWP and ESIF funding.

5 RISK MANAGEMENT AND GOVERNANCE ISSUES

Risks associated with this report are primarily reputational should programmes be unsuccessful. This risk will be mitigated by stringent contract monitoring procedures, undertaken by the Education, Employment and Skills Team.

6 LEGAL APPRAISAL

No legal issues.

7 OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

None

7.2 SUSTAINABILITY IMPLICATIONS

None

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

None

7.4 COMMUNITY SAFETY IMPLICATIONS

None

7.5 HUMAN RIGHTS ACT

None

7.6 TRADE UNION

None

7.7 WARD IMPLICATIONS

There are no Ward or area implications, Get Bradford Working and STEP were designed to be District wide programmes.

7.8 IMPLICATIONS FOR CORPORATE PARENTING

None

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT

None

7.10 NOT FOR PUBLICATION DOCUMENTS

None

8. OPTIONS

None

9. RECOMMENDATIONS

- That the Committee note the content of this report and welcome the continued success of Get Bradford Working in providing access to employment opportunities for those living within Bradford and the District.
- That the Committee comment on the work of the partnership in delivering GBW.
- That the members of the Committee promote GBW and STEP within their networks.

10. APPENDICES

Appendix 1: Previous GBW strands

Appendix 2: Get Bradford Working Demographic Data

Appendix 3: Skills Plan draft for consultation

11. BACKGROUND DOCUMENTS

[DWP Work Programme statistics](#)

Appendix 1 – Previous Get Bradford Working strands

Routes into Work

Routes into Work (RIW) was a commissioned fund that sought to meet the gaps in the Employment and Skills provision in the District that were identified in the Employment and Skills Strategy and offer additionality to National and Regional Programmes. RIW contracts targeted those furthest away from the labour market such as individuals with a disability, mental ill-health and drug and alcohol dependency.

In total 509 individuals were supported into employment through RIW programmes.

Bradford Apprenticeship Training Agency (ATA) & Apprenticeship Hub

As a response to the allocation of £4.6 million funding awarded to the Leeds City Region (LCR) as part of the Cities Deal “Skills Ask”, the Department of Business Innovation and Skills (BIS) approved the proposal to establish an ATA and Apprenticeship Hub within Bradford. The funding allocated to Bradford was £958,128.

The Apprenticeship Training Agency acts as a recruitment agency and seeks out organisations to employ apprentices on an agency basis, thereby helping them to minimise the risk associated with employing staff more permanently. The model provides the opportunity to grow apprenticeships in businesses to help develop their workforce and also to reduce youth unemployment at a faster pace than planned.

The main aim of the Apprenticeship Hub is to raise the profile of apprenticeships and increase take up of Apprenticeship provision across the District.

The original City Deal contract ended on 31st March 2016, at which time the Hub and ATA had supported 554 young people to commence apprenticeship within SMEs. The successor contract to the Hub was let to Interserve and is due to finish in March 2018, officers are working within the WYCA framework to influence the next iteration of this provision to ensure it better meets Bradford’s needs.

Advanced Skills Fund

The Advanced Skills Fund provided support to businesses in key growth sectors to enable them to recruit skilled staff. It works to strengthen Bradford’s economy by providing the advanced skills Bradford’s businesses need, opening up employment opportunities for Bradford’s residents.

A case study is Borg Warner; a Bradford based engineering company who were successful in securing a multi-million pound contract with Jaguar-Land Rover to manufacture turbo chargers for their new engines. Borg Warner made a commitment to ensure that this contract secures 88 jobs for Bradford residents when accessing support from the Advanced Skills Fund to expand and upskill their workforce. In addition to the 88 jobs secured, 239 people have been up-skilled.

The legacy is that two of the ICEs Centre of Excellence for Business and the Centre of Excellence for Environmental Technologies are engaged in developing higher education provision, higher level Apprenticeship and other advanced pathways using links with some of the lead partners from the Advanced Skills the programme.

Step up to Business

The Step up to Business project engaged with 16-24 year olds who were working in the shadow economy, its aim was to support them to establish legitimate business enterprises. The programme commenced in November 2013 and ended in March 2015. The project outcomes are provided below.

Project Outcomes: Supporting Bradford's Young Entrepreneurs

- 23 young entrepreneurs progressed in their business activities;
- 50 young people attended 'how to start your own business' workshops
- 18 young people received training on presentation skills
- 13 young people won awards for their ideas or business activity

Project Outcomes: Building Capacity across Bradford's Youth Professionals

- 101 youth practitioners (from 14 different organisations) received training in supporting young people in basic business 'start up'.

Appendix 2: Get Bradford Working Demographic Data

GENDER	Number	%age
Male	1756	51.30%
Female	1668	48.70%
Total	3,424	100%

ETHNICITY	Number	%age
White British	2085	60.90%
Mixed	99	2.90%
Indian	62	1.80%
Pakistani	829	24.20%
Bangladeshi	48	1.40%
White Other	120	3.50%
Black	68	2.00%
Black Other	14	0.40%
Asian Other	34	1.00%
Not Provided	65	1.90%
Total	3,424	100%

DISABILITY	Number	%age
No Disability	3082	90.00%
Multiple Disabilities	10	0.30%
Physical Disability	92	2.70%
Mental Ill Health	89	2.60%
Learning Difficulty	51	1.50%
Unspecified Disability	55	1.60%
Not Provided	45	1.30%
Total	3,424	100%

CONSTITUENCY	Number	%age
Bradford East	805	23.50%
Bradford South	579	16.90%
Bradford West	897	26.20%
Keighley	414	12.10%
Shipley	452	13.20%
Not Known	277	8.10%
Total	3,424	100%

CONTENTS

Foreword	3
Executive Summary	4
Vision	7

Part One: A Pioneering, Confident and Connected District	8
1. Introduction	8
2. Employment, Skills and Bradford	9

Part Two: Our Goals and Plan	23
1. Building Skills Employers Seek	24
2. Improving Job Quality	37
3. Connecting our Communities to Good Jobs and Careers	41



The wording in this publication can be made available in other formats such as large print or Braille. Please telephone 01274 436082.

FOREWORD



On behalf of Bradford Council I am pleased to present People, Skills and Prosperity, the first workforce development plan for Bradford. This plan builds on Bradford's bold economic growth strategy Pioneering, Confident and Connected, that provides the vision for a stronger more inclusive economic future for the District.

Our vision is to realise Bradford's growth potential through a highly skilled and productive workforce. It is imperative that skills are used effectively to meet the increasingly complex needs of industry, and individuals are able to maintain stable employment, earn a family supporting wage, and fulfil their potential.

If we are to strive for innovation, maximise our productivity, and secure good paying jobs we need a full system change. A shift towards an industry-driven career pathways approach, underpinned by strong industry-education partnerships to ensure training is directly linked to employers' talent needs, and crucially ensuring individuals, businesses, and industries alike are using those skills to their full potential.

Our Education Covenant recognises that the success of this vision will not only require sustained commitment from Bradford Council, but on-going collaboration with our community partners - educators, voluntary and community partners, businesses, and government.

I am keen for Bradford Council to take a leading role in delivering this plan and eager for us to work across partners to create the new approach for skills development that we envisage. The change we seek will not come quickly or easily, but the payoff will be enormous: a much more competitive position for our local businesses and a better quality of life for our local people.

We're keen to get feedback on this plan and have asked twelve questions on which we'd particularly like to hear your views. These are at the end of the plan. You can respond to us by emailing EducationCovenant@bradford.gov.uk

We look forward to hearing from you.

**Councillor
Imran Khan**
Portfolio
Holder for
Education,
Employment
and Skills



EXECUTIVE SUMMARY

OVERVIEW

This plan was born of six months of intensive discussions, with input from colleagues in business, the education and training sector, voluntary and community sector, Local Enterprise Partnership and members of the public. These discussions were invaluable in shaping the development of the plan and have led to the key recommendations for refocusing public investments to transform Bradford's workforce development system.

We aspire to build a District in which our education and training systems support economic growth and mobility for workers and help business find and utilise the talent they need to thrive. Through the development of this Plan we asked some essential questions: are we pursuing the right goals? And are we investing in the right way?

The overall conclusion we drew was that the workforce development system requires a root and branch change to the way it works. The District has made substantial progress over the last 5 years working in partnership supporting jobseekers into sustainable work and building credible partnerships with employers influencing education and training. Across the District, there are a range of promising initiatives by partners helping to address deeper challenges around employer engagement, skills development, and community prosperity.

It is time to take a bold step and move away from a strategy of simple job placement to one that adds value. To a strategy that builds the skills that advance careers and earning potential, develops a highly skilled and adaptable workforce meeting industry needs, and skills are used effectively in the workplace.

To make this step change we have to take a broader view on workforce development to cover:

- Providing careers and technical knowledge and skills in education;
- Matching education and training to the needs of industry, individuals and communities;
- Using knowledge and skills effectively at work; and
- Further developing knowledge and skills in the workplace.



It is important that we move away from our current diverse set of workforce programmes and break established practice and work together as a true system. As jobseekers, workers, employers, contractors, funders, and service providers many of us have struggled with the complex landscape and disconnection between differing agencies and programmes. To truly move forward and achieve the objectives noted above, we must develop common goals, communication tools, and information sharing systems. And we must better connect our workforce system to our District's economic development activities, so that all our communities can benefit from growth and opportunity.

A PIONEERING, CONFIDENT AND CONNECTED DISTRICT

Bradford is a district of opportunity with increasing employment rates and a distinctive economic growth. However the data indicates that the benefit is not being felt by all communities or residents. Age, gender, ethnicity and qualification levels are all key factors in accessing the labour market and in the type of work that people secure.

At the same time many of the employers in the district experience difficult recruiting to their vacancies and have persistent skills gaps. There is a clear imperative to connect those communities that are



under-represented in the workforce with opportunities to work.

A key element in being able to resolve these twin areas for action is the suitability of the employment and skills system. We have one of the most centralised systems in the world and this does not fully meet or reflect local needs. The system itself is fragmented and creates confusion for individual users and employers leading to unsatisfactory experiences and failing to support young people, jobseekers or businesses with vacancies. We need interventions that bring a more co-ordinated, coherent, user-friendly approach to overcome the inherent difficulties of the national system. In doing so, this will also prepare stakeholders locally for future progress with the devolution agenda.

OUR PLAN

Our priority actions have been developed on this basis, and greater coordination to improve the user experience and maximise outcomes is a key theme.

These actions are built on recent successes within the District and continue the strong progress made with the development of a career pathways approach in Bradford to support our young people and adults into secure and rewarding work that will lift families from all communities out of poverty, driving social mobility. The involvement with employers is at the heart of this approach to ensure they have a workforce with the right skills to drive productivity and grow their business and enable the local economy to thrive.



The 14 priority actions address three key areas:

1. **Building skills employers seek**
2. **Improving Job Quality**
3. **Connecting our Communities to Good Jobs and Careers**

The impact of delivering these actions will be transformational for the District and will:

- Support career advancement and income mobility by helping young people, jobseekers and those in work develop high-demand skills;
- Ensure businesses in Bradford can find the talent they need within the District;
- Improve the quality of low-wage jobs to benefit both workers and their employers;
- Support more of our vulnerable jobseekers and long-term workless into work;
- Support businesses to develop high performing workforces; and
- Function as a coherent system that rewards job quality instead of the quantity of placements by using system-wide outcome data.

The Council acknowledges in the Economic Strategy that it cannot deliver these ambitions alone. This Plan sets out how partners can and will come together to ensure our businesses and all our residents have the skills and connections to capitalise on wide range of opportunities and assets within Bradford.

VISION

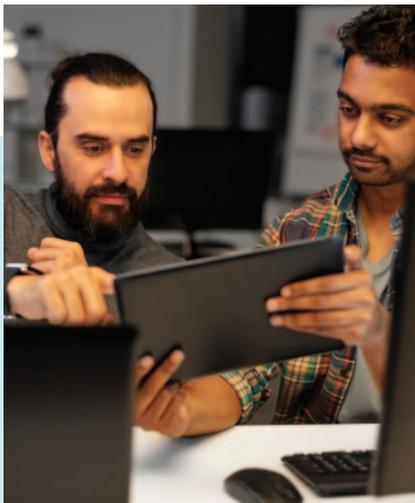
Pioneering, Confident and Connected set out our bold ambition to be the UK's fastest growing economy over the coming decade. This growth must be sustainable and inclusive, and will be enabled by our key strategic assets:

PEOPLE – our young, diverse and growing population;

BUSINESS – our strong and productive business base;

PLACE – our diverse places and communities.

One year on from the launch of the Strategy we have already made considerable progress. Bradford undoubtedly offers our residents economic, social and cultural opportunities that enable them to make the most of their talents and realise their



ambitions.

The Council and its partners are determined that all residents of the District benefit from the

opportunities and successes we have within Bradford and that are also across the wider Leeds City Region. We are equally determined that our employers and businesses can access the skills they need to succeed and compete nationally and internationally.

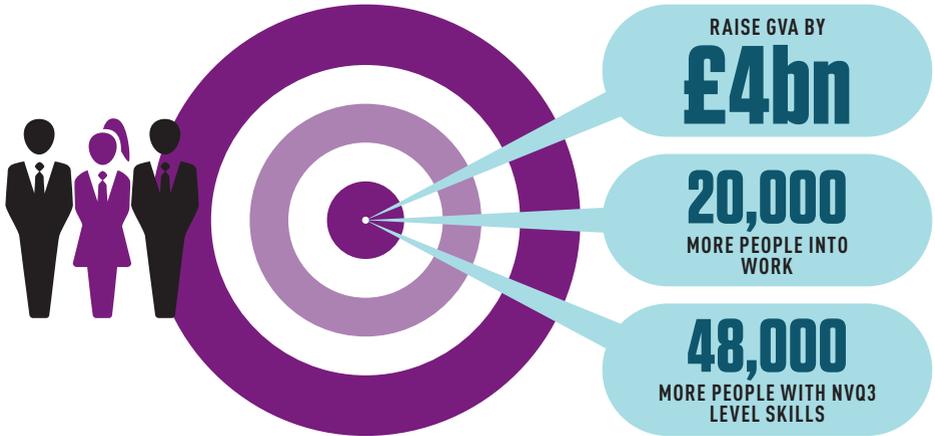
Working together to improve diversity in the workforce will bring real social and community benefits, but there is an equally persuasive economic case, with the links between workforce diversity and increased productivity being well established and widely understood.

Our vision therefore is simple, all our residents and communities will have the skills and connections to benefit from the range of opportunities available in the District and drive further economic growth.

1

PART ONE:

A PIONEERING, CONFIDENT AND CONNECTED DISTRICT



INTRODUCTION

Bradford has a proud history of industrial, social and economic success. Our people, our places, our unique countryside, our history and our talent are coming together – connecting us across the UK and around the world to new opportunities. We know that we can build a great future for our people by delivering economic growth that leaves no one behind. The District's Economic Strategy, "Pioneering, Confident and Connected" set out our plans to do that by increasing the number of productive businesses, and supporting young and enterprising people to innovate, invest and build fulfilling lives in the district.

We are proud of the great work that we

have already done to deliver Pioneering, Confident and Connected. As a partnership we are taking decisive action to realise the ambitions of this strategy leading and driving rapid and lasting change. At the very heart of the strategy is our target to be better than the UK averages for productivity, jobs, earnings and skills.

This will mean by 2030 we will have at least 20,000 more people into work, will have secured 48,000 more local people a Level 3 qualification, and will have raised GVA by £4billion in the local economy.

Every child, young person and adult needs to be in a position to contribute to and benefit from this growth. At the same time, ensuring that our businesses have



a pipeline than can deliver a workforce with the skills they need, when they need them is critical if we are to achieve these ambitions. People, Skills, Prosperity sets out how we will capitalise on our current strengths and successes to implement approaches that meet the common goals of our partners and raise up all of our communities.



EMPLOYMENT, SKILLS AND BRADFORD

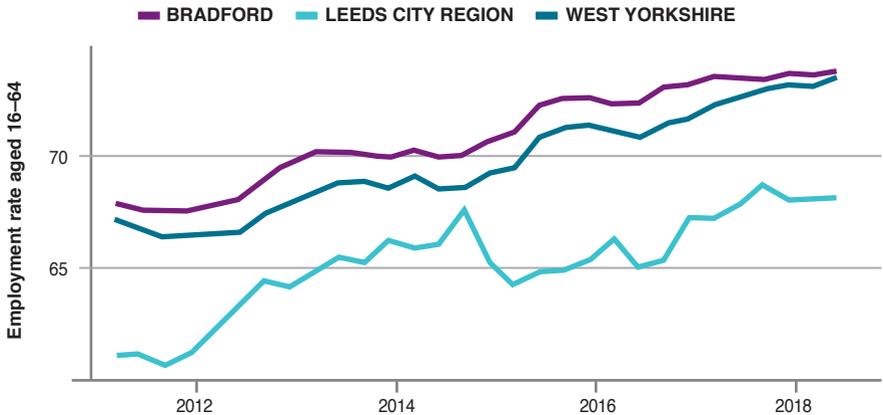
Prosperity is available as a separate Technical Annex. This section draws out key contextual issues relating to our priorities, informed by this primary and secondary research and the national policy context.

RESIDENTS IN EMPLOYMENT

Bradford has some substantial labour market challenges in ensuring all our communities and residents are accessing work. Employment continues to increase in the District, neighbouring Local Authorities and across Leeds City Region as a whole, although our employment rate (the proportion of people of working age in employment) has remained lower in Bradford than in the wider WYCA and LCR areas.

Employment Rate compared to local areas

Source: Annual Population Survey; NOMIS



Percentage employment growth by sector, 2011-17



Bradford is a distinct area with strong growth in many areas. Notable features of employment growth in Bradford relative to the WYCA and LCR include:

- Manufacturing employment has grown faster than in WYCA or LCR
- Employment in accommodation and food services has grown substantially in common with WYCA and LCR
- Bradford has experienced substantial growth in employment in information and communication services similar to WYCA and stronger than LCR
- Finance and insurance employment grew in Bradford but fallen in WYCA and LCR
- Bradford has seen much lower employment growth than WYCA and LCR in the related sectors of professional, scientific and technical services, and business administration and support services

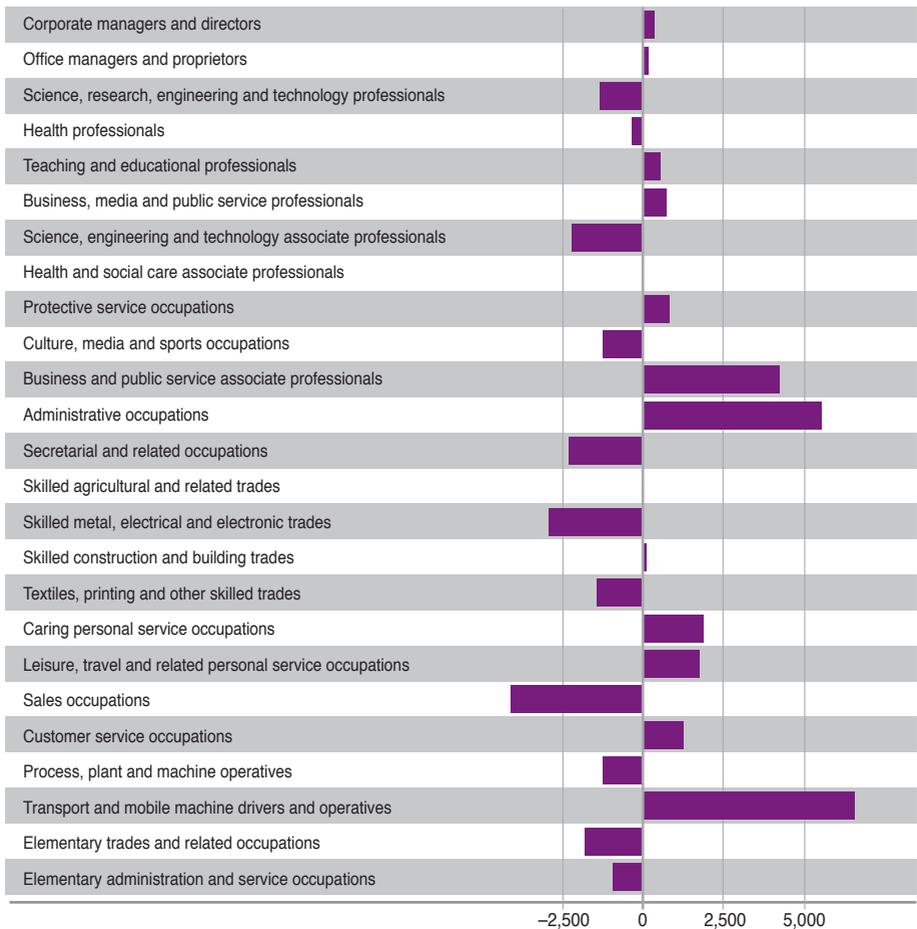


The occupational categories where employment has grown most in Bradford are: business and public service associate professionals, administrative occupations and transport and mobile machine drivers

and operatives. Bradford however has seen little overall change in ‘high level’ managerial or professional employment. As is indicated below:

Change in employment by occupation in Bradford, 2012-13 to 2017-18

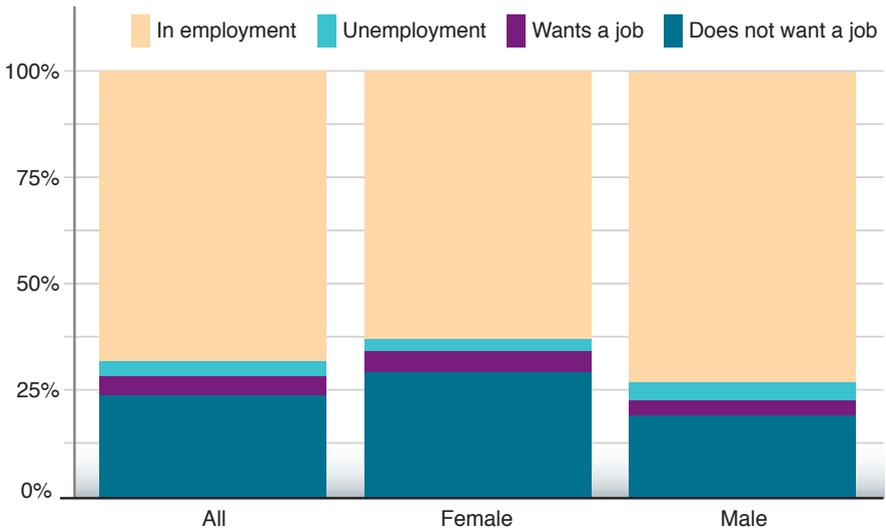
Source: Annual Population Survey 2012-13, 2017-18



Just over two thirds (68%) of the working age population resident in Bradford were in employment in the year to June

2018. Unemployment is low, but taken with economic inactivity it is unequally distributed in Bradford:

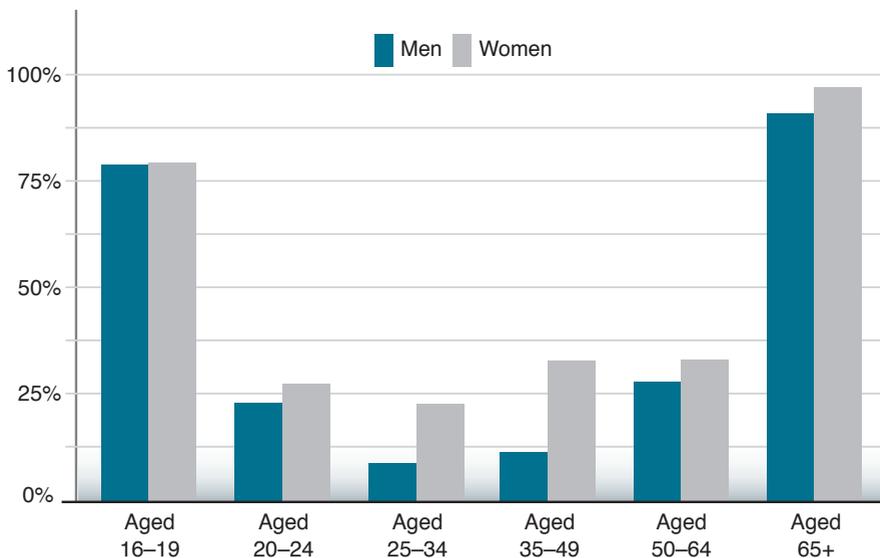
Economic activity of Bradford’s working age residents



Young people aged 16-19 and people of retirement age, 65 and over have very high rates of inactivity. The former reflects continued participation in education whilst the latter reflects retirement. Compared to men, women are much more likely to be economically inactive when they are aged 25-49 which is likely to be due to raising families.

The data also shows clearly that age is a significant factor for economic activity.:

Economic Inactivity Rates by Age, Bradford residents



There is also a strong ethnic dimension to inactivity rates amongst women in Bradford. Economic inactivity rates have largely remained constant in recent years.

In contrast, white women have much lower economic inactivity rates and these have been falling in recent years:

Economic Inactivity Rates of Women in Bradford by Ethnicity

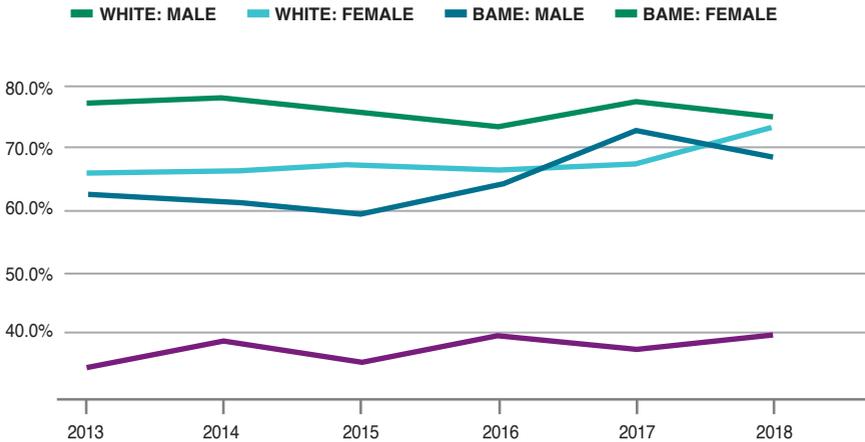


▶ PEOPLE, SKILLS, PROSPERITY

However it is also worth noting that BAME men similarly underperform compared to white men. In 2018 the employment rate of BAME men declined and the increase in white women’s employment rate means that white people have higher employment rates than BAME residents irrespective of gender.



Employment Rates by Gender and Ethnicity



However these are not the only determinants and skills levels are a crucial factor not only in securing employment but also for in-work progression.

Although school performance is improving, education outcomes still hold many young people and adults back from fulfilling their potential especially amongst

disadvantaged communities. Interesting patterns emerge when considering job starts by qualifications.

People holding Level 4 qualifications dominate those starting professional and managerial jobs. For associate professional jobs again people with Level 4 qualifications are most frequently hired,



but also those with Level 3 qualifications are substantially more likely to be hired than those holding other qualification levels

People starting jobs as process, plant and machine operatives have a wide range of different qualifications. These are the only sort of jobs where those with no or low-level qualifications (below Level 2) appear able to compete effectively with those holding higher levels of qualification. Finally, for elementary occupations those holding Level 2 qualifications are most frequently hired.

As such many residents do not benefit from the opportunities that are available in the District. Additionally there has been acceleration in the growth of low pay an insecure employment. Too many residents are in, or moving in and out of, low-paid, insecure employment, with few chances to progress into better-paid and more stable jobs. A consequence of low pay is that now two-thirds (67 per cent) of children nationally who are growing up in poverty live in a family where at least one person works. For many who are employed, work does not pay enough to lift them out of poverty. We need to ensure that local provision delivers the skills to enable

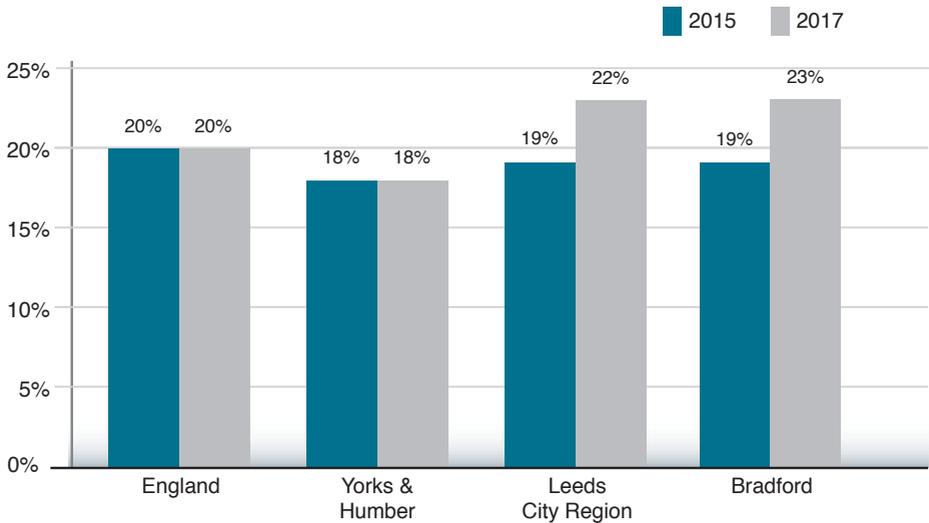
people to progress into and then in-work to raise families from all communities out of poverty.

Unmet employer demand

Whilst on the one hand we have communities that are under-represented in the labour market, equally we have employers struggling to meet their workforce needs.

The 2017 Employer Skills Survey (ESS) provides information on vacancy levels and investment in training. Nationally (England) and regionally, there was no change in the number of employers with vacancies in 2017 compared to 2015: in England 20 per cent of establishments had at least one current vacancy at the time of ESS 2017 fieldwork – this compares to 18 per cent in Y&H. Leeds City Region and Bradford both recorded an increase in vacancies – LCR had an increase to 22 per cent in 2017 from 19 per cent in 2015 while Bradford recorded an increase from 19 per cent in 2015 to 23 per cent in 2017. There were 6,100 vacancies in Bradford in 2017.

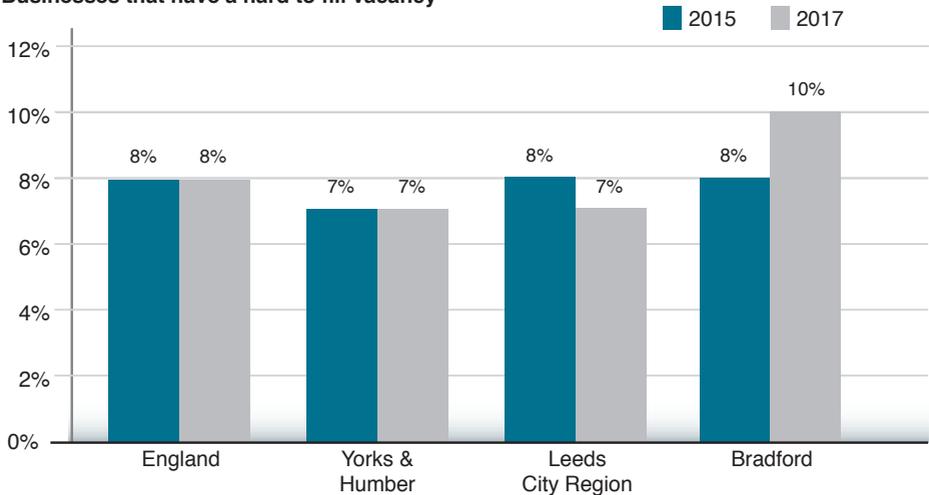
Organisations with any vacancies



Hard to fill and skill-shortage vacancies are a growing consideration for Bradford employers in filling their vacancies as, in Bradford there was an increase from seven per cent in 2015 to 10 per cent in 2017 in establishments with a hard to fill

vacancy. Similarly there was an increase from five per cent to eight per cent in skill shortage vacancies. In volume terms, there were nearly 2,000 reported skill-shortage vacancies in Bradford.

Businesses that have a hard to fill vacancy



The Priority Actions in this Plan consider how to deliver these considerations balancing employer workforce demand, delivery of the skills to boost productivity and engaging all of our communities equitably with the Labour Market.

TRAVEL TO WORK

These Priority Actions and this Plan naturally has a clear focus on Bradford. Our partnerships are based upon the District, its employers, educators, young people and adults. Bradford is where we will collaborate to influence outcomes and where we will make the biggest contribution to achieving our targets.

However Bradford is part of a wider West Yorkshire labour market as such we need to be mindful of our connections into wider local labour markets to ensure our

residents can access opportunities across the Leeds City Region. Bradford is one of the local areas where the growth in the number of residents in work is greater than the growth in the number of workers in Bradford. Hence, Bradford residents are becoming more successful at find work outside of the local authority.

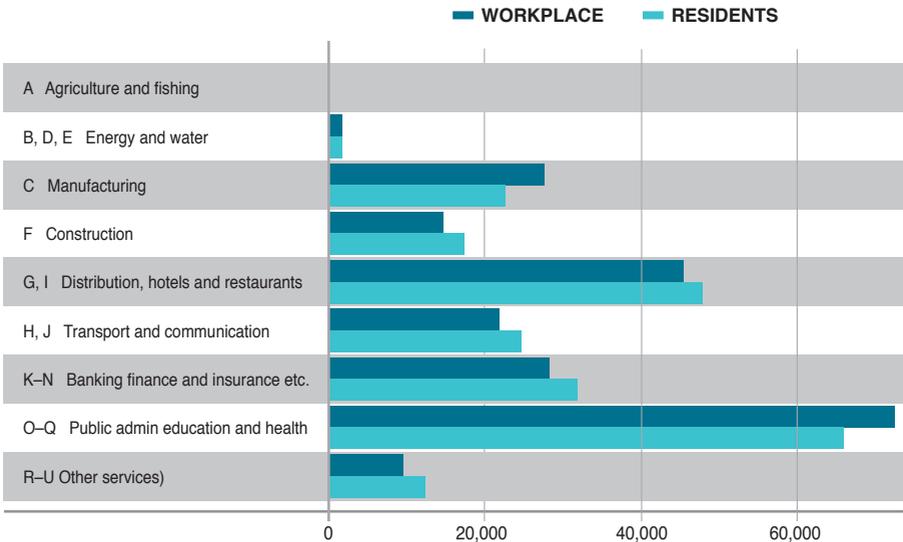
Data from the 2011 Census showed that 70% of employed Bradford residents work in Bradford and 30% outside of the District, whilst 72% of Bradford's workers live here with 28% travelling into Bradford. The table below shows the principle sources of workers and destinations for employed residents in Bradford. The most significant commuting flows are with Leeds where 15% of Bradford's employed residents work and which supplies 9% of all workers in Bradford.

Origins and destinations for Bradford's workers and employed residents (2011 census)

	Where Bradford's residents work	Where Bradford's workers live
Bradford	70.2%	72.0%
Leeds	14.9%	9.4%
Calderdale	3.3%	4.5%
Kirklees	2.7%	4.9%
Craven	2.3%	2.2%
Wakefield	1.3%	1.0%
Harrogate	0.8%	0.7%
Other	4.5%	5.2%

There are also some differences between the profiles of Bradford's employed residents and workers. By sector the most notable difference is that for public services the number of workers in Bradford exceeds that of employed residents so this is the sector of the economy where commuting plays the largest role in meeting local labour demand.

Bradford's Employed Residents and Workers by Sector, 2017-18



Towards a more coherent skills system

A significant contributing factor to the inequalities in the Labour Market and the difficulties businesses experience with training and recruitment is the current configuration of the employment and skills system.

The overall employment and skills landscape is characterised by complexity and reform. For example, recent LGA research found that across the wider economic development landscape there are at least 70 different funding streams, managed by 22 delivery agencies or government departments. As shown in the data above this investment, is not meeting local need, address economic and social challenges, or make a decisive impact on outcomes for people or place.

This is clearly inefficient but just as

significantly it leads to confusion for individual users of the system and employers. Employment and skills has undergone continual change over many years with ever changing funding bodies, ministers and reforms. Commissioning and delivery remain highly complex – with different the departments and agencies involved funding provision according to different eligibility criteria, rewarding different outcomes and delivering across differing geographical areas.



However this competing provision often ends up targeting the same customers and populations, with the result being only partial achievement of strategic goals and as is shown in the data above this investment, is not meeting local need, address economic and social challenges, or make a decisive enough impact on outcomes for people or place.

Successive governments over the last two decades have tried to make employment and skills provision more responsive to local needs as part of extensive reforms in education, skills and employment provision. Some of these reforms have been welcome but others have further contributed to the confusion of policies, budgets and initiatives at the local level.

A clear example of this is around careers provision. The employment and skills system must be underpinned by a good independent careers advice and guidance system recent reforms have led to an uncoordinated market in providing careers advice in schools. Whilst the aspirations of the government's Careers Strategy align with ours for our residents, we do not believe it will address the fundamental problems of a complex market and provision will remain fragmented.

Some Bradford schools commission their own careers and information, advice and guidance arrangements. Other schools and colleges co-commission the Connexions service with the Council, whilst national agencies like the National Careers Service, Careers and Enterprise

Company, National Collaborative Outreach Programme, Job Centre Plus and the Education and Skills Funding Agency deliver initiatives for different age ranges and groups. Within this framework, no single organisation is responsible or accountable for coordinating it, or ensuring relevance to the local jobs market.

Young people are consequently receiving piecemeal advice that is not always contextualised for Bradford. This lack of clarity continues into adulthood, meaning many individuals, including older adults, are not supported to continue to develop their skills throughout their working lives. Indeed, research has indicated that many people who are already in-work are not aware that there are services to support them with career change and careers management.

This is critical for the success of our local workforce and the economy. We recognise there are significant changes and challenges for our economies and the world of work over the coming decade:

- Automation at work is one challenge that will impact both tasks and occupations and the impact is accelerating. In the region of 30% of jobs locally are projected to be in scope to be significantly impacted, however despite this research continues to predict that the number of jobs will continue to grow.
- Brexit and our trading arrangements

with the rest of the world will also bring changes to our economy and the labour market. Ultimately we anticipate the labour market will tighten post-Brexit and as patterns and expectations of work change.

- Polarisation of the labour market, with recruitment increasingly focussed on entry level roles or senior leadership and reduced opportunities to work the way up to leadership roles through an organisation
- Increasing casualisation of work - more of our District and the Leeds City Region as a whole are in casual employment than is the case nationally, with more of these women rather than men. In addition to a lack of job security, typically this also results in fewer opportunities for training and development.

The scale and impact of these are clearly complex to predict. Above all else we need education and training systems which are agile enough to respond to these and other challenges that may arise. We also need to ensure that our residents have access to the skills and development opportunities to support career changes therefore effectively future proofing them as the economy evolves.

Similarly adult education provision lacks coordination and is affecting the success of our working age population. There is a wide acknowledgement amongst partners in the District that future prosperity will

be as dependent on improving and renewing adult skills as it will be on the skills of future generations, and certainly the majority of the workforce we are talking about in our 2030 targets are already of working age. People are now working longer and with the potential for automation, trading arrangements and other factors to drive significant economic and occupational change there is an increasing need for adults to up-skill and reskill.

There will also be significant opportunities presented by local infrastructure developments and across the wider Leeds City Region economy. The Northern Powerhouse Rail and Northern Gas Network's H21 project will potentially create thousands of job opportunities that our residents could access with the right training and skills levels.

Therefore, meeting the future needs of the economy means investing in the skills of those who are in work today. The Adult Education Budget is a central plank of how we best support the education and skills outcomes to deliver our employment and economic ambitions. Currently this is centrally administered and funded to national guidance and prescriptions with limited design or oversight locally.

As with careers provision, residents struggle to navigate the provision on offer and as a consequence the goals of and progression from their learning are not always clearly focussed and as such do not deliver enough employment



outcomes. Bringing together and localising support in a single framework to reduce costs, complexity and duplication will improve access to services, and respond to community and business needs. This will also enable us to make full use of the fantastic education and community facilities which host or deliver employment and skills services to provide ensure a locally tailored offer.

Within this the Council is key to bringing Government, Local Enterprise Partnerships, local employers, schools, providers and the local third sector into a partnership to deliver inclusive growth.

Alongside this employer investment in their workforce training is critical to modernising our skills. Despite the

employers skills survey demonstrating an increase in hard to fill vacancies because of skill shortage, training expenditure per employee remained broadly the same as previous years. We have had great success in involving employers in education as is seen in part two of this Plan, but we must encourage employers to invest more in skills and boosting productivity.

Similarly our anchor institutions must examine how we use our collective purchasing power to boost the public investment in employment and skills, and also how we transform our practices to ensure we are reflective of the communities we are at the heart of.

Towards devolution?

The centralised model for employment and skills in this country has to date not delivered a fully integrated, ‘whole systems’ approach, yet the experience of devolution to date has been patchy across the country. In some areas this has effectively meant that LEPS and Local Authorities have been little more than local managing agents of a national programme. The mayoral combined authorities have seen greater devolution and secured deals such as West Midlands’ project to deliver an all age careers.

The Area Based Reviews of post 16 education and training across England (2015-2017) were a part of this general trajectory aiming as they did to achieve a “better responsiveness to local employer needs and economic priorities”. Locally this has stimulated tripartite conversations between colleges, WYCA and the Council focussed on local and regional priorities. This is a promising start ahead of devolution and creates the

foundations for the relationships and processes that would be necessary to make a local settlement a success.

Proposed changes to LEP boundaries and governance, the development of Local Industrial Strategies and early indications of how the Shared Prosperity Fund (that will replacing EU funding) will be distributed, reinforce the idea that this devolution agenda will continue to progress. It is certainly anticipated that, despite the geography not currently being clear, that there will be a devolution deal that covers Bradford during the cycle of Pioneering, Confident and Connected.

A key theme of this Plan’s priority actions is greater local co-ordination of budgets and provision. The Plan is clearly written to be a success within the context of the current employment and skills landscape. However the nature of the priority actions is such that much of the proposed activity has a direction of travel that is naturally aligned with any future devolution to local levels.



2

PART TWO: OUR GOALS AND PLAN

OUR GOALS

Our Plan sets out how the public investment in local workforce services can be better aligned to achieve the targets from the Pioneering, Confident and Connected. In doing so the priority actions in the plan will increase economic opportunity, improve progression opportunities and deliver high quality services.

The goals for our future approach are to:

- Support career advancement and income mobility by helping young people, jobseekers and those in work develop high-demand skills;
- Ensure businesses in Bradford can find the talent they need within the District;
- Improve the quality of low-wage jobs to benefit both workers and their employers;
- Support more of our vulnerable jobseekers and long-term workless into work;
- Support businesses to develop high performing workforces; and
- Function as a coherent system that rewards job quality instead of the quantity of placements by using system-wide outcome data.

THE PLAN

To realise these goals a series of priority actions are outlined below focussing on three key areas:

1. Building skills employers seek
2. Improving Job Quality
3. Connecting our Communities to Good Jobs and Careers

These priority actions have been developed with partners and reflect both the current employment and skills context in Bradford as described in Part 1, but would also provide the framework for skills provision in a post-devolution landscape.



1 BUILDING SKILLS EMPLOYERS SEEK

To deliver the growth ambitions in the Economic Strategy it is critical that Bradford's businesses can efficiently recruit local people with job-relevant skills and education. Implementing our priority actions will ensure that children, young people and adult jobseekers gain the education, training, experience, and employment connections needed to secure a stable job that pays a living wage.

PRIORITY ACTION 1



**EXPAND SECTOR-BASED
WORKFORCE DEVELOPMENT
TO SERVE YOUNG PEOPLE
THROUGH GROWING THE
INDUSTRIAL CENTRES OF
EXCELLENCE**

Having the youngest population in the UK (outside London) is a key asset as identified in the Economic Strategy. As a Child Friendly District we have clear ambitions that our young people leave education as work ready as possible having had rich and varied experiences. The ICE approach is a key strand of that development.

A sector based approach to workforce development is built on the skills needs of individual sectors. The focus is on the occupational or technical skills that are required for specific job families that

are in-demand by local employers. It combines technical training and work-based learning that lead directly to entry-level jobs that have opportunity for advancement within the same sector.

This approach recognises that the workforce system has to serve two client bases – employers and individuals. It must be able to sell and deliver a high quality service to employers while also implementing training that meets the needs of individuals.

The District will work to establish nine Industrial Centres of Excellence (ICE) to ensure that every child will have the opportunity to access a high quality career and learning pathway from the age of 14 to meet their needs and stimulates diversity across the workforce in every sector of the economy.

ICE are industry-led sector based education:business partnerships as a vehicle for aligning local skills provision with workforce planning. ICE is the starting place and driver of our District's career pathways systems-building. At its heart an ICE is a forum for regular discussions and relations between employers and educators with analyses of demand for particular occupations and skills ensuring that these discussions are evidence-based. Each ICE plays an important role in bringing together educators with businesses to ensure



that education programmes, capital, and learning experiences remain current and in-step with employer demand. This feedback loop will be critical in informing young people’s and educators’ understanding of the composition of job roles in different sectors.

The approach will also further develop non-sector specific skills which are used widely across different parts of the economy. The chart below indicates the most common core skills gaps that employers say need improving.

Soft / people skills that need improving in occupations with skills gaps



Given the unpredictability of economic changes it remains important to ensure that the ICE deliver skills with application across multiple sectors. For example the Government’s Digital Strategy predicts that in 20 years 90% of all jobs will require some element of digital skills. This is especially important for young people as they continue to develop and explore

their skills and interests and will support them with career changes later in life and supporting mobility as employer requirements change over time.

ICE therefore inform every preparatory career step for the young person through their learning pathway that equips them with the qualifications, competencies,

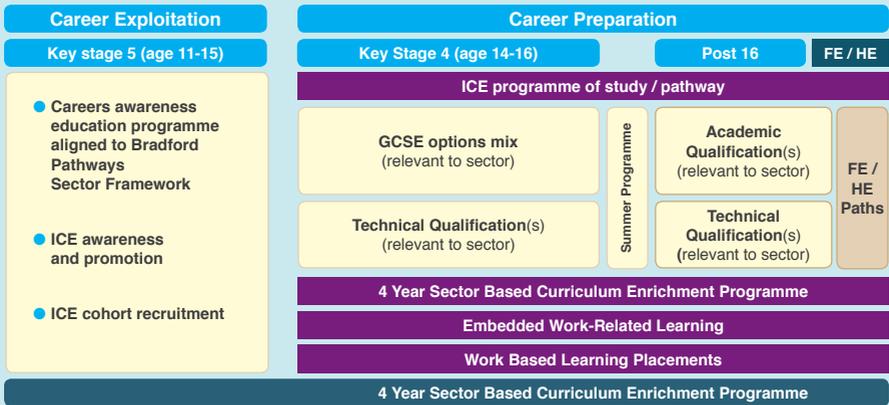


PEOPLE, SKILLS, PROSPERITY

credentials, and experiences necessary for success. The nine ICEs will provide a comprehensive set of career and learning pathways that lead ultimately into work covering all sectors of the economy and most occupational areas.



Future ICE Approach Framework (for each ICE)



Ensuring young people develop the skills business seeks

ICE broadens aspirations and supports young people to develop a range of sector specific employability skills. It builds on the Gatsby Benchmarks: a stable careers programme; learning from career and labour market information; addressing the needs of each pupil; linking curriculum learning to careers; encounters with employers and employees, experiences of workplaces; encounters with further and higher education and personal guidance. The ICE prepares young people from all

communities for careers through:

- A curriculum linked to industry offering sector specific technical and employability knowledge and skills influenced by industry leaders.
- A four year curriculum enrichment programme linked to each sector.
- Providing clear learning pathways into post-secondary/higher education, apprenticeships and employment.
- Providing young people with a set of in-demand and marketable qualifications to help them secure employment.

- Effectively engaging young people with local businesses to enable them to understand what employers require from their employees through experiencing the workplace.

Building on success

Today there are over 300 business engaged with ICE, of which 28 sit on one of the existing five ICE Boards. Eighteen of our secondary schools, the three FE Colleges based in the District, and the University of Bradford are also all key partners. Through 2018/19 academic year it is expected that we will work with over 15,000 young people through the ICE programme.

Our current ICEs cover:

- Advanced Engineering and Manufacturing
- Business and Retail
- Construction
- Environmental Technologies
- Health and Social Care

We plan to expand the approach with 4 new ICEs covering:

- Hospitality and Tourism
- Public Service and Law
- Creative Digital and Arts
- Transport and Logistics

The expansion of the ICE approach will enable all young people to pursue career pathways into the sectors of the

economy which interest them the most, moving away from stereotypical routes to the Labour Market. The inclusivity of this approach will also benefit our employers through expanding their talent pool and stimulating interest in their opportunities.

PRIORITY ACTION 2



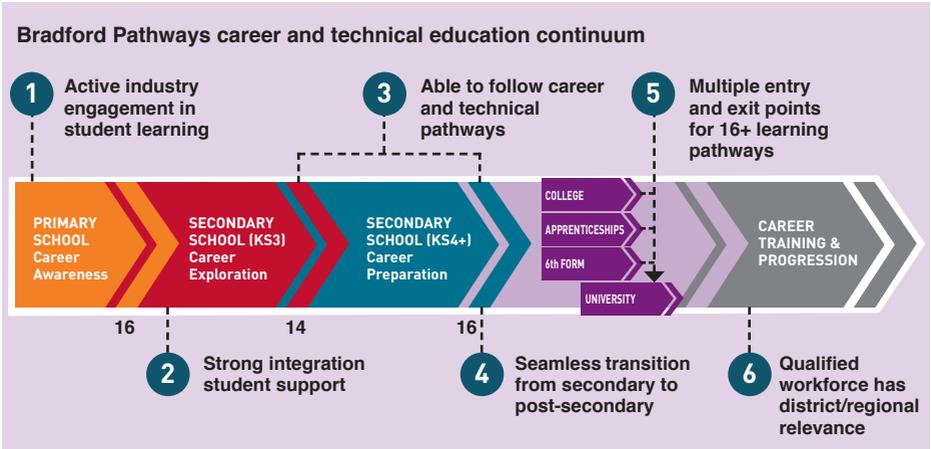
ESTABLISH BRADFORD PATHWAYS AS THE CAREERS PATHWAY FRAMEWORK FOR THE DISTRICT'S WORKFORCE SYSTEM

The term 'career pathways', used in this Plan for both young people and adults, describes education and training programmes that offer a well-articulated sequence of courses and work experiences aligned with employer skill demands. These career pathways lead to the completion of industry-valued qualifications. Pathways are designed to offer students multiple clear entry and exit points for education and training as they progress toward a degree or the highest industry credential required for a specific occupation. They work to enable people to find jobs with increasing responsibility knowing they can access additional training as needed to move ahead.

Career pathways form a particularly effective approach for launching young people and workless adults into good jobs because they can be designed to serve a range of populations and skill levels.

PEOPLE, SKILLS, PROSPERITY

Bradford Pathways provides an overall framework for careers and technical education in the District and involves children, young people and adults in all phases of education and careers.



While career and technical education, in and of itself, is a powerful tool for enhancing student learning, it holds particular promise within the context of the Bradford Pathways career and technical education framework. Bradford Pathways frame career and technical education as part of a journey. It is designed so that the curriculum and experiences that form the learning and career pathways builds from one stage to the next and varies in purpose.

At the first stage are less intense activities, such as workplace and community setting tours and job shadowing, intended primarily to foster career exposure and exploration. At the second stage are

work-based learning experiences, work experience, internships, service learning and school-based social and commercial enterprises. These provide opportunities for more in-depth engagement with activities that have applications beyond the classroom and create a platform for multiple options after education. At this stage, students may learn and use employable skills, but the primary goal is on-going learning, not only employment. Beyond this, technical education is much more focused on career preparation. It is the most career-focused stage with learning programmes designed to prepare students for entry into the workplace. Yet, the journey does not end with entering into

work rather this is just the start of career progression and life long learning.

Delivering a Careers and Skills Curriculum

To further bring to life the Bradford Pathways approach we are working with the Bradford Research School to develop and assess an essential skills curriculum and a careers curriculum for all phases.

Without doubt, all young people need a range of knowledge, skills and habits to become successful and thrive. The Bradford Pathways Essentials Skills framework identifies those skills most desirable for this success such as communication, critical thinking, problem solving, entrepreneurship and leadership. It was designed with local businesses and further developed by the Bradford Research School to be delivered through a range of activities throughout the school day that enhances students' classroom and learning experiences. Direct ties to community, education, and work are vital aspects to the delivery of essential skills.

Running alongside the Bradford Pathways Essentials Skills framework, the District will work to develop a careers curriculum so children and young people learn about the world of work in a structured way.

Applied STEM Learning

The volume and range of STEM-related jobs is growing all the time, but filling those jobs has been a challenge in Bradford, Leeds City Region and throughout



the country. While STEM education is important for both students and employers in a practical sense of finding and filling jobs, it is equally important for cultivating a generation of students with the skills needed to solve the most pressing challenges we experience in the modern world.

The District will develop an applied STEM learning programme; STEM education can begin as early as nursery school, with a focus on how the scientific method can be applied in everyday life. By secondary school, STEM programmes are more rigorous and can be stand-alone learning experiences or integrated into various classes. Our emphasis is placed on STEM opportunities for active and applied learning to build the deep mathematical and scientific base of knowledge that students will need to compete and succeed in a future we cannot predict.



PRIORITY ACTION 3

CONTINUE TO IMPROVE THE STANDARDS OF POST-16 PROVISION

To increase the skills of Bradford's workforce, particularly at higher levels, we need an education and skills system that operates at the highest levels of quality and excellence. The District will support Bradford's schools and colleges and help spread best practice across the education system to improve attainment by age 16, so that more young people are equipped with the necessary skills needed to achieve a Level 3 equivalent qualification by age 19. To enable progression into intermediate and higher-level skills, we need to ensure that Bradford's schools continue to improve attainment levels at Key Stage 4, particularly among underachieving groups, such as white British boys and girls from disadvantaged backgrounds.

The District will champion high quality post-16 education in Bradford, by

supporting its infrastructure through the continuing implementation of the Post-16 Review. The District will work together to ensure the successful opening of Dixon's Sixth Form College and New College Bradford from September 2019. It will also champion the development of a new large school sixth form college in the north of the District to ensure that young people across Bradford have access to a fuller range of academic options and an exceptional learning environment.

Good technical education requires expert teachers, lecturers, and leaders. It also requires industry standard facilities to ensure learning is relevant to current and future employer needs. The District will champion the need for investment in infrastructure and facilities in further education through with greater strategic focus on in-demand skills at the District and Leeds City Region Level. It will ensure that any future funding will support existing providers and where necessary the development of high-quality, financially-stable institutions with strong employer links.

PRIORITY ACTION 4

SUPPORT STUDENTS, PARENTS AND CARERS, AND JOBSEEKERS TO MAKE INFORMED DECISIONS ON THEIR FUTURE PATHWAYS THROUGH ESTABLISHING AN ALL AGE CAREERS SERVICE

People can only make good careers choices if they have good reliable information on which to make these choices. Everyone should have access to high-quality, impartial Information, Advice and Guidance (IAG), allowing them to make the most of our dynamic and evolving economy throughout their working life. The current fragmented approach to IAG across different ages as described in part one does not support this.

To ensure this happens, the District will seek to develop single, coherent all-age careers information, advice and guidance offer, bringing together existing provision and online resources under a unifying brand that is accessible to all our residents.

The partnership will seek to:

- Provide relevant support at key education and career stages, from primary school all the way through to in-work progression.
- Enable access to personal guidance, recognising the diversity of need and ensuring a service tailored to individual need.

- Base careers advice and guidance on local labour market intelligence to ensure business have a talent pipeline with the right skills.
- Work with partners across Leeds City Region to ensure our residents are aware of trends and requirements across wider local geographies, acknowledging that around 30% of Bradford's employed residents do not work in the District.

The importance of personal guidance

If young people, adult job-seekers or career changers are to make the best decisions about their future careers, employment opportunities and learning pathways then personal guidance or counselling is essential. We recognise research shows that counsellors currently work with too many people to provide the differentiated levels of attention needed to make an impact on everyone they support. The continuing investment in personal guidance and counselling at an appropriate level will be encouraged and will form an essential part of our all age careers service approach. Making informed choices will not only support immediate career choices but accessing the right qualifications, skills and experience future proofs our residents enabling greater mobility in the Labour Market, and increasing career options as the economy shifts.

Help inform parents and carers

Parents and carers naturally want their children to find happiness and success in life and are a major influence in their children's career development and decision-making. Research also indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers and to choose a career that would be interesting and exciting. This is important because studies show that young people who feel competent regarding career decision-making tend to make more satisfying career choices later in life.

Parents influence the level of education or training their children attain; the knowledge they have about work and different occupations; their beliefs and attitudes towards working; and the motivation they have to succeed. Most of this is learned unconsciously – children and young people absorb their parents' attitudes and expectations of them as they grow up. The type of provision studied is also critical in terms of return and potential future earnings. For example there is significant variation across subject areas with typically low returns in areas like hair and beauty, and business administration, and much higher returns in engineering and STEM-based apprenticeships. There is also a strong gender consideration. The most frequent apprenticeships undertaken by women tend to be those with low rates of return, whilst men predominate in the

high returning apprenticeships.

Part of the explanation for this lies in careers guidance which does not adequately convey information to young women of the low wages that are prevalent in certain traditionally female occupations that continue to demonstrate strong gender bias such as hairdressing. The District will work to ensure that parents have the information they need to support their children make decisions on their future pathways.

Support for career progression

Research has demonstrated that only 1 in 4 people in low pay nationally will have moved out of low pay in ten years time. Also opportunities to progress are not accessed equally as women and older people are more likely to stay in low-paid jobs compared to men and young people. A further problem is that of insecure employment and the proportion of workers who want more hours, which are both rising and both concentrated in low paid jobs. This lack of progression and its concentration in certain demographics clearly hinders social mobility.

Supporting our residents who are already in work to understand where the opportunities are in the economy and how to navigate the skills offer to access appropriate training will be key functions of the all age careers service.

Career pathways are not a quick fix. They require a long-term commitment.

PRIORITY ACTION 5

INCREASE WORK-BASED LEARNING OPPORTUNITIES FOR CHILDREN, YOUNG PEOPLE AND ADULTS TO SUPPORT CAREER PATHWAYS

Whilst apprenticeships and traineeships are important work based learning programmes, the term is much wider covering a range of activities emphasising learning in a real work environment and through practice. The active and full engagement of employers in designing and supporting the delivery of work-based learning, in whatever

forms that might take is essential to the success of career pathways. The role of employers in providing work-based learning experiences and support is vital throughout the whole learner journey.

Activities range from shorter and less formal workplace learning such as site visits to longer and more intensive programmes such as apprenticeships. It is important as most jobs require previous experience of work so we need to ensure that learners and jobseekers are able to build up a portfolio of work-based learning experiences to help them secure sustained work.

Work-Based Learning Experiences and the Learner Journey

Learning About Work	Learning Through Work	Learning at Work
<p>Career awareness and exploration helps individuals build awareness of the variety of careers available and provide experiences that help inform career decisions.</p> <ul style="list-style-type: none"> • Career Counselling • Career Planning • Career Fairs • Career Presentations • Industry Speakers • Informational Interviews • Mentoring • Worksite Tours 	<p>Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.</p> <ul style="list-style-type: none"> • Clinical Experiences • Work Experiences • Internships • Pre-apprenticeship / Traineeships • Project-based Learning 	<p>Career progression training occurs at a work site and prepares individuals for employment.</p> <ul style="list-style-type: none"> • Apprenticeship • On-the-job Training • Employee / Organisational Development • Graduate Programme • Industrial Placement • Assisted work
<p>Education Coordinated ←————→ Business Led</p>		
<p>OUTCOMES: Skilled Talent for Businesses + Meaningful Careers for Students and Jobseekers</p>		



Work-based learning provides the learner with hands-on, real world experience and delivers better outcomes than the alternatives as by definition the approach is directly aligned with the skills employers seek. The diagram above is designed to illustrate the variety of work-based learning activities that can be pursued, as well as which activities take place primarily within educational settings and which are located on a job site. Work experience, internships, and career exposure are vitally important for young people and provide career-launching opportunities that may not have otherwise been available to them.

Research confirms that early work-based learning offers potentially enormous value for young people, particularly those from low-income families. In particular economically disadvantaged males who undertake work-based learning exhibit stronger rates of academic persistence and attainment.

Under the umbrella of the Industrial Centres of Excellence partnership we will continue to engage with employers to invest in all education phases and provide

a full range of work-based learning experiences. In addition, we will provide employers with support and advice to create high quality work-based learning experiences that are aligned to both their businesses and the learners' journey.

Education Covenant

The Education Covenant provides a road map to change and a new way for community stakeholders to work together. The overarching goal of Education Covenant is to collectively align community resources to ensure that all youth succeed in education, career and life, because successful children lead to a vibrant and thriving community.

To accomplish this the Education Covenant involves schools, colleges, the University, voluntary and community organisations, museums and cultural institutions, businesses, and parents working together to align efforts throughout the full spectrum of their development in Bradford – from cradle to career. .

Simply, our Education Covenant is about everyone in Bradford keeping education a top priority mobilising the community to collaborate and deliver through its key objectives:

- Helping schools and teachers raise standards.
- Supporting parents to get children ready for school, work and life.

- Working with businesses and colleges to boost career options.
- Championing the District's unique art and culture.

The number of community partners gathered from every sector that are engaged and connected with others as a result of the Education Covenant speaks to the commitment of all involved to advance this common agenda for the benefit of each child and young person in the District. For example, 30% of Bradford businesses actively supported children and young people at school, college and the university through a range of work related activities in the last twelve months.

Expand early career opportunities

The more vulnerable young people or adult jobseekers and residents with less formal skills, need similar access to career exploration, preparation, and progression work-related experiences. This is particularly valuable to those young people who have limited work experience or adult jobseekers who are seeking a career transition after a long period of not working to enable them to meet businesses skills needs. Through the ICE Partnerships the District will work to engage employers to increase investment to provide young people opportunities to receive career exploration and skill development through internships, traineeships, apprenticeships, and other work-based learning placements.



PRIORITY ACTION 6**IMPLEMENT A SYSTEM-WIDE DATA INFRASTRUCTURE THAT MEASURE JOB OUTCOMES, TRACKS PERFORMANCE AND SHIFTS IN LOCAL ECONOMIC NEED**

For many years, delivery of skills has largely been left to market forces, but given the fragmented nature of this approach it will not deliver the best outcomes for either Bradford's businesses or our residents. Bradford's economy operates in competitive global markets and to continue and accelerate growth it requires a highly skilled and agile workforce. Young people and adults in Bradford need an inclusive workforce development system that enables their continuous development to reflect evolving employer skill requirements.

The District therefore aims to collaboratively develop a more strategic approach to understanding the market so the skills system can operate more effectively.

There are a wide range of workforce programmes that engage with employers, young people and jobseekers independently, using their own outcomes, definitions, processes and data. The result is confusion for users, disparity in quality, and limited data to inform better outcomes. Addressing this will act as an enabler for meaningful system-wide

change that will reward job quality as opposed to the quantity of job placements.

Key to improving outcomes is creating better systems. A career pathways system aligns employers, workforce development agencies, education providers, funders and other partners to identify shared goals and drive changes in programmes, institutions and policies to address employer demand through multiple career pathways based on industry sectors. A vital component of integrating the workforce system and its constituent parts will be creating one set of metrics with shared definitions. The guiding principle is data driven decision-making, facilitating and sustaining coordinated action, and advocating for and align funding around what works.

Such an approach is the only way to learn what works and what doesn't amongst our provision and change matters accordingly, meaning Bradford can consistently improve the value for money the offer delivers.

Bradford Council will provide co-ordination and administration functions to grow our analytical capabilities and leverage standardised definitions. This will underpin an integrated data infrastructure that will provide timely information and intelligence building a culture of: Monitor, Evaluate, Feedback, and Improve. Ultimately this will enable us to understand our trajectory against the targets of the Economic Strategy and where and how we need to focus activity to successfully achieve them.



2 IMPROVING JOB QUALITY

A modern workforce system must support business to improve their performance to raise the productivity of our local economy to achieve our targets and increase the number and quality of jobs on offer. It is important to develop a local offer for businesses that enables further improvement of their leadership and management, effective workforce practice, and inclusive recruitment approaches.

PRIORITY ACTION 7

RECOGNISE HIGH-ROAD EMPLOYERS WITH GOOD BUSINESS PRACTICES

The District will test new ways of working with industry to promote and encourage good business practice and in-work progression. In particular the focus will be on promoting increased investment

in skills development. This will include identifying and promoting where employers are taking steps to develop the skills of their existing workforce and making more effective use of skills.

Good business practice such as consistent scheduling, supervision, access to employee benefits can help employers improve their own bottom line. In many cases, however, small employers have limited resources to make significant changes and little room for error. Many require more technical assistance if they are to embrace practices that better support businesses to grow and low-wage workers.

The District will work to expand business solutions suite of services to include human resource support focused on improving job quality and workforce productivity.

PRIORITY ACTION 8 **MAXIMISE ANCHOR INSTITUTIONS' ECONOMIC POWER FOR THE BENEFIT OF THE LOCAL COMMUNITIES, ECONOMY AND JOBS**

The large and long standing institutions in a city such as the universities, colleges, hospitals, and cultural institutions – and the power of harnessing their collective spend and resources will support the local economy and spread inclusive employment practices.

Anchor institutions are themselves major drivers of economic growth across the District. For example Bradford Council makes significant investment on local economic development activities. In the future the District wants to leverage its combined public sector investments for better job outcomes. There have been some successful links between economic development projects and workforce programmes such as with the Broadway Shopping Centre and the development of City Park that in the future we need to build on.

It is clearly recognised that by working together, anchor institutions can achieve more than any single institution working on its own. While physical development is important to urban revitalisation, communities cannot succeed unless the people living there are valued and empowered.

Establish a First Source Recruitment process

Moving forward, the District will work to ensure that its public investments and spending power create avenues for local people to obtain stable employment and career advancement opportunities.

Key to this new approach will be implementing a comprehensive 'First Source' recruitment programme. Working through SkillsHouse, the programme will encourage businesses that are receiving funding through public contracts to share their open positions with SkillsHouse and consider the referred, matched candidates for their open jobs. Whilst the First Source system does not require businesses to recruit the referred candidates as SkillsHouse will source and supply the most appropriate candidates, businesses must make good-faith efforts to do so.

As new economic development projects break ground, SkillsHouse will work with developers to create a customised package to support their recruitment and skills needs for the jobs that public investment helped to create. SkillsHouse have a proven and scalable customised training and recruitment model, valued by businesses through which they are able to access direct support for their recruitment and training needs.

Expand Community Value benefits through public investment

Our local anchor institutions have enormous buying power: The Council, University,

colleges and hospitals have considerable budgets. Yet, currently we do not work collectively to ensure that this investment builds local companies and provides good jobs locally. The reasons for this are complex. Like all businesses, anchor institutions face internal pressure to lower spending and control costs, and in many cases the lowest prices come from distant suppliers. Also, appropriate local suppliers may not exist to provide needed goods or services, or buyers may be unaware of the goods and services available locally.

As a District we will work to harness the spending power of anchor institutions to strengthen the local economy and create good jobs for local residents. We will work to enable and encourage anchor institutions to purchase goods and services from locally-owned or based businesses rather than non-local businesses. We will then encourage these community businesses, in turn, to reinvest in their communities, building the wealth of other local businesses and residents.

We also want to explore how the flexibilities around the Apprenticeship Levy can be pooled utilised to develop routes into Apprenticeships for our residents and to support SMEs who work with Anchor institutions to offer more Apprenticeships.

Inclusive employers

Through local and inclusive hiring, anchor institutions can lift up local residents, create career pathways

for low-income, minority, and under-represented populations, and so transform communities. In the process, anchor institutions can develop a more efficient workforce pipeline, meet sustainability and inclusion goals, and ultimately improve local well-being.

The District will work to establish a local and inclusive hiring approach to connect employment to residents in our local communities.

PRIORITY ACTION 9



IMPROVE THE JOB QUALITY IN THE HEALTH AND CARE SECTORS TO MAKE BEST USE OF THEIR CURRENT AND FUTURE WORKFORCE AND DELIVER OUTSTANDING HEALTHCARE

Healthcare is a high priority industry for the District. Healthcare is the largest sector, providing a range of employment opportunities from entry-level, relatively low-skilled jobs, to highly skilled medical positions. The most difficult to fill local healthcare jobs reflect that range of careers. On one hand we struggle to recruit medical roles such as Psychiatric Nurses, Neonatal Nurses, Diagnostic Radiographers, Clinical Psychologists, Registered Pharmacists, Operating Theatre Clinicians, and General Practitioners. On the other hand there are also shortages in social care positions, such as Home Care Assistants, Social

PEOPLE, SKILLS, PROSPERITY

Workers, and Educational Psychologists.

Turnover, across the sector runs at over 20% which in some positions can be as high as 50%. This exacerbates existing shortages that result from increased demands for services, creating an even greater need for career pipelines to serve the industry.

The District will develop the Health and Social Care Economic Partnership to focus on improving workforce outcomes in Bradford's health and social care sectors. The Partnership will oversee the 'One Workforce' programme that will support train jobseekers to fill the growing number of jobs in our local health economy. The Partnership will also inform the development within our partnerships of training programmes to develop the existing workforce, fill skills gaps, and connect local communities to high quality jobs.

PRIORITY ACTION 10

DEVELOP A ONE STOP SHOP SYSTEM FOR SUPPORTING BUSINESSES TO IMPROVE WORKFORCE PRODUCTIVITY

To implement a more aligned workforce system for the benefits of employers to support them improve their workforce productivity the District will implement a 'one-stop shop'. To support employers improve the skills of their workforce and business practice to ensure business are



able to put innovative ideas into practice to improve their productivity.

Building and developing skills is widely recognised a key part of a businesses' ability to absorb and use ideas and technologies from elsewhere to improve business performance. This has to be across the entire workforce from leadership and management/high-level skill occupations, through to intermediate-skilled technicians, and entry-level positions.

A more joined-up offer to support businesses improve their business practices would provide a more compelling and comprehensive business case to employers for up-skilling, and allow different agencies to take advantage of employer relationships established in other parts of the system.

An important aspect is to ensure it enables businesses to access a full range of appropriate services that meet their needs. To provide employers a diagnostic service from which generalist advisers could signpost employers to specialists in different organisations. It is important that employers have their cases actively managed through their enquiry to find a solution and not require repeat interactions duplicating previous conversations.

3 CONNECTING OUR COMMUNITIES TO GOOD JOBS AND CAREERS

All our residents and communities need to be able to access the opportunities in the local economy, as is set out in part one of the Plan this is not currently the case. It is important to develop the connections between the new jobs that are being created, our local people, and career progression particularly if we are to hit the target of 20,000 more people into work by 2030.

This means we must engage residents who are economically inactive and currently not connecting with the employment and skills system, and support them onto the journey to work.

PRIORITY ACTION 11


DEVELOP BRIDGING PROGRAMMES THAT PREPARE YOUNG PEOPLE AND JOBSEEKERS WITH LIMITED FORMAL QUALIFICATIONS FOR WORK AND IN-WORK PROGRESSION

As Bradford builds a career pathways system, the more vulnerable young people and jobseekers with fewer formal qualifications must not be left behind. To increase access to entry-level jobs with career advancement potential, the District will develop a common approach to employment bridging programmes.

These programmes will deliver the academic credentials, experiences, and technical skills to secure entry to work and advance further through in-work training.

More mainstream programmes may not meet the needs of these residents as those programmes are not specifically designed to:

- Provide intensive support services to the individual;
- Provide contextualised and experiential learning opportunities that embed numeracy and literacy with career education;
- Provide financial support that enables a young person to meet their immediate needs while participating in learning;
- Connect the young person to caring and supportive adults;

Our challenge is how we work collaboratively to better meet these needs within the transition into work. One way to maximise the impact of a diverse range of programmes is to develop a common brand. Currently organisations that run programmes supporting vulnerable learners on the whole engage with employers and young people on their own. The result can be confusing for jobseekers and employers alike.

Many employers will not have the capacity to investigate the differences between the differing services and programmes

requiring their staffing needs to be met quickly and efficiently. If their user experience is unsatisfying, they will look elsewhere to fill future vacancies.

Young people and jobseekers face a similar challenge: without a guide to what services are available and where, they have to try to figure out which programme best meets their needs. The difficulty in navigating the provision increases the odds that they will not get what they need. Too often our residents are sent to numerous organisations and since information is often not shared effectively, they must re-start the whole process of intake and assessment in each new setting.

To improve this situation, we will work across all organisations to align bridging and pre-employment services under a unified brand. This outward facing service will 'hide the wiring' resulting in a more user-friendly service for employers and young people and jobseekers alike.

The Bradford Journey to Work

'The Bradford Journey to Work' is designed to be the framework to coordinate employment bridging programmes to serve individuals who are not yet ready for college, apprenticeships or career-track jobs. The career focus of bridging programmes distinguishes them from other adult education programmes.

The investment of public funds this journey will require is significant but so is the

long-term return. For example, the ESIF funded STEP programme has proven effective in preparing jobseekers with few formal qualifications. STEP offers a much more extensive and intensive experience than many bridging programmes. The offer is tailored dependent on individual need. Participants have access to a curriculum that conveys employability skills, functional literacy and numeracy related to the occupational area, a six month work placement, and on-going in-work support. The results show that those vulnerable residents who had been through STEP were more likely to be in work at much higher rates than more traditional employment programmes.

There is a wide array of adult education support across the district. We also need to take this opportunity to coordinate and contextualise this offer to create a pathway to jobs with in-work training. Courses such as English for Speakers of Other Languages, family and community programmes, and work readiness programmes provide the opportunity to offer job-relevant training and employment services.

The Bradford Journey to Work presents a prime opportunity for differing agencies to understand where their service sits positioning them to target the next step for their customers more effectively and offering multiple engagement opportunities and entry points.

PRIORITY ACTION 12

UNLOCKING THE POTENTIAL OF WOMEN IN EMPLOYMENT IN BRADFORD

A key objective of this Plan is to enable individuals and families to make choices that best suit their individual circumstances. Supporting women to participate in work is both an economic and social priority for Bradford: it's good for women, families, business and our economy. Boosting women's workforce participation is essential to raising living standards, increasing the productivity of our businesses and securing Bradford's future prosperity.

Economic independence is an enabler, for both women and men, to exercise control over their lives and to make genuine choices. At an individual level, the benefits of lifting women's workforce participation include additional financial security for women and their families by way of higher lifetime earnings, and increased savings for retirement. The rewards grow into the future because a job today means more career opportunities and higher earning potential tomorrow. There are also social, health and wellbeing benefits of work to be gained for women and their families rooted in the economic independence that employment provides.

A key driver of our employment growth has to be to women's full participation

in all areas of the economic life of our District. It is important to work with business to ensure they understand the benefits of increasing women's participation and progression to senior management and leadership roles across all areas of the economy.

Delivering greater diversity and breaking down the barriers to women in work, whether by industry, occupation or part-time status, has clear economic benefits for business, allowing organisations to attract and retain high performing staff through accessing a wider and more diverse talent pool. Equally, it is well established that gender diversity at all levels, board level, executive level and team level, means better financial performance.





The District will work to encourage more families to take up their early years child care entitlement to provide parents with more choice and opportunity to work. A more affordable, accessible and flexible child care system will support families so they can choose their child care around their work, rather than limiting their work hours to suit their child care. We will also encourage employers to offer more flexible working arrangements that will allow their workforce greater choice and opportunity in determining how they blend work and family and enables parents to work or work more.

We will work to improve gender balance in both occupations and industries. At the moment men and women still gravitate to traditional occupation areas based on outdated perceptions of the limits placed on career pathways by their gender. A key step-change is to ensure that young people are encouraged to follow career and learning pathways that are not based on gender, or other, stereotypes but on their personal aspirations. In particular, we will encourage more of our young people to consider STEM-related learning and careers.

PRIORITY ACTION 13

ESTABLISH SKILLSHOUSE AS A BRADFORD 'ONE-STOP' SYSTEM FOR SERVICE DELIVERY TO SUPPORT LOCAL EMPLOYERS TO FIND AND RECRUIT THE TALENT THEY NEED

The District will work to develop SkillsHouse as the single gateway that connects individuals and businesses with the most relevant tools and resources of the Bradford workforce development network, helping students, job seekers, workers, and employers create their own unique paths to career and business success.

We want to develop SkillsHouse as a national leader in creating innovative, demand-driven workforce solutions. SkillsHouse has proven itself to be a valuable resource demonstrating the need for business intermediaries both locally and nationally.

Since SkillsHouse launched in 2015 to support the opening of the Broadway Shopping Centre it has now helped over a thousand unemployed job seekers to be placed in our growing list of employer partners. It has created opportunities to increase economic mobility for Bradford residents and solving talent solutions of local businesses.

SkillsHouse's mission is to close



the workforce skills gap and assist unemployed job-seekers in re-entering the workforce. It works with local employers to identify their recruitment needs and matches them with qualified unemployed local job seekers. SkillsHouse also help employers fund customised and on-the-job training programmes so that candidates have the necessary skills to succeed from day one of employment.

Being unemployed or underemployed and searching for a job is a daunting challenge. SkillsHouse provides a source for jobs with local employers committed to recruiting local talent. SkillsHouse goes beyond just listing job opportunities; the team begins with establishing deep relationships with employer partners, then securing commitments to employ job seekers submitted by SkillsHouse. The team at SkillsHouse then serves as an advocate with the employer and resource for getting jobseekers back to work. Through this approach, SkillsHouse has also proven successful at supporting people from under-represented groups, such as ex-offenders, into work.

SkillsHouse has the potential to help local businesses grow through providing full-service staffing solutions – from targeted recruitment to customised recruitment programmes – for businesses with immediate and long-term recruitment needs. This work will close the workforce skills gap and move the unemployed into open positions by directly responding to the recruitment needs of employers.

SkillsHouse is able to connect businesses with a new pool of immediately available, diverse candidates and flexible incentive programmes that help employers fill vacant positions quickly and cost-effectively.

PRIORITY ACTION 14

DEVELOP AN INCLUSIVE COMMUNITY LEARNING PLAN

The District will develop a joint 'Inclusive Community Learning Plan' that will clearly establish how community learning and development will be taken forward by partners across Bradford.

The plan will be reviewed regularly and will be amended to reflect any significant changes or developments to ensure that it remains a useful planning document for collective impact and can demonstrate its contribution to the realisation of the District's Economic Strategy.

The intention will be that Community Learning and Development (CLD) supports the wider career pathways system and lead to outcomes such as:

- Enabling the development of skills (in particular literacy, numeracy and English for Speakers of Other Languages) that people can use in employment, their community, further learning or as parents and family

members to support their children in their important early years; and

- Supporting all our young people (in particular those who need more choices and chances to achieve their full potential) to become confident individuals, successful learners, and good citizens, empowering communities to work together.

CLD is delivered by many community partners across the District. All partners involved in the delivery of CLD should aim to deliver these objectives through:

- community development;
- youth work;
- family learning and early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development; and
- learning support and guidance in the community.

Questions for Consultation

1. Do you support the Vision for the Plan and is it appropriate for the future Bradford economy?
2. Do the Priority Actions under “Building skills employers seek” address the issues that make it difficult for employers to meet their skills demand?



3. Will the Priority Actions in the “Building skills employers seek” section enable our residents to plan their pathways into their chosen careers?
4. What are the most important actions and priorities that will improve businesses ability to meet their workforce needs efficiently?
5. Will the Priority Actions under “Improving Job Quality” support businesses to improve their performance and raise productivity?
6. Will the Priority Actions set out in “Connecting our Communities to Good Jobs and Careers” support under-represented groups to significantly increase their participation in the Labour Market?

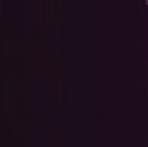
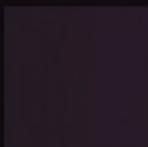
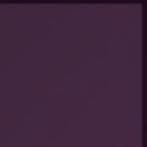
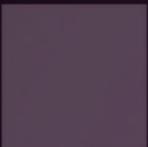
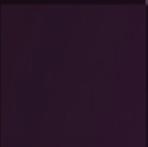
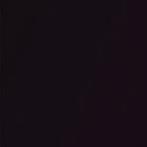
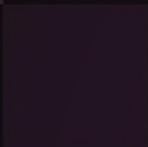


7. What are most important actions that will support all our communities to participate equally in employment?
8. What are the most important actions that will support the in-work progression that is needed to support social mobility and tackle poverty?
9. What additional support is required for businesses and residents if we are to deliver economic growth that benefits all our communities?
10. The Priority Actions have a focus on better coordination and use of resources and in particular in respect of research and intelligence, Adult Education and Careers provision. Are there other areas within the employment and skills landscape that would benefit from this approach?
11. Will the Priority Actions do enough to improve the District's employment and skills offer to support the achievement of our employment, productivity and skills targets as set in the Economic Strategy (Pioneering, Confident and Connected)?
12. Is there further national or international practice we could learn from?

**Please let us know your views by emailing
EducationCovenant@bradford.gov.uk.**

All views will be taken into account when developing the final version of this plan.

The deadline for responses is 22 February 2019



Appendix 3 – Skills Plan draft for consultation

SKILLS FOR WORK

SUMMARY

1.1 Skills for Work (SFW) provision contribute to the Council's commitment to both develop better skills, more good jobs and a growing economy and a great start and good schools for all our children as detailed in the District Plan.

1.2 SFW is made up of 3 distinct teams delivering a range of learning and skills programmes to residents in the Bradford District, Apprenticeships, Employment Support and Family and Community Learning. All funding is generated from external sources.

1.3 SFW operates as a fully traded service to meet the learning and employment needs of those at most disadvantage in the District. The delivery model enables SFW to provide learning opportunities for parents, families and unemployed adults in addition to supporting the creation of apprenticeships across the District by providing successful skills and qualifications training matched to local need facilitating a clear pathway into further learning and employment.

1.4 The service contributes significantly to council and local priorities through its role in delivering provision to adults and young people with significant barriers to learning and/or employment. SFW are within scope of the Ofsted common inspection framework and continue to maintain the Good rating as judged by Ofsted inspection team in December 2017 whilst continuing to work toward outstanding.

2. Background

2.1 The Council has a long tradition of supporting central government funded employment & skills programmes. SFW assist those with multiple barriers which are furthest from the workplace to develop skills and gain qualifications to move into employment or onto further training or apprenticeship.

2.2 Apprenticeships

SFW are the preferred training provider for apprenticeships within Bradford Council and contribute to the Council's required target for employing apprentices. Apprenticeships are offered in one of the following vocational areas:

- Management,
- Team leader
- Business Administration
- Customer service
- Public Service Operational Delivery Officer

2.3

Working with the Learning and Development Academy, SFW support council apprentices to gain valuable skills and qualifications including maths and English through individual learning plans and dedicated assessment officers. Overall achievement rates continue with an upward trend and in academic year 17-18 grew to 81.5%; 10.5% above the national average. The number of apprentices continues to grow and currently 42% of our apprentices are based within Bradford Council departments. Recruitment is on-going within the 2018-19 funding year predicted starts are about those of the previous year.

SFW is the only local authority based provider delivering Public Service Operational Delivery Officer (PSODO) apprentice standards within the wider Yorkshire Region and is supporting other local council apprentices within the WYCA area. Current plans are in place for SFW to become a centre of excellence for this provision.

2.4 Adult Community Learning

A range of accredited courses are delivered in Functional English, Functional Maths, ESOL and ICT by a skilled and experienced peripatetic tutor team in community based venues and schools across the district. Additionally qualifications in a range of vocational and employability skills are delivered to unemployed participants to aid their search for work. Classes take place within schools and children's centres. With new courses being delivered during the 2018-19 academic year, SFW have targeted working with schools across the district that have been judged as inadequate or requiring improvement in their most recent Ofsted inspections and are working with an additional 17 schools. Areas within the District have been targeted to help those in greatest need recent engagement activities have focussed in BD8 and BD5 post code areas.

2.4.1

Success rates on functional Skills continue to be good with 88.2% success rate on ESOL and English programmes particularly with success rates in speaking and listening at 91%. Maths success rates continue to be above the national average at 81.7%, however success rates for level 1 reduced in academic year 2017-18 due to higher levels of early leavers.

2.5 Family Learning

Workshops and short courses are designed and delivered to meet the needs of parents and carers many of which include joint learning sessions with their children. The programme is delivered in schools, community settings and voluntary organisations across the District and supports families to learn how to support their children in school including keeping up with the children in maths and English and Family Talk and Family Language which help parents to understand what goes on in school and have the language skills to participate in the wider community. Additionally family support workshops are popular as they allow parents to increase their confidence and gain new skills; the range of support available for families covers all age groups from early years onwards.

2.5.1 Achievement rates on family learning courses are outstanding at 95.7% for academic year 2017-18 and current in year achievements are 96.6% above the national average at 87%. Many learners on family learning programmes gain additional confidence which is transferable to everyday life, particularly with helping their children with homework tasks and communications with school and other agencies.

2.6 Employment Support Programmes

The Work Programme is a Department of Work and Pensions (DWP) funded provision for people that are unemployed and claiming benefits. The programme has been in operation since June 2011 and is currently in the final phase. New referrals ceased in March 2017 and programme activity is due to end in March 2019. Work Choice is also funded by DWP that provides support to people with disabilities and health conditions facing complex barriers to getting and keeping a job. The programme has been in operation since October 2010 this contract is in the final extension phase, and currently supports participants employed by Industrial Services Group. This funding is due to cease in March 2019. SFW will cease to deliver DWP programmes after this date. Both Work Choice and Work

Programme have been replaced by the DWP Work and Health Programme, SFW is not involved in the delivery of this replacement programme.

2.6 STEP Programme

SFW acts as a delivery partner for STEP working with those with health conditions and disabilities to find and sustain work. SFW have delivered this programme since August 2018. As at January 2019 job starts meet profiled targets and qualification success rates are 86%. Employer engagement activities are targeted at local employers who are supported to recruit people with disabilities. Those with health conditions and disabilities are able to seek advice and guidance on how to apply for jobs and managing their condition while in work.

3. ADDITIONAL DELIVERY ACTIVITY

3.1 Family Learning Festival

A wide range of learning activity across the District is provided through SFW including an annual Family Learning Festival which takes place in October in conjunction with a range of local partners including libraries and museums continuing a long standing partnership with the National Science and Media Museum. The festival is designed to encourage all members of the family to learn as a collective group and to act as a recruitment device for SFW and all delivery partners. In Oct 2018 over 500 people took part in the festival including our crafty sessions and messy play with a theme of Create, Make, Build.

3.2 Ofsted Common Inspection Framework.

SFW continue to maintain the Ofsted judgement of Good. The well-established and clear vision of managers and leaders underpin SFW's contribution to wider council priorities. A strong ethos of supporting those from the most disadvantaged backgrounds pervades. SFW are an inclusive and welcoming environment for learners. Tutors model appropriate attitudes and behaviours well, encouraging learners to consider how they can contribute further to community life in the District. The strong performance management processes enable swift improvement actions and ensure provision meets learner's needs leading to high achievement rates and pathways for next steps in many cases to higher level or accredited courses. Safeguarding is judged to be effective with a well-planned training programme for staff to maintain expertise in this area.

3.2.1 SFW main focus is to move toward being judged as outstanding. Quality improvement plans are in place to support and develop staff to ensure outstanding teaching learning and assessment becomes the norm through rigorous quality monitoring and performance management. The introduction of additional qualifications and apprentice standards have been verified by awarding bodies to ensure the highest standards are maintained for teaching, assessment activity and examinations.

4 OTHER CONSIDERATIONS

None

5 FINANCIAL & RESOURCE APPRAISAL

5.1 SFW is a fully traded service. Current funding levels for community and family learning are received as a direct grant from ESFA subject to success and achievement rates and eligible spending criteria to support learner needs. In academic year 2018-19 SFW received an additional 22% with a total budget of £766,000 funding for family and community learning allowing SFW to assist and support many more parents and families

to gain skills and progress into further learning. Apprenticeship funding is received from levy payments within Bradford Council and local employers and is a growth area for SFW. Continued business development activity is in place to source new funding streams.

6 RISK MANAGEMENT AND GOVERNANCE ISSUES

6.1 Risks associated with the delivery of SFW programmes are the final phase of DWP contracts and associated costs. Plans are in place to manage this process. Risk to contract delivery and outputs on ESFA provision including apprenticeships is mitigated by stringent contract monitoring procedures undertaken within the SFW team.

7 LEGAL APPRAISAL

No legal issues.

8 OTHER IMPLICATIONS

None

8.1 EQUALITY & DIVERSITY

None

8.2 SUSTAINABILITY IMPLICATIONS

None

8.3 GREENHOUSE GAS EMISSIONS IMPACTS

None

8.4 COMMUNITY SAFETY IMPLICATIONS

None

8.5 HUMAN RIGHTS ACT

None

8.6 TRADE UNION

None

8.7 WARD IMPLICATIONS

There are no Ward or area implications as SFW supports residents in all areas of Bradford and the District with particular focus on Bradford and Keighley

8.8 IMPLICATIONS FOR CORPORATE PARENTING

None

8.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT

None

8.10 NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

No Options

10. RECOMMENDATIONS

10.1 That members note the content of this report and the continued success of SFW and its delivery of learning and apprenticeships across the District

11. APPENDICES

Appendix 1: **2017-18 Community and Adult Learning Outcome Tracking -*Progression Pathways***

12. BACKGROUND DOCUMENTS

None

Appendix 1

2017-18 Community and Adult Learning Outcome Tracking

Progression Pathways

SFW offers advice and guidance to assist learners to make choices about their future progression options for further learning or employment. However the majority of learning programmes are aimed at those who are at the beginning of their learning journey or who have not engaged in learning for some considerable time, with multiple barriers to overcome. Entering employment may be a future aspiration which requires learners to move into further learning as their next step. Many parents who access Family learning provision do so without employment as their aim or required destination and SFW provision is a stepping stone to mainstream FE options.

Leaver Destination Data Summary

Outcome	Destination	No	%
Employment		120	17.6%
	<i>16+ hours pw</i>	75	11.0%
	<i>Less than 16 hours pw</i>	32	4.7%
	<i>Self employed 16+ hours pw</i>	7	1.0%
	<i>Self-employed Less 16 hours pw</i>	6	0.9%
Education		204	29.9%
	<i>FE Full time</i>	4	0.6%
	<i>FE Part time</i>	198	29.0%
	<i>HE</i>	1	0.1%
	<i>Apprenticeship</i>	1	0.1%
Voluntary Work		31	4.5%
Other		49	7.2%
	<i>Unable to contact</i>	12	1.8%
	<i>Not known</i>	29	4.3%
	<i>Other</i>	8	1.2%
Unemployed		278	40.8%
	<i>Not looking for work</i>	106	15.5%
	<i>Looking for work</i>	172	25.2%

TOTAL LEAVERS		682
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