

**THE
STAFF
COLLEGE**

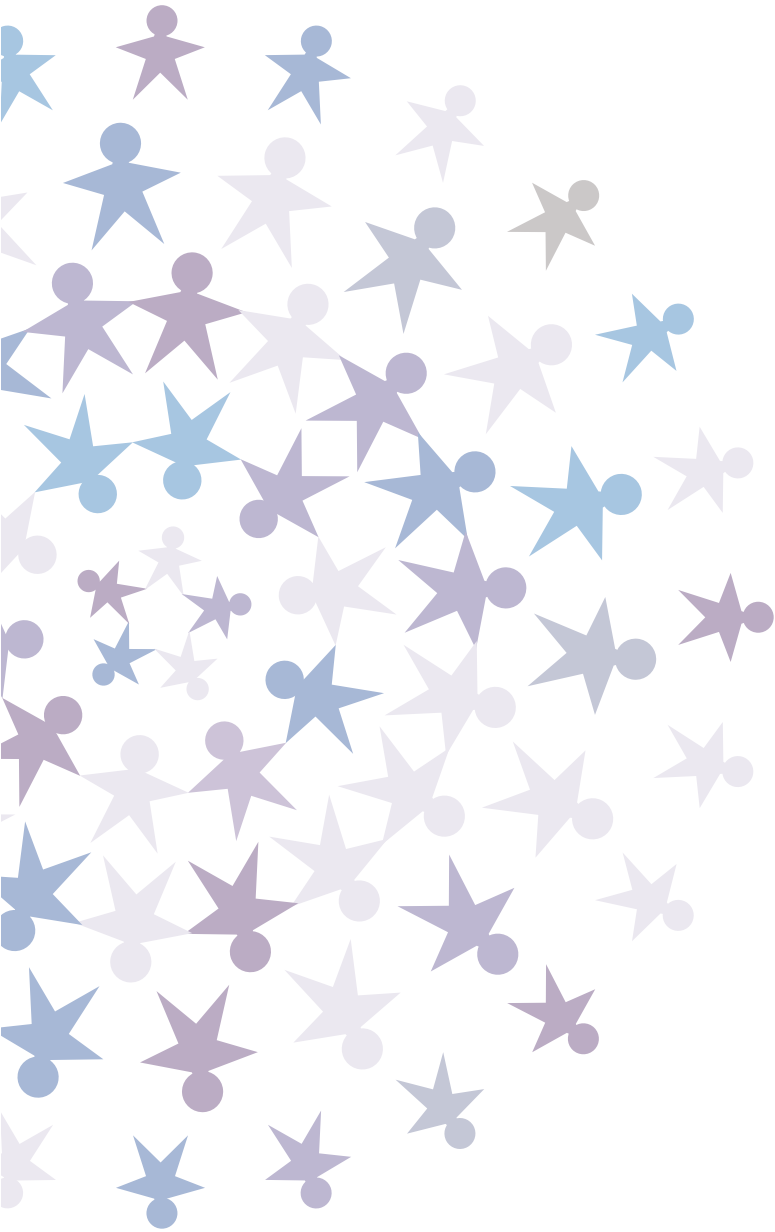
PUBLIC SECTOR LEADERSHIP FOR CHILDREN'S SERVICES



THE STAFF COLLEGE

Prospectus

2018/2019



The Staff College Prospectus 2018/19

I am delighted to present The Staff College Prospectus for 2018/19. I hope that you find the offer as pertinent as ever to the development needs of leaders across education and children's services.

The Staff College remains a vital source of leadership development and support to help all of us in facing the significant and sustained challenges that have become part and parcel of leadership in the public sector. In an increasingly complex, turbulent and ambiguous world, the goal for all of us remains to achieve the best outcomes for children and families.

The impact of sustained economic austerity and uncertainty over the future role and responsibilities of local authorities requires public sector leaders to find new and innovative ways to orchestrate change not only within their own organisation but well beyond the limits of their own authority. As the mantra becomes not one of "doing more with less", but "doing less with less", the imperative is to make sure that necessary work gets done, irrespective of who is doing it.

Creating a sustainable, asset-based public service approach that builds capacity and resilience within citizens, families and communities has become the primary concern of the whole children's services system. Achieving this requires brave, collective and sustained acts of leadership across systems and throughout organisational structures – systems leadership. The Staff College has designed its leadership development provision to help leaders make sense of and work effectively with complexity, sometimes having little more than their moral authority and personal agency upon which to draw.

The Staff College is our College. It is a values-based organisation, rooted in the notion of there being a single public pound. It is committed to helping public sector leaders succeed in a difficult, unpredictable and often lonely environment where they can't operate in isolation and where they need the courage to take risks to improve the wellbeing of the communities they serve.

It provides the intellectual and professional space where we develop our individual and collective leadership; a space where we transmit our knowledge, wisdom and values to the next generation of leaders; and a learning community where we support and inspire each other to do better for children, young people and families.

Martin Pratt

Director of Children, Schools & Families, London Borough of Camden

Chair: The Staff College Board



About the Staff College

The College was established in 1999. Over that time, it has developed a strong reputation for leading edge development and original research which has been incorporated into other national public sector leadership programmes.

The College is an independent, not for profit company and works closely with the Association of Directors of Children's Services. Its role is to support, provoke, challenge and reflect with those charged with delivering services for individuals and communities, in the belief that exceptional leadership is a critical ingredient in transforming how public services are planned and delivered.

The College is governed by a Board of Directors, and the ADCS Council of Reference are members of the College company.

The College exists for the sector, to enable systems leaders in Children's Services to learn and develop in an enabling and supportive environment with an organisation focussed on helping leaders to be the best leaders they can be.

The College has a very strong track record in supporting several generations of successful Directors and other senior leaders. The college approach is one of co-production. Those participating experience a balance of theoretical and practical activities. There is a strong emphasis on action learning and building networks of support within and across different disciplines to help build sustainable change.

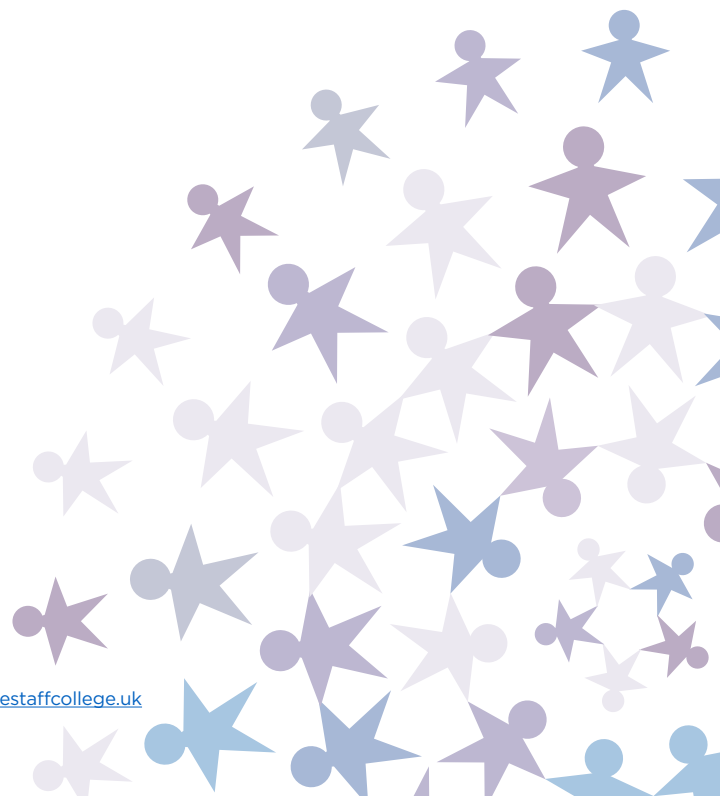
“

“It is so valuable listening to the experience of others and being able to reflect about how that could influence the next stage of our development with our learning community.”

“A confirmation in my head that, big-picture-wise, we are moving in the right direction and trying to achieve the right ends.”

“As ever, the most valuable aspect is the opportunity to hear from and discuss with colleagues.”

Leadership Academy participants



The delivery of the College activities is through a network of highly experienced Associates, respected experts from different national and international fields and sharing the expertise within the sector itself. The College collaborates with a range of other organisations to secure the best range of thinking, input and resources.

This prospectus sets out the current activities of the College on behalf of the sector, including the work to influence national policy and champion children's services leaders.

During 2018, the College will be developing its offer, following discussions with established and emerging leaders, to ensure it remains relevant and at the leading edge of thinking.

“

“Public services face unprecedented challenges. Rising demand, changing demographics and increasingly stretched finances mean that the choice for local authorities and public service providers is stark: change the way they work, or face the possibility of service retrenchment, increasing irrelevance and perpetual crisis management.”

RSA (2015)

Public Sector Leadership for Children's Services and the Staff College approach

UK public services continue to undergo accelerated change, as cost and reform initiatives have redefined what 'business as usual' is. Creating a sustainable asset-based public service approach that builds capacity and resilience within citizens, families and communities continues to be the primary concern of the whole children's services system.

Achieving this will take brave, collective and sustained acts of leadership across systems and throughout organisational structures which are responding to new locality arrangements for the provision of public services.

In the rapidly changing context of public services in the UK, an individual organisation's capacity to innovate is increasingly dependent on its network of partnerships and alliances. The evolving relationship between a local authority and its community of schools, the transfer of public health into local Councils and the ongoing developments in child protection and safeguarding are all examples of changes which will require a more systemic approach if they are to succeed.

The work of the College consists of three distinct elements:



Core provision

The College provides professional and practical support to the public sector in general and the children's services community in particular through the design and delivery of national cross-sector programmes, national initiatives and liaison with local and central government. It reflects the fundamental commitment of the College to supporting the development of leadership capacity in local authority provision for improving outcomes for children, young people and families.



“Transforming services is hard. Organisations across the public, voluntary and private sectors are coming together to find new solutions to seemingly intractable problems by radically transforming their approach to services in their area. But whether they are tackling alcohol abuse or supporting people with dementia, their success is being determined by people and culture.”

(From “The Revolution will be Improvised – stories and insights about transforming systems, Leadership for Change - A report by Richard Vize for the Systems Leadership Steering Group)

Aspirant Directors of Children's Services Leadership Programme

This programme, which is a collaboration between The Staff College and NHS Horizons is a national leadership development programme for senior leaders who aspire to a director-level role in the provision of children's services in England. This is an exciting opportunity for senior public-sector leaders and combines learning from The Staff College senior leadership programmes from across the public sector in England, Wales and Scotland and NHS Horizon's experience and expertise in supporting and delivering large scale change across the public sector.

Public services, and people involved in their provision, face unprecedented challenges. Roles are becoming more wide-ranging, and people working in senior positions invariably find themselves responsible for services outside their historical area of expertise. The relationship between the citizen and the state is increasingly unsettled while, as integrated delivery becomes more established and new alliances take shape, there is greater fluidity between the public, private and not-for-profit sectors.

The step up to a director level role requires a willingness to embrace and handle the volatility, uncertainty, complexity, and ambiguity which now characterise senior leadership in the public sector. Many of the challenges they face test their ability to manage dilemmas, in which there may be no single “best way” in which to proceed and where progress can only be achieved by holding in creative tension apparently polar opposite perspectives or approaches.

This programme is about finding ways of working successfully in a difficult and unpredictable space, where you may be alone, but you can't operate in isolation, where you may have to take risks, but your first concern must be for the welfare of others, where you may want to think systemically, but must act like an entrepreneur to make progress.

Our partnership with NHS Horizons offers participants the opportunity to benefit from some of the most innovative approaches and tools available to support learning, innovation and change and provide an opportunity for senior public-sector leaders to learn from each other and, together, prepare for the next phase of their careers.

Black and Asian Leadership Initiative (BALI)

BALI is an opportunity for experienced middle leaders who identify themselves as being from a black or minority ethnic background, and aspire to more senior, strategic roles within children's services. The programme provides the opportunity for participants to reflect on and consider their response to the distinct challenges and opportunities faced by black and Asian leaders working in the public sector.

The aims of the programme are to:

- explore some of the key features of successful leadership of children's services at a senior level
- build awareness of the personal and professional challenges associated with being a black or Asian leader in children's services
- provide an opportunity for participants to develop strategies for dealing with these challenges successfully and to become more confident leaders
- explore the potential for black and Asian leaders to provide leadership that promotes cultural competence
- inspire authenticity in leadership
- create the opportunity for participants to establish support networks
- introduce participants to the concepts and language previously used on the DCS Leadership and Future Directors programmes to describe leadership at a senior level in the public sector
- help participants develop their 'personal agency' as leaders, so that they become more capable of getting their voice heard and making their presence felt.

To date, the BALI programme has been delivered successfully to 4 cohorts and feedback from participants has been consistently excellent.

Alumni have told us the programme is:

““

“Exactly what I needed at this stage of my career”

“Inspirational, informative, encouraging, motivational - just wonderful”

“Invaluable experience, I treasure these 4 days as much as my MA!”

“A brilliant experience and has provided me with tools to develop as an aspiring leader. Many thanks.”



Mentoring for Assistant Directors of Children's Services

Bespoke support for newly appointed Assistant Directors of Children's Services.

As part of its commitment to supporting leadership in children's services, The Staff College is able to provide mentoring support for newly appointed Assistant Directors of Children's Services.

The Mentoring scheme offers all newly appointed Assistant Directors the support of an experienced senior colleague, who through advice and guidance based on their own experience, can provide examples of dealing with similar situations, issues and challenges whilst supporting the mentee in analysis, reflection and determining appropriate action.



"I found 'Leadership in a Contested Space' really valuable. It painted a picture I recognised of the environment in which I work. I was reassured to find that there are ways to survive and even thrive in this complexity. The concept of being 'aggressively patient' will stick with me for a long time. I appreciated the CSE international study for different reasons. Shining a light onto the ways in which this complex social problem is defined and tackled around the world helped me to think more flexibly about how to address CSE in my own district."

- DCS

Research and publications

The College commissions national and international research as part of its contribution to building the intellectual capital of the public sector in general and the children's services sector in particular. A number of these research reports combined with the College Think Pieces and Fact Sheets have become seminal documents in the field of public sector leadership. These are viewed as critical and original research on issues particularly related to the leadership challenges faced by those charged with planning and delivering services for children, young people and families. Recent examples are:

- Changing the Narrative: a new conversation between the citizen and the State. (In partnership with the RSA.)
- The Developing Community Resilience Toolkit
- Systems Leadership for Effective Services
- Resourceful leadership: how directors of children's services improve outcomes for children
- Leadership in a contested space: international review of literature
- Leading in a self-improving system
- Are we in danger of shedding the middle tier?
- The role of Serious Case Reviews in improving the child protection system
- Child Sexual Exploitation: a study of international comparisons
- Leadership Imbalance: Black and Asian Leaders Missing in Action
- Cultural Competence - Promoting leadership and organisational change.

This research has a practical impact in helping to shape the public sector's understanding of, and response to, a rapidly changing financial and policy context, providing a robust evidence base from which to design The Staff College's core leadership programmes.

New Thinking

As part of the College's ongoing commitment to broaden the thinking behind developments within the public sector we will be offering four Think Pieces in 2018 relating to the following topics:

SEND

Reforms introduced in 2014 were to be a once in a generation opportunity to change the way in which we work together, include children and young people with SEN and their families in decisions made about them and help them to achieve the best possible outcomes. However, implementation has been a difficult process. This think piece aims to consider the underlying setting conditions which will create the context for new and innovative solutions to achieving educational equity for all.

Resilience

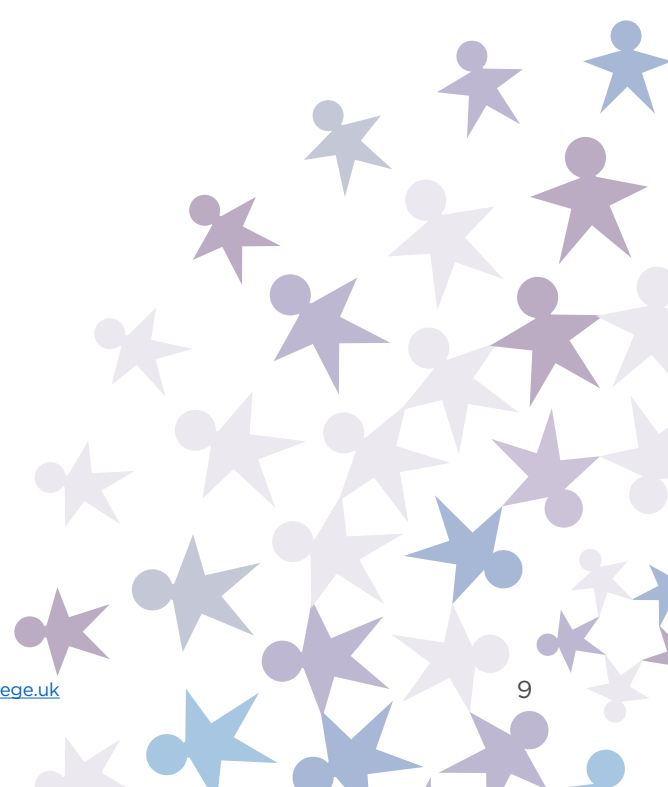
Directors of children's services are expected to create a compelling vision, mobilise their staff to deliver improved outcomes, offer hope in the midst of traumatic circumstances, model exemplary behaviour and deliver change within shrinking resources – all whilst showing high levels of integrity, optimism and innovation. This increasingly demands more of them, in terms of cognitive challenge, physical stamina and emotional resilience. No matter how resilient the profession has been in the past, staying connected, open and hopeful takes its toll, and however, strong directors may feel, no-one is invulnerable. This think piece explores the nature of resilience and what directors can do to maintain and increase both their resilience and that of their staff.

Service design

Staff in local authorities design services every day, in every interaction that involves implementing change to the way services are delivered. This think piece aims to encourage senior leaders in children's services to introduce more rigorous design thinking within their services. This will help services have a more positive impact on users and ensure that scarce funding is spent more effectively.

Digital by design

This think piece is linked to the service design Think Piece to help systems leaders reflect on the use of digital solutions to Children's and other current public-sector pressures and the next generation of service provision. It will encourage children's services leaders to view digital, not a new and costly problem in the making, but as part of the solution.



Strategic sector support

Since its inception, The Staff College has worked on behalf of the sector on national initiatives such as:

- The National Steering Group: DfE SEN Regional Pilot Projects
- DfES Advisory Group for the School Improvement Recognition Scheme (SIRS)
- National Standards for School Improvement Professionals (NSSIPs)
- National CPD strategy for Children's Services Professionals
- National Reference group for Championing Children
- Children's Workforce Network
- Leading and Managing Children's Services in England: a National Professional Development Framework
- National Leadership Qualities Framework for Directors of Children's Services
- DCS Leadership Programme
- Sector-led improvement for children's services: establishing Regional Improvement Alliances

We are proud of this heritage and our contribution to the development of policy into practice for children's services.

Given the rapidly changing policy context for education, and children's social care in particular, we look forward to our continuing relationship with the Department for Education acting as an advocate for, and champion of, the role of exceptional leadership in achieving improved life outcomes for children, young people and families and our participation with the What Works Centre for Social Care.

Leadership & management seminars & workshops

Supporting Directors of Children's Services

Leadership in Children's Services is challenging. We provide a range of seminars and workshops during the year for Directors and other members of their leadership team and within their partnership network.

Annual Think Tanks

The 24-hour reflective Think Tank is not a conventional conference, seminar or workshop. It brings together a group of colleagues to exchange practice and, through lightly facilitated working sessions and experiential 'swap shops', reflect upon and seek solutions to the challenges they face.

Typically, the Think Tank is open to DCSs, their direct reports and others in equivalent senior leadership positions across the public sector with a particular interest in improving outcomes for children, young people and families. It is an opportunity for senior leaders to come together with peers to consider collectively how to prepare for the challenges that lie ahead and what new models of public service provision might be needed to withstand likely future shifts and changes.

“

“The course created the correct atmosphere to allow folk to speak openly and honestly about the issues.”

“Great opportunity to dig deeper into the big issues and how we take ownership and direction.”

“Confidential, honest and direct. Really impressed.”

“Great range of pre-reading and evidence within the 2 days to both affirm our current thinking and really help me to question morally and strategically how we will move forward”

“Created the correct atmosphere to allow folk to speak openly and honestly about the issues”

Participants from Think Tanks

The 2018 Think Tank Programme

20th – 21st August 2018

Equity and excellence for everyone – how do we achieve equity and excellence for vulnerable children?

Winter 2018/19

This topic will be identified in early Autumn 2018 in light of the hot topics facing the sector.

Leadership Academy Programme

The annual Leadership Academy Programme, which is now in its 12th year, provides senior leaders and managers working in the delivery of children's and adults' services and public health with the opportunity to meet, share practice and reflect on the most pressing issues currently facing them. Through this interaction the aim is to establish a personal support network which will, over time, provide opportunities for Assistant Directors and senior leaders to meet regularly, exchange practice and grow professionally.

The Academy brings together a small group of colleagues to exchange practice and, through facilitated working sessions, reflect upon and seek solutions to the challenges currently facing them. This process is augmented by both formal and interactive contributions from leading professionals working across the public sector but particularly in the fields of Education, Health, Wellbeing and children's Social Care.

“

“It is so valuable listening to the experience of others and being able to reflect about how that could influence the next stage of our development with our learning community.”

“A confirmation in my head that, big-picture-wise, we are moving in the right direction and trying to achieve the right ends. Many thanks.”

“As ever, the most valuable aspect is the opportunity to hear from and discuss with colleagues.”

Leadership Academy participants 2017

Leadership Academy seminars are characterised by all participants coming prepared to contribute as well as listen and, through this collaborative practice, enhance and extend the collective intelligence of our community.

With the increasing demands on the time of senior leaders in the public sector, the Leadership Academy Programme will be offered twice yearly from 2018.

For 2018 programme series is as follows:

Autumn 2018	SEND
Spring 2019	This topic will be confirmed in Autumn 2018

Technical web-based workshops

These short technical webinar sessions led by experienced practitioners from the sector provide an in-depth or detailed view of particular elements of children's services provision for DCSs and members of their SMTs in order to extend or enhance their technical understanding of areas such as SEND, school place planning, the role of the middle tier in relation to schools, children's social care, public health provision, dealing with a crisis.

Each workshop lasts no more than 2 hours and includes audio-materials for using and sharing within the organisation.

Particular workshops can be followed up by additional virtual or regional focus groups and/or network meetings in order to continue the discussion or create locality based topical task and finish working groups.

The workshops are advertised through the year.

The Staff College website

Open Website

The Staff College website includes publications, factsheets, think pieces and linked strategic material from other public-sector organisations.

The website also includes details of upcoming events, and booking arrangements.

The Staff college website [here](#).

The Learning Portal

The website also has a closed area, The Learning Portal, which is designed specifically to support DCSs and other leaders in growing their personal and organisational strategic intelligence.

The College's digital learning portal provides DCSs and their colleagues opportunities to engage in short web-based discussion forums, contribute to the development of think pieces and factsheets and participate in a digital community where giving and receiving ideas and practice enhances the individual and collective wisdom of the sector.

The portal is the College's prime means of sharing innovative national and international practice through occasional virtual master class style conversations with leading thinkers, blogs, social media feeds, regular digital newsletters, significant document synopses, additional think pieces and policy thinking from across the public and private sector.

Through its participation in a number of international networks and forums, the College also uses the Learning Portal to offer occasional digital common rooms where DCSs can join peers from other countries in discussing and thinking about the challenging and wicked issues facing them and, through this, collectively learn from each other thus creating the potential for a learning community of practice which extends well beyond the UK.

The Portal and Website will be developing during 2018 so keep checking back in.

360 tool

The Staff College has a bespoke 360 feedback tool which is based upon its Systems Leadership research. LAs can access and use the platform to support effective performance management.

Licences to access the tool can be purchased directly from the College. If you prefer to design your own version of the survey, using a range of indicators or set of behaviours that you feel are more applicable to your needs, or wish to discuss alternative formats of the survey, the College can work with you and the software developers to deliver a bespoke version.

The 360 tool is available free of charge to subscribing local authorities for groups of up to 10 participants.

Access to the 360 tool is chargeable for non-subscribers.

Access and implementation of a bespoke survey is chargeable, with a reduced cost for subscribing local authorities.



Bespoke support for organisational development

The Staff College can be commissioned to deliver bespoke programmes and workshops or provide facilitation for specific development work.

The College works extensively with individual local authorities, other public sector bodies and across regional partnerships in response to a range of diverse commissions, including social care, safeguarding, school improvement and health and wellbeing. It undertakes bespoke design of programmes and workshops, as well as taking responsibility for their delivery and facilitation.

Its work is rooted in the principles of participant co-construction, self-direction, peer supported learning and the principles of adult learning. Programmes and workshops are delivered in a highly interactive format and involve a combination of sector expertise, leadership provocation, research and, drawing on national and international examples, the sharing of good and innovative practice.

This is a growing aspect of the work of the College, with emphasis on building the ability of the local area to progress the work after the commission has finished.

“

“Inspiring and knowledgeable. Exceptionally well organised, pitched and plotted.”

“Surpassed all expectations. Challenging!! Inspiring but realistic and measured. Thank you.”

“I was not sure what to expect, however I think we have made much progress towards forming a cohesive group learning to be honest, open and challenging.”

Programme participants

Much of what the College does is aimed specifically at senior and middle tier leadership and, it aims through these programmes, to make a genuine contribution to the transformation which many local authorities are undergoing in order to achieve an organisational culture fit for the complex and challenging context within which they operate.

Each authority and locality is unique and the College's approach is to develop bespoke solutions, which are locally determined, working with teams and individuals to co-construct learning which builds capacity and produces sustainable frameworks for development. By working with The Staff College, you will gain access to the latest and evidence-based leadership development approaches and principle thinkers from across the public sector in the UK and beyond.

Underpinning any leadership development work that The Staff College designs and facilitates is the vision to help participants to gain additional insight into what it means to be a leader of increasingly diverse and complex systems.

All bespoke work is delivered through the College's trading arm, VSC Plus Ltd, which is ISO9001 accredited.

Bespoke sector support options currently available:

Strategic Partnerships/ Working with schools

The need for re-thinking the relationship between LAs and schools leading to new and innovative ways of working with schools, colleges and training providers has become increasingly prevalent over the last 12 months.

The Staff College has been instrumental in this work and its capacity as a strategic partner has helped to facilitate effective culture change in a number of local authority areas in order to enable more effective ways for schools, FE, learning providers and local authorities to work together in a partnership of sector led improvement.

Work has included facilitating the work to create genuine school led improvement systems; establishing new thinking for meeting the needs of vulnerable children; and supporting major school reorganisation developments.

The approach is founded on finding and articulating the common moral purpose of the colleagues involved, doing the necessary plumbing work around governance and systems and supporting the practical implementation.

Systems Leadership

The College can offer bespoke programme to develop this systems leadership thinking within organisations or within local areas to help leaders explore and develop their leadership thinking and skills. This is particularly useful in those areas grappling with establishing a new culture of collaboration.

The Staff College has been at the forefront of developing an integrated approach to public sector leadership in the UK termed systems leadership. This commitment to systems leadership was strengthened by the international research project which the College commissioned in 2012 and led to the publication of "Systems Leadership: Exceptional leadership for exceptional times" in 2013.

This report defined systems leadership as "leadership that extends beyond the confines of single agencies or organisations, stretching the remit and skills of leaders into places where their usual authority, derived from organisational position, may not be recognised."

This concept of leadership now underpins all of The Staff College's programme design and delivery and, as a result, the College is a consistent and strong advocate for systems leadership both at local, national and international level and, through its membership on the National Steering Group for Systems Leadership, advocates for children's services at the only national forum for public sector systems leadership in England.

“

"In this world of rapid, complex change, no one can really know the future and lead others there. An individual leader can't neatly choose the right outcome and chart a course alone, because there are too many unpredictable variables in the mix. We need a new model of leadership, which we call Whole Systems Leadership."

University of Minnesota and Life Science Foundation. (2010)

Scenario planning: public services for the future

Scenario planning live projects: public services for the future



“The problem with the future is that it is different. If you are unable to think differently, the future will always arrive as a surprise.”

Professor Gary Hamel (1994)

Scenario planning is an effective business tool to use during times of accelerated change, greater complexity and genuine uncertainty, all characteristics of working across public services today.

In 2018, the College is keen to work with councils and regional groups who want to develop their own scenarios as part of their strategic and corporate planning processes. Creating local scenarios helps service providers to explore local issues and rehearse their strategic responses to medium and longer term challenges. Scenario planning is a particularly effective and engaging way to support consultation processes and service re-design and in reaching shared agreement on funding priorities.

Over the past few years, the College has developed significant experience in designing and delivering scenario planning projects for corporate, directorate and service groups including Elected Members. We would be very pleased to discuss the possibility of a joint scenario planning project with your council.

“Will make me question how and what we commission particularly in terms of trying to have focus on making population more self-reliant.”

Chief Executive

Growing citizen capital & supporting resilient communities

The relationship between the State and the citizen is inherently complex and successful community development and engagement requires more than professionals choosing when and how citizens engage in service planning and design. Effective community development requires professionals and organisations to devolve the power to communities, supporting them in their ambitions and goals, in a way that delivers change for the better.

The Staff College has invested in the design and production of a suite of materials which provide LAs with the means of exploring practical ways in which community capacity might be identified mobilised, focusing on a community's assets rather than its needs and, as a result, explore the potential for professional behaviour change.

The Staff College 'Developing Community Resilience Toolkit' was made available exclusively to subscribing local authorities initially and was then published on the wider College website. For further information, please click [here](#).



“Creative leaders recognise that public agencies are not machines, but collections of people in relationships. Public services rely on the energy and commitment of those people who are actively negotiating the relationship between the state and civil society. Much of that interface depends, not on white papers or policy – but on the actions of individual members of staff.”

Danny Chesterman & Mathew Hall. (2006). DEMOS

Interpersonal leadership



“Ethical leadership demands authenticity and the willingness to tell it the way it is, to create “islands of sanity” as part of the foundation from which to work out together a way forward.”

The Staff College (2015)

Much value is placed on the authenticity of leadership and yet too often as we work with the demands of the job, leadership becomes more readily judged by public accountability, quantitative measures and the role behaviours associated with positional authority. The Staff College can work with you to explore how authenticity is defined within your organisation and the extent to which your organisational and individual value base, language and capacity to act are underpinned by trustworthiness, credibility and ethical considerations.

“Very effective: clear sense of moral purpose defined and established; very interesting analysis of leadership and models in other parts of the country / world.”

“This event exceeded expectations. I was gripped throughout and no moment felt fallow. I’ll take away many notions about leadership and the moral purpose/contract/membership dilemma. Thank you.”

Programme participants

Often the teams that have the most difficulty in working together are characterised by a lack of authenticity, where the voice of the child, adult or family is secondary to that of the professional and the notion of a learning organisation is tolerated at best.

The Staff College can bring a level of external challenge and foresight that may be difficult to elucidate internally, working with teams to help them realise a collective ambition rather than simply defining a set of individual goals.

Facilitation, action learning & peer-consultation

The Staff College can facilitate programmes of work established in different areas, and can support Action Learning and Peer Consultation sets within your organisation to explore new interpretations and areas of activity that would not be realised through traditional dialogue. Working in small, safe peer groups, an individual will bring a specific issue or case to be discussed, with the emphasis on being able to explore new approaches to making progress on the challenge they wish to work on.

Learning in sets of this nature is underpinned by:

- The purpose and desire to make a positive difference
- Ongoing learning
- Action which is informed by learning and there is learning from the action itself
- Support and challenge
- Participants becoming authors of their own learning

The College can provide skilled and experienced facilitators to support your organisational professional development and can also train teams to self facilitate.



“The VSC has led on the effective design of the programme and will deliver the main parts of the programme. Activities include a leadership programme for senior managers, a talent management programme, an aspirant leaders programme, bespoke workshops, action learning sets, coaching skills, placements and projects. We have found VSC staff to be extremely professional.”

Former Executive Director for Children's Services

Broader Public-Sector Support

Complementing its core focus on supporting DCSs and their teams, the College remains committed to contributing to the development of leadership capacity more broadly across public services through provision which aims to provide development opportunities to all those who have a stake in improving outcomes for citizens in general and children, young people and families in particular.

The individual elements vary from discrete workshops, practical materials and leadership approaches which are relevant to individual, team, corporate and organisational learning and are delivered following a bespoke design and planning process which is co-produced with the commissioning agency.

Other work of the Staff College

The College aim is to make a significant contribution towards the collective intelligence of the children's services community and the wider public sector. As well as the direct delivery work, the College also contributes by:

Strategic:

- maintaining authoritative and regular "source intelligence" about the labour market at a senior level in children's services and the workforce development needs of principal, senior and middle leaders across the sector
 - publication of thoughtful think pieces which are topic-based and explore the most significant and pressing challenges facing leaders across public services
- Practical:**
- offering a subscription model and making a learning portal available to subscribers which includes access to a range of topical information, seminar materials and publications through the Learning Portal
 - maintaining a network of Associates and circulating relevant opportunities with The Staff College and throughout the wider sector
 - researching into pressing public sector issues and how innovative ways of thinking and working can promote more effective service delivery to meet the needs of children, young people and families
 - offering Strategic Seminars for Directors and Assistant Directors to consider the most significant and impactful issues of the moment leading to think pieces and related publications
 - offering annual summer and winter "Think Tanks" for those in senior leadership roles to come together with peers to consider collectively the major issues facing them and sharing the outcomes of these through bespoke materials or policy developments for the sector.

The Royal Society of Arts

The Staff College has formed a relationship with the Royal Society of Arts which is enabling access for subscribers at a reduced cost to its facilities and innovative thinking.

The RSA website can be accessed here: <https://www.thersa.org/>

The Staff College funding model

The College is entirely self-funding through charges for work and through a base level of funding provided via subscriptions.

The College is acutely aware of the intense financial challenges of the public sector. It maintains a very small fixed central team to provide essential infrastructure, and sets rates at a level which enables the College to access and create high quality resources and inputs which benefit the whole sector. As a not-for-profit organisation established for the sector, all fees are returned to the sector through the development of the skills and knowledge of individuals and through the provision of materials and resources.

Local authority subscriptions for The Staff College

Subscription funding enables The Staff College and local authorities to have greater certainty of funding which sustains the colleges capacity to deliver its core commitments and offer to the sector and to develop the offer further.

Local authority subscription fees are based on a 3-band model, which reflects the population size. The fee levels for 2018 are:

Band	Population	Subscription
1	Up to 200,000	£1,500
2	200,001 - 300,000	£2,150
3	More than 300,000	£2,950

LAs can aggregate the annual payments for up to three years and by doing this secure the annual subscriptions at the fixed rate for the period chosen.

The benefits for subscribing local authorities through individual authority subscriptions are:

- One free place on the summer or winter Think Tank for the DCS or nominee
- Free access to The Staff College bespoke 360 assessment tool for organisational development for up to 10 participants and a reduced cost for additional tools
- Free access to the Learning Portal section of The Staff College website resources
- One free place on each College webinar
- 15% reduction in the cost of places on any College programme, seminar or workshop
- 10% reduction in the cost of any bespoke leadership development which is directly commissioned by a subscribing Council
- 25% reduction on the first year of RSA fellowships

A tangible commitment to the children's services community of practice and The Staff College's core work on behalf of the sector.

Regional subscriptions model

From April 2018, The Staff College is exploring the development of a regional subscription offer through dialogue with the sector.

If you are interested in discussing this, please contact hello@thestaffcollege.uk

Individual or organisational subscription model

Subscriptions are currently available to local authorities. However, the College is well aware that the sector continues to change, and different entities and individuals are also engaged in systems leadership activities.

If you are an organisation or individual interested in taking out a subscription to access additional resource, please contact hello@thestaffcollege.uk

Direct payment for provision

For the 2018/19 programme year the planned provision costs on a 'pay as you use' basis are:

Leadership Academy seminars	£295 + VAT
Annual Think Tanks	£385 + VAT
BALI Programme	£595 + VAT
Aspirant Directors' Programme	£2,125 + VAT
Online webinars	£125 + VAT

The Staff College cancellation policy can be accessed [here](#).

To subscribe, contact David Tilbrook at david.tilbrook@thestaffcollege.uk

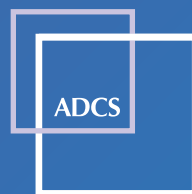
Future Developments

During 2018, the College will be undertaking research including consultation with the sector to inform the further development of its offer and basis for funding. This will involve the children's services sector in particular and the wider public sector, so that the College can be confident in the continuing relevance of its work in a fast changing world.

Up to date information will be included on the website and in other communications.

Meanwhile, if you have an idea for a local or regional development, or you would like to talk to us about your future developments that we may be able to assist with, contact hello@thestaffcollege.uk





THE STAFF COLLEGE

PUBLIC SECTOR LEADERSHIP FOR CHILDREN'S SERVICES

©2018 The Staff College.

Piccadilly House
49 Piccadilly
Manchester
M1 2AP

www.thestaffcollege.uk