

Staffordshire Employment and Skills Plans – Strategic Framework Supplementary Planning Document

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1.0 Executive Summary

- 1.1 The Staffordshire County Council Economic Strategy 2023-2030 vision is “By 2030, the people of Staffordshire will be able to benefit from more and better paid jobs, with the county being one of the primary locations for sustainable growth and investment in the UK, creating places that we can all be proud of, driven by innovation, new technologies and supporting the move towards carbon neutrality.” However, it also recognises a need to address the low levels of skills across some parts of the county and support more of our residents to gain the high-level skills needed to take advantage of many better paid job opportunities.
- 1.2 The Employment and Skills Plan Strategic Framework supports a targeted approach to both employment and skills and engagement with local businesses. It sets out why employment and skills plans are needed; to support the employment and training of residents, promote opportunities that are available as part of a development (or significant project), and through work packages and the supply of materials ordered, where they are most suited to local businesses and providers.
- 1.3 An Employment and Skills Plan (ESP) is a process led approach that will require an Employment and Skills Team Officer of either Local Authority or a representative from any of the county’s eight Borough or District Councils, to work closely with the development/project coordinator. There will be a requirement to meet regularly to assess how the project can support training and employment outcomes.
- 1.4 Plans will be determined on an individual basis for developments both at construction and occupancy phases as well as for significant projects. The high level objectives of the plans will be to:
 - Raise skill levels and increase employability for residents, including those of target groups such as care leavers, young people not in education, employment or training (NEET) and the long term unemployed.
 - Address barriers to employment for economically inactive people
 - Tackle skill shortages in existing and potential business clusters and sectors, particularly those identified in Staffordshire’s Employment & Skills Strategy 2023-2030.
 - Promote engagement of Staffordshire Jobs & Careers (SJC) to advertise 100% of new vacancies on SJC online portal and to interview all candidates referred who met the job specification
 - Promote the procurement of goods and services from local contractors, sub-contractors and suppliers to support the employment of the local community (where economically and practically feasible)
 - Promote skills provision in emerging growth sectors
 - Promote skills provision on strategic sites
 - Provide childcare facilities within or in close proximity to employment sites

2.0 Introduction

- 2.1 Staffordshire County Council realises that in order to achieve business and economic growth, it is vital to improve educational attainment and skills and raise aspirations in the area. It is important to ensure that local people get the right education, skills and inspiration to enable them to get jobs. The County Council wants to work with developers to ensure that local people have the skills and the opportunity to access employment generated from major new development; an aim which is also shared by Staffordshire County Council and the Borough and District Councils. Requesting an employment and skills plan for major development is one way of achieving this.
- 2.2 The County Council and the Borough and District Councils are major purchasers with responsibility for the procurement of high levels of capital investment, and revenue goods and services. This level of expenditure provides the local authority with opportunities to generate added local benefit. However, in the past the informal nature of arrangements with developers and contractors has made it easy for them to renege on their commitments and gave no means of recourse for the local authorities.
- 2.3 Incorporating ESPs as part of the planning process is not a unique approach; Brighton and Hove, Lancaster, Leeds, Leicester, Portsmouth and Southampton City Councils all use this approach to deliver improved training opportunities, particularly as they are unitary authorities with responsibility for skills and town/city planning.
- 2.4 The Employment and Skills Framework has been prepared to provide information and guidance on employment and skills plans. Employment and skills officers; along with colleagues from economic regeneration and planning departments from both local authorities, and the district and borough councils, have provided input to this document. It is important that all partners understand the roles and responsibilities involved in operating this new system of employment and skills plans.

3.0 Evidence supporting the need for Employment and Skills Plans

- 3.1 There are many reasons why certain members of the population are not able to secure sustainable employment. Normally there is not just one issue that prevents people from moving into employment but a range of linked and associated reasons, for example skill levels, transport and disincentives for work, disabilities and long term sickness. It is anticipated that the explicit targeting of these groups through the use of employment and skills plans will support them to enter or re-enter into work.
- 3.2 Pre-employment training can help to overcome barriers to moving into work, especially if training is linked to a guaranteed job or job interview. Development projects can also support transitional employment programmes, whilst employment opportunities created by development projects are particularly important where paid work is expected to replace welfare benefit.
- 3.3 The statistics set out below provide clear evidence on issues identified above. The information has been benchmarked with regional and national data to demonstrate how important these issues are locally. Some evidence is given at a district level to reflect the very pockets of employment and skills deprivation that exist within the area.
- 3.4 The unemployment rate for Staffordshire is 2.4% and lower than the West Midlands at 4.7% and England at 3.7%. The unemployment rate varies across the districts with the highest rate recorded in Newcastle-under-Lyme at 3.8% and the lowest rate recorded at 2.7% in South Staffordshire. A detailed breakdown is set out in Table 1.

Table 1: Employment and Unemployment¹

	Economic Activity Rate – aged 16-64	Employment Rate - aged 16-64	Unemployment Rate – aged 16-64¹
Cannock Chase	53,500 (88.7%)	51,300 (85%)	1,900 (3.4%)
East Staffordshire	59,300 (81.8%)	57,600 (79.5%)	1,900 (3.1%)
Lichfield	52,000 (83.6%)	52,000 (83.6%)	1,600 (2.9%)
Newcastle-under-Lyme	59,700 (74.5%)	57,900 (72.4%)	2,400 (3.8%)
South Staffordshire	57,000 (89.4%)	57,000 (89.4%)	1,700 (2.7%)
Stafford	64,100 (80.4%)	61,600 (77.2%)	1,900 (2.8%)
Staffordshire Moorlands	49,000 (82.1%)	47,900 (80.2%)	1,500 (2.9%)
Tamworth	40,200 (86.8%)	39,100 (84.5%)	1,500 (3.6%)
Staffordshire	434,700 (82.9%)	424,400 (80.9%)	10,300 (2.4%)
West Midlands	2,812,600 (77.5%)	2,680,100 (73.8%)	132,400 (4.7%)
England	27,555,800 (78.7%)	26,537,400 (75.8%)	1,018,400 (3.7%)

Source: NOMIS Jan2022 – Dec 2022

- 3.5 The claimant count provides a measure of the number of people claiming benefits principally for the reason of being unemployed. However, it should be noted not all claimants will be out of work as following the change in criteria and move to Universal Credit there will be a proportion of claimants currently included that are working but claiming Universal Credit because they are on a low income or have seen reduced hours.

¹ Unemployment estimates for local authority districts are model-based and subject to sampling variability. Estimates for other areas are taken directly from the Annual Population Survey dataset.

- 3.6 Staffordshire at 2.8% total claimants has a lower claimant rate compared to both the West Midlands at 4.9% and England at 3.8%. All the local authority districts in Staffordshire also have lower total claimant rates which range from 1.9% in Staffordshire Moorlands to 3.4% in Cannock Chase, East Staffordshire and Tamworth.

Table 2: Claimant Count (Universal Credit)

	Total Claimants (as a proportion of residents aged 16-64)	Male claimants (as a proportion of residents aged 16-64)	Female claimants (as a proportion of residents aged 16-64)
Cannock Chase	2,160 (3.4%)	1,200 (3.8%)	960 (3.0%)
East Staffordshire	2,630 (3.4%)	1,450 (3.7%)	1,180 (3.1%)
Lichfield	1,490 (2.4%)	800 (2.5%)	690 (2.2%)
Newcastle-under-Lyme	2,325 (3.1%)	1,335 (3.6%)	990 (2.6%)
South Staffordshire	1,660 (2.5%)	890 (2.6%)	770 (2.4%)
Stafford	1,980 (2.4%)	1,090 (2.7%)	890 (2.2%)
Staffordshire Moorlands	1,065 (1.9%)	570 (2.1%)	495 (1.8%)
Tamworth	1,645 (3.4%)	875 (3.6%)	775 (3.1%)
Staffordshire	14,955 (2.8%)	8,205 (3.1%)	6,750 (2.5%)
West Midlands	179,805 (4.9%)	102,395 (5.6%)	77,410 (4.2%)
England	1,339,660 (3.8%)	751,335 (4.3%)	588,325 (3.3%)

Source: NOMIS August 2023

- 3.7 Staffordshire has lower NVQ levels of attainment than national levels, for example, NVQ4+ attainment is 41.8% compared to 43.2% at national level; NVQ3+ attainment is 60.2% compared to 61.4% at national level. However, Staffordshire has a better level of residents with no qualifications at 6.3% compared to 6.4% at national level. Analysis at district level shows disparity between attainment levels with intense pockets of skills deprivation in some districts for example, Tamworth NVQ4+ attainment at 32.9%; Tamworth NVQ3+ attainment at 52.9%; 8.8% of residents have no qualifications in Cannock Chase. However, Lichfield NVQ4+ attainment levels at 45%, South Staffordshire at 45.8%, Stafford at 56.3%, and Staffordshire Moorlands at 47.5% are all above the national average; South Staffordshire NVQ3+ attainment levels at 65%, Stafford at 75.8% and Staffordshire Moorlands at 66.9% are also above the national average; 3.7% of residents in South Staffordshire, 4.4% of residents in Stafford, and 4.1% of residents in Staffordshire Moorlands have no qualifications, all of which are better than the national average.
- 3.8 The lack of basic skills can act as a barrier to entry into the construction sector even at entry level opportunities. For example, a Construction Skills Certification Scheme (CSCS) labour card is needed for all on-site employment, and this can only be granted following successful completion of courses in work-based health and safety.
- 3.9 A larger number of permanent jobs are often generated with end users of a development particularly those involving manufacturing, retail, hospitality, customer services and warehousing. Opportunities for post-construction may be more sustainable, but they are more likely to be low-paid and low skilled with fewer opportunities for career and wage progression in comparison with commercial or industrial developments.
- 3.10 The low resident skills base is one of the greatest challenges facing the area as is and is one of the main policy drivers for employment and skills plans. A detailed breakdown of the number and proportion of residents with qualifications is set out in Table 3.

Table 3: Qualifications – Aged 16-64

	NVQ4+	NVQ3+	NVQ2+	NVQ1+	Other qualification	No qualification
Cannock Chase	20,500 (33.5%)	34,100 (55.8%)	47,100 (77%)	52,700 (86.3%)	3,000 (4.9%)	5,400 (8.8%)
East Staffordshire	24,400 (34.2%)	34,900 (48.9%)	51,400 (72%)	58,800 (82.5%)	7,300 (10.2%)	5,200 (7.3%)
Lichfield	26,500 (45.0%)	35,200 (60.0%)	45,400 (77.3%)	51,300 (87.3%)	3,100 (5.3%)	4,300 (7.4%)
Newcastle-under-Lyme	29,100 (36.0%)	43,200 (53.5%)	62,000 (76.8%)	68,000 (84.2%)	6,600 (8.1%)	6,200 (7.6%)
South Staffordshire	29,400 (45.8%)	41,700 (65.0%)	54,700 (85.2%)	59,600 (92.8%)	2,200 (3.4%)	2,400 (3.7%)
Stafford	45,300 (56.3%)	60,900 (75.8%)	68,000 (84.6%)	72,400 (90.0%)	4,500 (5.5%)	3,600 (4.4%)
Staffordshire Moorlands	27,200 (47.5%)	38,300 (66.9%)	48,300 (84.4%)	52,800 (92.2%)	2,100 (3.7%)	2,300 (4.1%)
Tamworth	15,300 (32.9%)	24,600 (52.9%)	33,300 (71.7%)	40,800 (87.8%)	2,400 (5.1%)	3,300 (7.1%)
Staffordshire	217,600 (41.8%)	313,000 (60.2%)	410,300 (78.9%)	456,500 (87.7%)	31,100 (6.0%)	32,700 (6.3%)
West Midlands	1,405,300 (38.9%)	2,065,400 (57.2%)	2,713,400 (75.1%)	3,062,400 (84.8%)	270,500 (7.5%)	280,100 (7.8%)
England	15,038,300 (43.2%)	21,354,100 (61.4%)	27,190,100 (78.1%)	30,513,800 (87.7%)	2,053,200 (5.9%)	2,229,300 (6.4%)

Source: NOMIS Jan2021–Dec 2021

3.11 Research has shown that people who experience extended periods of economic inactivity when young suffer disproportionately from unemployment later on in their working life. Whilst young people who are not in education, employment or training is a focus of the employment and skills plans; young people who are care leavers are a particular key group to be targeted.

4.0 Policy Context

4.1 National Context

4.1.1 The Levelling Up White Paper sets out a complete ‘system change’ of how government works that will be implemented to level up the UK. At the heart of this new way of making and implementing policy will be 12, national missions - all quantifiable and to be achieved by 2030. These missions are the policy objectives for levelling up, and thus form the heart of the government’s agenda for the 2020s. The 12 missions are linked to four policy objectives:

- Objective one: Boost productivity, pay, jobs and living standards by growing the private sector, especially in those places where they are lagging.
- Objective two: Spread opportunities and improve public services, especially in those places where they are weakest.
- Objective three: Restore a sense of community, local pride and belonging, especially in those places where they have been lost.
- Objective four: Empower local leaders and communities, especially in those places lacking local agency.

4.1.2 The Skills for Jobs White Paper sets out how Government intends to reform further education, with a particular focus on supporting people to get the skills needed by businesses throughout their lives. The White Paper sets out several priorities including putting employers at the heart of the system, investing in higher-level technical qualifications, providing greater access to lifelong learning, reforming funding and accountability for providers, and supporting excellent teaching.

The skills system is vital in supporting people to get the skills they require to find employment and supporting our businesses to grow. Reforms to the system are therefore an important consideration in being able to achieve our ambitions for the local economy and supporting the growth of those sectors that will form an important part of our future.

4.1.3 The devolution of powers and funding has been a major national policy agenda for many years. Much of this stems from Lord Heseltine's No Stone Unturned report, a review into supporting economic growth across the country. So far, the primary beneficiaries of devolution have been those areas that have a Mayoral Combined Authority, with the devolved powers and funding differing somewhat for each area.

4.2 Local Authority Policy

4.2.1 Staffordshire County Council's Strategic Plan outlines those outcomes that the County Council most wants to achieve, including that "Everyone in Staffordshire will have access to more good jobs and share the benefits of economic growth." To realise this ambition, we will:

- Work with our partners to regenerate our town centres.
- Enable people to benefit from better paid, local jobs.
- Support people to start and grow their business.
- Encourage greater levels of innovation activity.
- Develop those investment-ready projects that will be vital to the future of the county.
- Develop our A50 / A500 and A38 strategic corridors to enable businesses in Staffordshire to innovate and grow, as part of the wider West Midlands Region.

Staffordshire County Council's Economic Strategy sets out those priorities that we will focus on in the coming months and years to deliver the ambitions set out within our Strategic Plan. Global events, including the pandemic and invasion of Ukraine, have shown that it is impossible to foresee everything that may happen in the future, and we therefore need to ensure that we remain agile and able to respond to challenges and opportunities as they arise.

4.2.2 Staffordshire's Employment & Skills Strategy vision is to give our residents the skills to access higher value, better-paid jobs across a wide range of priority sectors, helping deliver a diverse, inclusive and sustainable economy. The mission for employment and skills stakeholders is to create strong, effective partnerships to help our people gain the knowledge, skills and confidence to achieve their ambitions and actively help to grow Staffordshire's economy.

Fundamental to our strategy are the cross-cutting priorities of developing digital and green skills, to help adopt new technologies and to transition our economy to net zero. Our other employment and skills priorities are:

- An Aspirational and Active Workforce to increase economic activity, inclusivity, and productivity
- Inspirational Careers Advice to help access the world of work and career opportunities

- Technical Skills to drive Productivity and Growth and respond to business needs now and, in the future
- Innovation and Enterprise supporting entrepreneurialism and business growth
- A Place of Learning to instil a culture of life-long learning

4.2.3 Use of employment and skills plans by either local authority or the district and borough council's will seek to raise skill levels and increase employability amongst local residents. It is important to build on each district's economic strengths and ensure that there are skilled local people to work in key sectors and business clusters. Development proposals for these sectors will require employment and skills plans that include measures such as apprenticeships and other forms of workplace learning so that local people can access these well paid local jobs.

4.2.4 Employment and skills plans relating to the construction phase of major housing developments will open up opportunities for skills provision in sustainable construction methods.

4.2.5 Employment and skills plans will be required for the construction phases of all the strategic sites and will also be required for the occupancy stage, where they will be key strategic employment site

5.0 Types and thresholds for development

5.1 New developments can contribute towards providing training and employment opportunities for local residents. To ensure that not too many burdens are placed on the smaller developer employment and skills plans will only be requested from major developments. This will cover residential and commercial developments (office, retail, leisure, hotels, industrial and warehousing).

5.2 The Government defines major developments as 10 or more residential units or more than 1000m² of commercial floor space. It is considered that a development of 10 units is relatively small and requiring employment and skills plans from these developments could prove too burdensome. A more appropriate threshold would be 30 or more residential units as this represents a more substantial development; unless the developer is working on a number of projects simultaneously or over a certain timeframe in which an employment and skills plan will be required to cover the work across all sites in their entirety.

5.3 All new development creates employment opportunities at the construction stage therefore employment and skills plans will be requested for the construction phase of all major development in the county, as defined above.

5.4 Some development will create job opportunities at the occupation stage as well, such as retail or hotel developments. Therefore, employment and skills plans will be requested to cover the end user where the development will create 50fte jobs or more. This is considered to be a reasonable threshold as it aligns with the Government's definition of a medium sized business as set out in the Companies Act 2006.

6.0 Measures and requirements

6.1 A wide range of local employment and training measures can be secured through an Employment and Skills Plan including the following:

- Recruitment via SJC, Jobcentre Plus and other local employment vehicles
- Work trials and interview guarantees
- Pre-employment training
- Apprenticeships
- Vocational training (NVQ)
- Work experience (14-16 years, 16-19 years and 19+ years)
- School, college and university site visits
- Construction Skills Certification Scheme (CSCS) cards
- Supervisor training
- Leadership and management training
- Support with transport, childcare and work equipment
- In-house training schemes

- 6.2 The details of the measures to be included in the employment and skills plan will be negotiated flexibly on a site by site basis with the developer (or collectively where a developer is responsible for more than one development at one time or over a defined period of time). These measures will be individually tailored to ensure that the right skills and employment opportunities are provided at the right time to the benefit of both the developer and the local community. Specific activities, target numbers, supervision responsibilities and time parameters will be agreed before construction begins. Reference will need to be made to sub-contractors working on different parts of the construction project and how they will implement the measures and requirements of the plan.
- 6.3 It is recognised that many companies already have well established training programmes. These will be taken fully into account when drawing up employment and skills plans at both the construction and occupancy stages
- 6.4 Measures may be prioritised to meet local needs, for example, young people who are currently in, or recently left, the care system, or young people currently not in employment, education and training (NEETs). An emerging priority is pre-NEETs who are young people in danger of becoming NEETs when they leave school. This can be addressed through aspiration briefings at local schools, colleges and through training providers utilising the work of the Careers and Enterprise Company (CEC).
- 6.5 A number of delivery partners may be involved in the formulation of an employment and skills plan. The Construction Industry Training Board (CITB) will be a delivery partner advising on the measures and requirements for the construction phase of the plan based on the key performance indicators. Jobcentre Plus will also be a key delivery partner advising on recruitment, work trials, interview guarantees and pre-employment training both at the construction and occupancy phases of the development. Educational activity will be delivered in partnership with local colleges, universities and other training partners.
- 6.6 A method statement supporting the plan will need to be submitted to the employment and skills team who will refer it on to Jobcentre Plus and the CITB for comments. The finalised plan will be signed by the developer and the employment and skills manager. It is the responsibility of the developer to liaise with sub-contractors to ensure the implementation of the plan. The delivery specifications will be agreed and a monitoring framework put in place.
- 6.7 The employment and skills team, Jobcentre Plus and the CITB will work with the Education and Skills Funding Agency (ESFA) and potential delivery partners on training procurement.

Following a tendering process, a framework of potential preferred delivery partners will be provided however it should be noted that this list will not be exhaustive and will change over time.

- 6.8 A template for an employment and skills plan is set out in appendix 1. This includes a matrix, which sets out the local employment and training measures to be secured in the plan along with targets and milestones.

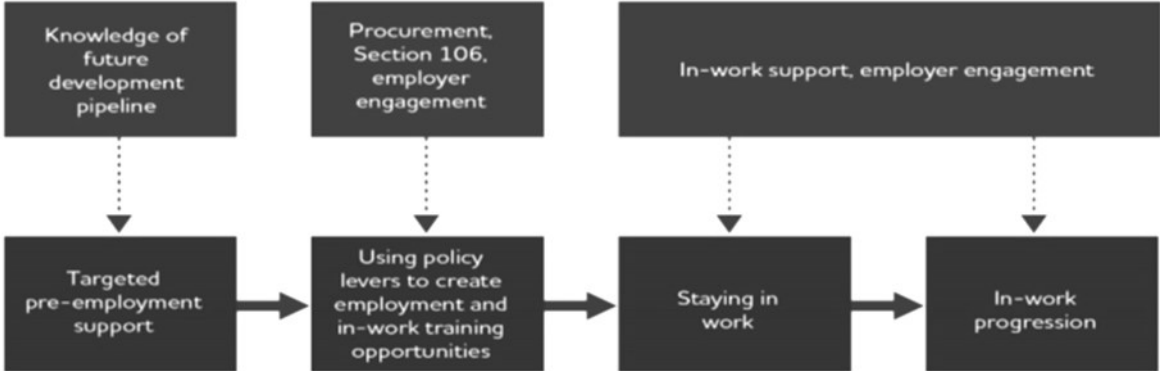
7.0 Planning pathway and process

- 7.1 An ESP is only as good as its implementation. To ensure it meets the overall aim, this ESP Framework is intended to provide a mechanism for influencing and engaging with developers and occupiers to maximise the benefits for improving skills and employment in Staffordshire, and to ensure that there is “a talent pipeline which will ensure potential businesses investing in strategic sites have access to the right skills and training and that local people are able to take advantage of these new jobs.
- 7.2 It is important that developers and delivery partners understand the different stages and responsibilities for negotiating an employment and skills plan leading on to delivery and monitoring.
- 7.3 It is expected that an employment and skills plan should be submitted to the relevant council granting the planning permission. This will normally be agreed through a section 106 agreement. The 106 Agreement would be discussed with planning officers during the pre-application stage and prior to the decision being made. The employment and skills plan, with detailed measures and requirements, can be agreed after planning permission is granted but before development starts on site and will be discussed.
- 7.4 The request for an employment and skills plan will be raised with the developer by the case officer at pre-application stage. Following this the developer will be put in touch with a member of the employment and skills team who will work with the developer to agree the content of an employment and skills plan. At this stage all discussions / negotiations regarding the content and delivery of an employment and skills plan will be led by the employment and skills team. The employment and skills team will also help the developer to implement the plan providing a link between the developer and key partners such as jobcentre plus, schools, colleges and other training providers.
- 7.5 The employment and skills team will be responsible for monitoring the employment and skills plan and ensuring that all the measures and requirements are implemented. The developer should let the team know as early as possible when development is likely to start. The employment and skills matrix included in the plan will be completed by the employment and skills team to provide a delivery log. The plan will relate to the whole construction phase of the project up to completion. Employment and skills plans relating to the occupancy phase of commercial development will apply to the initial occupiers of the development and will not apply in perpetuity.
- 7.6 Finally, it will be important for the council(s), developers, sub-contractors and delivery partners to evaluate the outcomes of employment and skills plans once they have been put into place and completed. Examples of best practice will be used to inform the preparation of future plans for the benefit of local people and will be reported in an Annual Monitoring

Report (AMR). This framework and guidance will be updated as necessary based on matters reported in the AMR.

8.0 Conclusion

- 8.1 There is a clear recognition of the importance of employment and skills to the future success of Staffordshire. The local authorities have developed effective partnerships with both key employment and skills partners and also with the major employers to promote a consistent approach to policy and delivery.
- 8.2 With the implementation of employment and skills plans the biggest contribution to delivering national and local targets can be made; moving toward public service and benefit reform, within a reducing public finance scenario, the contribution of, local authorities and partners becomes increasingly vital to economic growth and success.
- 8.3 It will require commitment from local leadership, and challenge to attitudes, culture and historic ways of working; particularly around the use of Section 106 Agreements for employment and skills purposes as part of the planning and procurement process, to have a greater impact on a range of key employment and skills challenges.
- 8.4 The purpose of the framework is to promote the standard industry delivery approach across housing and regeneration, and to provide the developers, contractors and partners the tools to play their part in creating employment and skills opportunities, adding value and creating social and economic benefits for communities and neighbourhoods in which they live and work.
- 8.5 Below shows how linked policy interventions can help support sustainable pathways into employment through development projects.



Employment and Skills Plan

*** relevant department title for Employment and Skills team***

Site:	
Developer:	
Main Contractor:	
Author:	
Reference:	
Estimated Build Value:	
Planned Start Date:	
Planned Completion Date:	

This document forms the Developer's response to clauses of the Section 106 agreement between *** Council and

Or

This document has been prepared by to meet *** Council requirement to accord with the Employment and Skills Statement within its *** Strategy.

1.0 Introduction

To include:

The Section 106 Agreement (*Town and Country Planning Act*) linked to this development, obliges the Developer to agree an Employment and Skills Plan (ESP) with the planning authority (** Council).

or

The ** Council ** Strategy/Policy sets out the need for an agreed Employment and Skills Plan (ESP) between the Contractor and the Council

This mutually authored plan is to meet that obligation and shows how skill levels within the local labour market will be developed both during the construction phase and after completion of the project.

2.0 Development

Describe the project below – what is the location, what is being constructed and what the end use will be, once completed?

3.0 Objectives

The key criteria that underpin the ESP are to:

- Demonstrate the use of local labour from within the developer’s project team and within the contractor’s or end occupiers business;
- Procure goods and services from local contractors, sub-contractors and suppliers to support the employment of the local community (where economically and practically feasible);
- Demonstrate the recruitment and training opportunities within the contractor’s or end occupiers business;
- Provide opportunities for Staffordshire residents from priority neighbourhoods to access jobs created during the construction phase of the project and after the eventual completion;
- Support engagement with priority groups such as care leavers, NEET and long term unemployed;
- Provide opportunities for schools, further and higher education providers to engage with the project to enhance learning;
- Promote greater choice and diversity;
- Support the development of skills within the local community;
- Enable Stoke-on-Trent and Staffordshire residents to enjoy rewarding employment;

*** Council uses the following to shape its policy, decision making and resource allocation. These are used to identify the priority issues.

- Support our residents to fulfil their potential;
- Support our businesses to thrive, delivering investment in our towns and communities;
- Work with residents to make our towns and communities great places to live;
- A commercial council, well governed and fit for purpose, driving efficiency in everything we do;
- Support vulnerable people in our communities to live their lives well

The criteria that specifically relate to the ESP are below. *** Council and the Developer will formulate activities within the ESP with an aim to:

Support our residents to fulfil their potential
Improve education and skill levels for residents of all ages
Demonstrate the use of local labour from within the Developer’s project team and company to enable residents to secure and progress in sustainable employment
Provide opportunities for Schools, Further and Higher Education providers to engage with the project to enhance learning

Support our businesses to thrive, delivering investment in our towns and communities
Work with local national partners to boost employment, pay and productivity
Prioritise the redevelopment of derelict and brownfield sites at strategic locations in the city

Procure goods and services from local contractors, sub-contractors and suppliers to support the employment of the local community (where economically and practically feasible)

Work with residents to make out towns and communities great places to live

Transform community involvement in tackling issues which hold our city back

Demonstrate the recruitment and training opportunities within the contractor's company

Provide opportunities for residents from priority neighbourhoods to access jobs created during the construction phase of the project and after the eventual completion

A commercial council, well governed and fit for purpose, driving efficiency in everything we do

Deliver more joined-up services to maximise efficiency and achieve improved outcomes

Work with agencies/partners to devise collaborative approaches to local challenges

Support vulnerable people in our communities to live their lives well

Transform outcomes for vulnerable children and young people in the city

Invest In education and training

Support engagement with priority groups such as care leavers, NEET and long term unemployed

4.0 Delivery – Construction Phase Method Statement

Detail here how the aims in Section 3 will be delivered during the project. Use the sub-headings below. See Appendix A for more details on each sub-heading.

4.1 Work experience placement (16-19 years + Adults)

The work experience placements are to support (i) young people Not in Employment, Education or Training (NEET) (ii) long term unemployed (iii) those in full-time further education, to gain experience in the construction industry. **Target district or postcodes *****

Key issues: coordination with site team, risk assessment and method statement, insurance, site safety induction, safeguarding, parental consent and supervision.

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.2 Work experience placement (14-16 years)

The work experience placements are to support young people during their school education in years 10 and 11. **Target district or postcodes *****

Key issues: coordination with site team, risk assessment and method statement, insurance, site safety induction, safeguarding, parental consent and supervision.

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.3 Curriculum support activities

This includes carrying out workshops within educational establishments or on site with students from schools or colleges enabling the student to understand the practical applications of their studies. **Target district or postcodes *****

Key issues: preparation of engaging material/ workshops

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.4 Graduates

Describe employment opportunities for university students who have graduated within three years of the start of their employment.

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.5 Apprentice starts

This target describes recruitment of either traditional, specialist, displaced or adult apprentices to the project workforce. **Target districts or postcodes *****

Key issues: employment, progression and range of experience

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.6 Existing apprentices

An apprentice working on the project who is already employed by a contractor or sub-contractor.

Key issues: progression

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.7 Apprentice completions

This target describes completion of a formal apprenticeship framework incorporating either NVQ level 2 or 3. Key issues: Duration of apprenticeships

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.8 Supported Employment

Describe the identification of job opportunities and the partnership with Jobcentre Plus (JCP), local authorities or community groups to source potential employees. **Targeting recruitment to districts or postcodes *****

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.9 NVQ Starts for subcontractors

This target describes NVQ starts at levels 2, 3, 4 or 5 for individuals working in the project supply chain, not directly employed by the contractor

Key issues: NVQ levels, form of assessment and grant funding

Supervision:	Target:
Activity:	How Many:
	When:
Activity:	How Many:
	When:

4.10 NVQ completions for subcontractors

This target describes NVQ completions at levels 2, 3, 4 or 5 for individuals working in the project supply chain, not directly employed by the contractor

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.11 Training plans for sub-contractors

This describes each creation of a sub-contractor's company training plan. Assistance with compiling a company training plan can be given by Construction Skills

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.12 Supervisor training for subcontractors

This target describes training activities leading to formal accreditation, such as Institute of Leadership and Management (ILM) qualifications. Courses delivered against this target must be at least 1 day in duration

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.13 Leadership and management training for subcontractors

Target describes outputs involving individuals who wish to develop their leadership and management skills. Generic courses could include those linked with the Institute of Leadership and Management, Chartered Management Institute or alternatively training could be occupation specific. Min. 1 day in duration

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.14 Advanced health and safety training for subcontractors

Training against this target includes site management safety training scheme (5 day and refresher), site supervisor's safety training scheme (2 day), national examination board in occupational safety and health or institute of occupational safety and health

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:


4.15 Jobs created on construction projects

This target describes the employment of individuals by the main contractor or supply chain. The target relates to those who are employed as trainees, or those previously unemployed. Individuals must be in employment for at least 12 weeks before they can be registered as an outcome.

Supervision:	Target:
Activity:	How many:
	When:
Activity:	How Many:
	When:

4.2 Mechanisms and routes

How will relationships with local schools and further education colleges/training providers be developed to support delivery? What links are there with entry to employment or other programmes targeted at care leavers or NEET (not in education, employment or training) young people? How will unemployed adults access training and work experience?



5.0 Delivery - End User Method Statement

- 5.1 Prior to occupation of each commercial venue within the development a supplementary employment and skills plan will be developed by the occupier in partnership with the Council.

- 5.2 The employment and skills plan shall specify the provision for training opportunities and other initiatives in respect of the vocational and employability skills required by the occupier, for any new jobs and business opportunities created which may include:
 - Apprentices;
 - Employment targets (including NEET and long term unemployed);
 - Pre-Employment Training;
 - Work experience placements;
 - Curriculum support activities;

- 5.3 Following approval of the employment and skills plan the occupier will work in partnership with the Council to implement and promote the objectives of the approved plan and ensure that so far as is reasonably practicable the targets are met.

- 5.4 The occupier shall provide to the Council reports outlining the achievements against the employment and skills plan targets and provide details of the employment and skills activities delivered in that time.

6.0 Contact Details

Please list below the telephone, email and address details for the Developer’s project team.

7.0 Agencies used

Provide contact details for the employment agencies used to recruit people to work on this project. You may wish to distinguish between local and national agencies and specify the skills you are recruiting for.

8.0 Signatures

This Employment and Skills Plan has been signed by duly authorised representatives of each of the Parties.

SIGNED: For and on behalf of (Developer) Signature: Name: Title: Date:	SIGNED: For and on behalf of (Main Contractor or End Occupier) Signature: Name: Position: Date:
SIGNED: For and on behalf of Staffordshire County Council Signature: Name: Position: Date:	SIGNED: For and on behalf of XXXXXX District / Borough Council Signature: Name: Position: Date:

Appendix A

Summary of example employment and skills areas and evidence requirements:

The purpose of this Appendix is to provide more details of the type of employment and skills areas described in Appendix 1 of this document, and example definitions for measuring outputs. These are primarily based on the CITB's Client Based Approach – Planning and Procurement Toolkit for public sector construction clients.

<p>4.1 WORK EXPERIENCE PLACEMENT (16-19 YEARS + ADULTS)</p> <p>THE WORK EXPERIENCE PLACEMENTS ARE TO SUPPORT (I) YOUNG PEOPLE NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEET) (II) LONG TERM UNEMPLOYED (III) THOSE IN FULL-TIME FURTHER EDUCATION, TO GAIN EXPERIENCE IN THE CONSTRUCTION INDUSTRY. CONSTRUCTION COURSES INCLUDE BTEC AND FULL- TIME CRAFT COURSES. THE MINIMUM DURATION OF A WORK EXPERIENCE PLACEMENT SHOULD BE 10 WORKING DAYS.</p> <p>EVIDENCE: OFFER LETTER FROM THE PROJECT OR EMPLOYER DETAILING ACTIVITY, PLUS ATTENDANCE RECORD AND EVALUATION FORM.</p> <p>INFORMATION: NAME, DATE OF BIRTH, POSTCODE. OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>	<p>4.2 WORK EXPERIENCE PLACEMENT (14-16 YEARS)</p> <p>THE WORK EXPERIENCE PLACEMENTS ARE TO SUPPORT YOUNG PEOPLE DURING THEIR SCHOOL EDUCATION IN YEARS 10 AND 11. THIS CAN INCLUDE BLOCK PLACEMENTS AS PART OF THEIR STATUTORY WORK EXPERIENCE PLACEMENT OR CBE DIPLOMA OR BTEC COURSES. IT CAN ALSO INCLUDE ONE DAY A WEEK PLACEMENT AS PART OF A YOUNG APPRENTICESHIP OR ALTERNATIVE CURRICULUM. THE MINIMUM PERIOD IS 5 DAYS.</p> <p>EVIDENCE: OFFER LETTER FROM EITHER THE PROJECT OR EMPLOYER DETAILING ACTIVITY, PLUS ATTENDANCE RECORD AND EVALUATION FORM</p> <p>INFORMATION: NAME, DATE OF BIRTH, POSTCODE. OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>
<p>4.3 CURRICULUM SUPPORT ACTIVITIES</p> <p>THIS INCLUDES CARRYING OUT WORKSHOPS WITHIN EDUCATIONAL ESTABLISHMENTS OR ON SITE WITH STUDENTS FROM SCHOOLS OR COLLEGES ENABLING THE STUDENT TO UNDERSTAND THE PRACTICAL APPLICATIONS OF THEIR STUDIES.</p> <p>EVIDENCE: CONFIRMATION FROM EDUCATION ESTABLISHMENT OF INDIVIDUAL EMPLOYEE CONTRIBUTION TO CLASSROOM-BASED OR SITE-BASED WORKSHOP ACTIVITY</p> <p>INFORMATION: ESTABLISHMENT NAME, POSTCODE, NUMBER OF STUDENTS. OUTCOME: 1 INDIVIDUAL INVOLVED IN DELIVERING A WORKSHOP ACTIVITY REPRESENTS 1 OUTCOME</p>	<p>4.4 GRADUATES</p> <p>THIS TARGET DESCRIBES EMPLOYMENT OPPORTUNITIES IN RELATION TO THE PROJECT FOR UNIVERSITY STUDENTS WHO HAVE GRADUATED WITHIN 3 YEARS OF THE START OF THEIR EMPLOYMENT. A SEARCH FOR COURSES CAN BE MADE ON WWW.BCONSTRUCTIVE.CO.UK AND CONTACT WITH HIGHER EDUCATION INSTITUTIONS OFFERING THE COURSES CAN BE MADE THROUGH WWW.UCAS.AC.UK.</p> <p>EVIDENCE: COPY OF OFFER OF EMPLOYMENT FROM EMPLOYER</p> <p>INFORMATION: NAME, POSTCODE. OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>

<p>4.5 APPRENTICE STARTS</p> <p>THIS TARGET DESCRIBES RECRUITMENT OF EITHER TRADITIONAL, SPECIALIST, DISPLACED OR ADULT APPRENTICES TO THE PROJECT WORKFORCE. AN APPRENTICESHIP OUTCOME IS DEFINED AS AN INDIVIDUAL PURSUING A FORMAL APPRENTICESHIP FRAMEWORK INCORPORATING EITHER NVQ LEVEL 2 OR 3.</p> <p>EVIDENCE: APPRENTICESHIP REGISTRATION DOCUMENTS.</p> <p>INFORMATION: NAME, START DATE, DATE OF BIRTH, POSTCODE, COMPANY, TRADE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>	<p>4.6 EXISTING APPRENTICES</p> <p>AN APPRENTICE WHO IS WORKING ON THE PROJECT WHO IS ALREADY EMPLOYED BY A TRADE CONTRACTOR OR MAIN CONTRACTOR.</p> <p>EVIDENCE: APPRENTICESHIP REGISTRATION NUMBER.</p> <p>INFORMATION: NAME, START DATE, DATE OF BIRTH, POSTCODE, COMPANY, TRADE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>
<p>4.7 APPRENTICE COMPLETIONS</p> <p>THIS TARGET DESCRIBES COMPLETION OF A FORMAL APPRENTICESHIP FRAMEWORK INCORPORATING EITHER NVQ LEVEL 2 OR 3.</p> <p>EVIDENCE: COMPLETION CERTIFICATES</p> <p>INFORMATION: NAME, START DATE, DATE OF BIRTH, POSTCODE, COMPANY, TRADE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>	<p>4.8 SUPPORTED EMPLOYMENT</p> <p>THIS TARGET DESCRIBES THE IDENTIFICATION OF JOB OPPORTUNITIES AND THE UTILISATION OF JOB CENTRE PLUS (JCP), LOCAL AUTHORITIES OR COMMUNITY GROUPS TO SOURCE POTENTIAL EMPLOYEES. SUPPORTIVE ACTIVITIES TO INCLUDE</p> <p>SECTOR BASED WORK ACADEMIES, PRE-EMPLOYMENT TRAINING OR JOB COACHING, AS APPROPRIATE.</p> <p>EVIDENCE: COPY OF COMPLETED VACANCY TEMPLATE, EMPLOYMENT ACCEPTANCE DOCUMENT</p> <p>INFORMATION: NAME, START DATE, DATE OF BIRTH, SUPPORT PROVIDED, POSTCODE, COMPANY, TRADE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>
<p>4.9 NVQ STARTS FOR SUBCONTRACTORS</p> <p>THIS TARGET DESCRIBES NVQ STARTS AT LEVELS 2, 3, 4 OR 5 FOR INDIVIDUALS WORKING IN THE PROJECT SUPPLY CHAIN, NOT DIRECTLY EMPLOYED BY THE MAIN CONTRACTOR.</p> <p>EVIDENCE: NVQ REGISTRATION DOCUMENTS</p> <p>INFORMATION: NAME, START DATE, DATE OF BIRTH, POSTCODE, COMPANY, NVQ TITLE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>	<p>4.10 NVQ COMPLETIONS FOR SUBCONTRACTORS</p> <p>THIS TARGET DESCRIBES NVQ COMPLETIONS AT LEVELS 2, 3, 4 OR 5 FOR INDIVIDUALS WORKING IN THE PROJECT SUPPLY CHAIN, NOT DIRECTLY EMPLOYED BY THE MAIN CONTRACTOR.</p> <p>EVIDENCE: NVQ COMPLETION CERTIFICATES</p> <p>INFORMATION: NAME, START DATE, DATE OF BIRTH, POSTCODE, COMPANY, NVQ TITLE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>

<p>4.11 TRAINING PLANS FOR SUBCONTRACTORS</p> <p>THIS TARGET DESCRIBES EACH INSTANCE OF THE CREATION OF A SUPPLY CHAIN COMPANY TRAINING PLAN. ASSISTANCE WITH COMPILING A COMPANY TRAINING PLAN CAN BE GIVEN BY CONSTRUCTION SKILLS.</p> <p>EVIDENCE: COMPANY TRAINING PLAN</p> <p>INFORMATION: NAME, START DATES, TRAINING TITLE.</p> <p>OUTCOME: 1 COMPANY TRAINING PLAN REPRESENTS 1 OUTCOME</p>	<p>4.12 SUPERVISOR TRAINING FOR SUBCONTRACTORS</p> <p>THIS TARGET DESCRIBES TRAINING ACTIVITY LEADING TO FORMAL ACCREDITATION SUCH AS INSTITUTE OF LEADERSHIP AND MANAGEMENT (ILM) QUALIFICATIONS. DETAILED INFORMATION ON ILM COURSES IS AVAILABLE AT WWW.I-L-M.COM. COURSES DELIVERED AGAINST THIS TARGET MUST BE AT LEAST ONE DAY IN DURATION.</p> <p>INFORMATION: NAME, START DATE, POSTCODE, TRAINING TITLE.</p> <p>EVIDENCE: COMPLETION CERTIFICATE</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>
<p>4.13 LEADERSHIP AND MANAGEMENT TRAINING FOR SUBCONTRACTORS</p> <p>THIS TARGET DESCRIBES OUTPUTS INVOLVING INDIVIDUALS WHO WISH TO DEVELOP THEIR LEADERSHIP AND MANAGEMENT SKILLS. GENERIC COURSES COULD INCLUDE THOSE LINKED WITH THE INSTITUTE OF LEADERSHIP AND MANAGEMENT, CHARTERED MANAGEMENT INSTITUTE OR ALTERNATIVELY TRAINING COULD BE OCCUPATION SPECIFIC. COURSES DELIVERED AGAINST THIS TARGET MUST BE AT LEAST ONE DAY IN DURATION.</p> <p>EVIDENCE: COMPLETION CERTIFICATE</p> <p>INFORMATION: NAME, START DATE, POSTCODE, TRAINING TITLE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>	<p>4.14 ADVANCED HEALTH AND SAFETY TRAINING FOR SUBCONTRACTORS</p> <p>TRAINING WHICH CAN BE DELIVERED AGAINST THIS TARGET INCLUDES SMSTS (5 DAY AND REFRESHER), SSSTS (2 DAY), NEBOSH (NATIONAL EXAMINATION BOARD IN OCCUPATIONAL SAFETY AND HEALTH) OR IOSH COURSES (INSTITUTE OF OCCUPATIONAL SAFETY AND HEALTH).</p> <p>EVIDENCE: COMPLETION CERTIFICATE</p> <p>INFORMATION: NAME, START DATE, POSTCODE, TRAINING TITLE.</p> <p>OUTCOME: 1 INDIVIDUAL REPRESENTS 1 OUTCOME</p>
<p>4.15 JOBS CREATED ON CONSTRUCTION PROJECTS</p> <p>THIS TARGET DESCRIBES THE EMPLOYMENT OF INDIVIDUALS BY THE MAIN CONTRACTOR OR SUPPLY CHAIN. THE TARGET RELATES TO THOSE WHO ARE EMPLOYED AS TRAINEES, OR THOSE PREVIOUSLY UNEMPLOYED. INDIVIDUALS MUST BE IN EMPLOYMENT FOR AT LEAST 12 WEEKS BEFORE THEY CAN BE REGISTERED AS AN OUTCOME.</p> <p>EVIDENCE: COPY OF OFFER OF EMPLOYMENT. CONFIRMATION LETTER FROM EMPLOYER OF 12 WEEKS EMPLOYMENT.</p>	

Appendix C
Summary Construction Scheme of Work
To be supplied by constructor