

Solace/IS Transformation Work

National Self Evaluation Framework

Management and support of staff

Self evaluation areas:

7.1: Sufficiency, recruitment and retention

7.2: Deployment and teamwork

7.3: Development and training



Management and support of staff

Self-evaluation area 7.1: Sufficiency, recruitment and retention

Explainer

Assessing sufficiency, recruitment, and retention of staff is critical to maintaining a capable, motivated, and sustainable workforce in local government. These issues are particularly relevant in the context of workforce planning, public sector reform, and rising service demands.

Potential sources of evidence

- Workforce strategy / People Plan
- Staffing data and indicators
- Recruitment data and campaigns
- Training and CPD records
- Apprenticeship and graduate schemes
- Succession planning documentation
- Internal staff surveys
- Exit interviews and leaver feedback
- Engagement with trade unions or staff forums
- Health and wellbeing programmes
- Flexible / hybrid working policies
- Recognition and reward schemes
- Results and impact of any relevant internal self-evaluation or improvement activity e.g. PSIF and Peer Collaborative Improvement

Reflective questions

- Workforce Sufficiency and Planning
- Do we have accurate data on current workforce capacity, skills, and demographics across all service areas?

- Are we proactively identifying and planning for workforce pressures — including retirements, vacancies, and critical skills gaps?
- How well does our workforce planning align with service delivery and strategic priorities?

Recruitment Strategy and Practice

- Are our recruitment processes efficient, inclusive, and targeted to attract a diverse talent pool?
- Do we promote the council as an employer of choice — particularly in hard-to-fill or competitive roles?
- Are we using innovative approaches (e.g. apprenticeships, grow-your-own, secondments) to build our talent pipeline?

Retention and Turnover

- What do our data and staff feedback tell us about why people leave or stay?
- Are there particular roles, services or demographics with high turnover — and are we addressing the causes?
- How do we support career progression and internal mobility to improve retention?

Pay, Terms and Working Conditions

- Are our pay, benefits, and working conditions competitive with other employers in the sector or region?
- How do we address disparities in pay, workload, or job satisfaction across grades, services or locations?
- Are flexible and hybrid working arrangements well-managed, equitable, and sustainable?

Equality, Diversity and Inclusion

- Does our workforce reflect the diversity of the communities we serve — particularly in leadership roles?
- How do we ensure fair and inclusive recruitment, retention, and progression practices?
- Are we identifying and removing barriers faced by underrepresented or marginalised groups?

Induction and Onboarding

- Do new staff receive a high-quality, consistent induction that supports early engagement and retention?
- Are line managers trained and supported to lead effective onboarding experiences?
- How do we evaluate and improve the onboarding process?

Learning and Career Development

- Are staff given access to regular, relevant training and development opportunities?
- Do we support structured progression pathways (e.g. professional qualifications, mentoring, leadership development)?
- How do we support upskilling and reskilling in response to changing service demands?

Staff Wellbeing and Workload

- Are we monitoring workload, stress, and wellbeing across all services?
- How do we ensure sufficient staffing levels to avoid burnout and unsafe practice?
- What supports (e.g. counselling, wellbeing initiatives, workload reviews) are in place and how effective are they?

Staff Engagement and Voice

- Do staff feel valued, listened to, and involved in shaping workplace culture and improvements?
- Are regular engagement activities (e.g. surveys, forums) acted upon in meaningful ways?
- How are front-line staff and line managers engaged in solving workforce challenges?

Workforce Resilience and Future Readiness

- Are we building a workforce that is adaptable to change, digital innovation, and future service models?
- How well do we understand emerging labour market trends and respond to them in planning and recruitment?
- Are we building resilience through succession planning, talent development, and cross-skilling?

Self-evaluation area 7.2: Deployment and teamwork

Explainer

Assessing sufficiency, recruitment, and retention of staff is critical to maintaining a capable, motivated, and sustainable workforce in local government. These issues are particularly relevant in the context of workforce planning, public sector reform, and rising service demands.

Potential sources of evidence

- Flexible deployment or redeployment policies
- Rotas, shift planning systems and workload allocation tools
- Records of cross-team, or cross-service collaboration
- Use of mobile, hybrid or field-based teams
- Evidence of teamwork and collaboration
- Focus groups or interviews with staff
- Productivity measures
- Staff induction and shadowing programmes
- Case studies of effective team-based service delivery
- Results and impact of any relevant internal self-evaluation or improvement activity e.g. PSIF and Peer Collaborative Improvement

Reflective questions

Strategic Staff Deployment

- Are staff deployed in a way that aligns with service demands, priorities, and risk?
- How regularly do we review workforce deployment to ensure flexibility and responsiveness?
- Are deployment decisions based on real-time data (e.g. caseloads, service volumes, absence trends)?

Matching Skills to Roles

- Are individuals placed in roles that make full use of their skills, experience, and potential?
- Do managers have the tools to identify skills gaps and reassign or support staff accordingly?
- Are we making best use of specialist roles, multi-disciplinary staff, and flexible job design?

Agile and Flexible Working

- How well do our deployment models support flexible working — without compromising service delivery?
- Do we enable cross-service deployment when required (e.g. emergency response, seasonal pressure)?
- Are hybrid or remote working arrangements effectively managed for both performance and teamwork?

Team Dynamics and Collaboration

- Do teams have a clear purpose, defined roles, and shared goals?
- How effectively do staff collaborate within and across teams, services, and disciplines?
- Are team behaviours based on trust, respect, and shared responsibility?

Multi-Disciplinary and Integrated Working

- Are we enabling integrated, multi-agency teams where appropriate (e.g. social care, housing, education)?
- How do we support shared decision-making and learning across professions?
- Do our systems and processes enable or hinder joined-up working?

Communication and Coordination

- Are communication channels within and across teams clear, timely, and effective?
- Do managers and team leads actively promote coordination and cohesion across services?
- How do we ensure that key information is shared to avoid duplication or gaps in service?

Supervision and Support

- Are staff receiving regular, supportive supervision or 1:1s tailored to their role?
- How do line managers support team cohesion, performance, and development?
- Is there a strong feedback culture within teams that encourages reflection and growth?

Performance and Accountability

- Do teams have clear performance goals and understand how they contribute to wider organisational objectives?
- Are performance issues managed constructively within teams?
- Do staff feel accountable to one another as well as to their managers?

Morale, Belonging, and Team Culture

- Do staff feel valued and part of a positive team environment?
- How do we foster a sense of purpose and pride in shared team goals?
- Are we recognising team achievements as well as individual contributions?

Learning and Team Development

- Are teams given time and support for collective reflection, learning, and improvement?
- Do we encourage cross-team learning and knowledge exchange?
- Are there opportunities for team-building and joint problem-solving?

Self-evaluation area 7.3: Development and training

Explainer

Staff development and training are fundamental to building a skilled, motivated, and future-ready workforce. For a Scottish local authority, this includes meeting statutory training requirements, supporting continuous professional development (CPD), and enabling staff to respond to evolving service needs, technologies, and policy expectations.

Potential sources of evidence

- Continuous Review and Development policy and approach
- Service-specific training plans
- Links to workforce planning documents
- Training completion rates
- Post-training evaluation forms and follow-up
- Impact assessments or feedback loops
- Support for external qualifications or professional registration
- Leadership and talent development programmes
- Staff surveys
- Support for reflective practice
- Accessible learning formats
- Internal promotion data and progression paths
- Mentoring and coaching programmes
- Accreditation or awards for training excellence
- Results and impact of any relevant internal self-evaluation or improvement activity e.g. PSIF and Peer Collaborative Improvement
- Reviews against Delivering Good Governance in Local Government: Framework – Principle E

Reflective questions

Strategic Alignment

- Is our learning and development strategy clearly aligned with organisational priorities and service improvement plans?
- Do we identify training needs in response to service changes, statutory requirements, and future workforce challenges?
- How well does our training support delivery of national frameworks such as the National Performance Framework and the LOIP?

Identifying Learning Needs

- How do we identify individual and team training needs (e.g. supervision, appraisal, performance data)?
- Are training needs assessments embedded in workforce planning and service reviews?
- Do we support staff to shape their own development plans based on current roles and future aspirations?

Access and Inclusion

- Is training accessible to all staff, regardless of grade, role, location, or working pattern?
- How do we ensure equality of access to development opportunities, particularly for part-time, remote, or frontline staff?
- Do we monitor participation and address any gaps across services or demographic groups?

Statutory and Mandatory Training

- Are all staff up to date with mandatory and compliance-based training (e.g. safeguarding, data protection, health and safety)?
- Do we monitor and report on completion rates at individual, team, and service levels?
- How do we ensure this training is engaging, relevant, and embedded in practice?

Quality and Relevance of Training

- Are training programmes high quality, evidence-informed, and relevant to the needs of learners?
- Do we evaluate the effectiveness and impact of training — not just attendance?

- How do we ensure learning is applied in day-to-day work?

Leadership and Management Development

- Do we have a structured programme to develop current and future leaders?
- Are managers trained to support their teams, manage performance, and drive improvement?
- How do we support succession planning through targeted development?

Professional Development and Career Progression

- Are staff supported to pursue professional qualifications, CPD, and career progression?
- Do we offer clear progression pathways in key service areas (e.g. social work, planning, education)?
- How do we retain and grow internal talent?

Learning Culture and Reflective Practice

- Is there a culture of continuous learning and reflection across the organisation?
- Are teams supported to learn together and share best practice?
- Do we encourage innovation and critical thinking through our development activities?

Support for Digital and New Ways of Working

- Are staff equipped with the digital skills and confidence to work in modern, tech-enabled environments?
- Do we provide training to support hybrid working, new platforms, and data use?
- How do we keep skills current in fast-evolving areas?

Evaluation and Improvement

- How do we assess the return on investment (ROI) and impact of training on service quality and outcomes?
- Are insights from evaluations used to adapt and improve our learning offer?
- Do we regularly review and update our training strategy and delivery methods?