



**CHESTERFIELD**  
BOROUGH COUNCIL

*Enterprise and Wellbeing Scrutiny  
Committee*

Scrutiny Project Group

report on

*Skills*

Date agreed by E&WSC: 5 February, 2019

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Councillors:

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Project group officer support was provided by Rachel Appleyard, Senior Democratic and Scrutiny Officer	

### 1.0 Introduction and reasons for the review

- 1.1 Since the introduction of the Skills Action Plan (2017-2020), the Enterprise and Wellbeing Scrutiny Committee have identified the plan as having high value and impact to the residents of Chesterfield borough and were involved in scrutinising and reviewing the development of the objectives contained within the action plan.
- 1.2 The Council is working hard to attract new businesses and developments to the borough and so far has secured more than £700m worth of investment, creating thousands of jobs. These developments bring a mixture of short and long term careers and the Skills Action Plan aims to improve the skills of local people to ensure that they can access the jobs created and are able to progress in their current job roles.
- 1.3 The Growth Strategy for Chesterfield that was approved by Full Council in December 2018, provides a framework for actions over the period 2019 to 2023 that will deliver our priority of making Chesterfield a thriving borough and contribute towards the priorities of improving the quality of life for local people through the provision of value for money services. The strategy is underpinned by an economic assessment that highlights a number of issues facing the local economy, including identifying current sectors that

are in decline and not supporting jobs growth or skills development. The Skills Action Plan supports the strategic framework set out in the Growth Strategy to Work to raise the level of workforce skills to support future business growth.

- 1.4 There are significant opportunities that are linked with HS2. In addition to the Infrastructure Maintenance Depot at Staveley which will generate 250 jobs, Chesterfield recently narrowly missed out on hosting major high speed train manufacture, Talgo, in the borough. Despite choosing to locate their manufacturing site in Longannet, Scotland, as part of their 'All Britain Strategy', Talgo have announced that they still intend to develop an Innovation Centre at Barrow Hill to support skills development within Talgo and across its supply chain. Furthermore, the publicity generated as a result of the Talgo bidding process is hoped to attract other large manufacturers to the area and there is ongoing active interest in the site.
- 1.5 Through research carried out by the HS2 Scrutiny Project Group<sup>1</sup>, it was identified that our current and future school students need to be prepared so that they are in a position to secure the new jobs that will come onto the market.
- 1.6 Whilst these developments are looking to the future, particularly HS2, there are a significant number of developments that are happening now. A number of large housing developments and transformational regeneration projects, like Peak Resort and Chesterfield Waterside, offer substantial potential to generate employment training and supply chain opportunities for local residents and businesses.
- 1.7 When Overview and Scrutiny carried out their annual work programming earlier in 2018, it was noted that the mid-way point of the Skills Action Plan was approaching. With the constantly evolving economic picture in Chesterfield, it was agreed to establish a dedicated task and finish group to understand if the actions within

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<sup>1</sup> [Scrutiny Project Group Report on HS2](#), Cabinet, 23 October, 2018

the plan were on target and identify new areas where work was needed.

## 2.0 **Link to priorities and review aims**

2.1 To ensure Overview and Scrutiny can add value; project work is aligned with the Council's priorities and objectives.

2.2 This project supports the Council Plan priorities "to improve the quality of life for local people" and "to make Chesterfield a thriving borough."

2.3 Within these priorities, the following objectives were focussed on:

- i. to reduce inequality and support the more vulnerable members of our communities;
- ii. to improve the health and wellbeing of people in Chesterfield Borough;
- iii. to make sure that local people benefit from growth in Chesterfield Borough.

2.4 The Enterprise and Wellbeing Scrutiny Committee received an update on the Skills Action Plan from the Senior Economic Development Officer in February, 2018 and an annual update was presented by Economic Development to Cabinet in June, 2018. The Lead Member and Support Officer met with the Senior Economic Development Officer to discuss the updates. Progress was noted to be positive and future focus of activities in the Skills Action Plan was identified to prioritise areas where further support was required to enable successes in all of the objectives.

2.5 The Lead Member and Support Officer then met with the Cabinet Member – Economic Growth and the Strategic Planning and Key Sites Manager to discuss the emerging areas of interest for the review.

2.6 Following these discussions, the project group agreed 4 areas to focus on:

- i. how Local Labour Agreements have been used to improve skills development;
- ii. how the Skills Action Plan has helped to encourage and support businesses to take on more apprentices;
- iii. what work has been carried out to engage with and support 18-24 year olds not in work, employment or education;
- iv. what plans are there for skills development programmes in schools that are tailored to future jobs associated with HS2.

### **3.0 Review approach and findings**

3.1 The review has been carried out through project group meetings, research papers, background documents, officer input and conversations with external stakeholders.

3.2 We wish to place on record our thanks to Emily Williams, Senior Economic Development Officer, for her assistance throughout the review; and Rachel Appleyard, Senior Democratic and Scrutiny Officer, who provided our administrative and organisational support.

3.3 The findings of the review are summarised below under the 4 areas identified in the scoping process:

#### **Local Labour Agreements**

3.4 The project group heard at the start of the project that maximising opportunities through local labour agreements (LLA) was a key part of the Skills Action Plan. Work to achieve this objective included:

- supporting developers to develop and implement skills, education and employment plans;
- strengthened process of implementation and monitoring of local labour conditions;

- encouraging onsite apprenticeships and internships;
  - facilitating meet the buyer events;
  - facilitating school and college visits and careers talks;
  - promoting local jobs;
  - supporting local businesses to access supply chain opportunities.
- 3.5 The Senior Economic Development Officer works with developers to produce an Employment and Skills Plan (ESP) which sets out a strategy of how employment, training and supply chain opportunities resulting from a development will be promoted locally, including requirements to fulfil an agreed and appropriate programme of activities from the list above.
- 3.6 Apprenticeships have been offered on large development sites in the borough; most recently the Williams Davis Homes development on Dunston Lane. However, it is not always possible to offer apprenticeships due to factors affecting individual sites such as timescales for the build and size/scale.
- 3.7 The scale of a project also affects whether or not local labour clauses (LLC) are included in the planning conditions. Currently only major planning applications are subject to local labour clauses. Appendix A provides a detailed list of what types of development constitute major and minor planning applications. National companies submitting planning applications may already have labour contracts in place, therefore the ESP could include different activities such as careers talks in schools. However, making the companies aware of local labour conditions when bidding for projects would help to maximise the local skills opportunities that the developments could bring.
- 3.8 The project group discussed other options for small scale projects to support skills development and heard that the Senior Economic Development Officer has worked closely with Destination Chesterfield to raise awareness of the benefits and impact of local

labour activity amongst the wider business community, including smaller developers.

- 3.9 The project group were keen to understand how the local labour conditions were monitored after being agreed with the developer and approved as part of the planning application process, including the output of the ESP. The Senior Economic Development Officer maintained a tracking spreadsheet of all LLAs and monitored them on a regular basis. Currently, Economic Development (EDU) are notified of planning applications in scope for local labour agreements through the planning consultation process and this informs the tracking spreadsheet. However, there is currently no reliable process to check if EDU are consulted on all of the applications in scope for local labour clauses.
- 3.10 Conditions should then be cascaded down to sub-contractors however this responsibility falls upon the developer and monitoring this is not straightforward and potentially resource intensive. With over £3.6m of contracts being awarded to the local supply chains and 97 jobs generated, significant progress has been made in monitoring the impact of LLA's since the approval of the Skills Action Plan in 2017. However, the project group felt that a better way of monitoring LLAs was needed to help ensure all planning applications subject to a LLA were captured. In addition, to support the monitoring of LLAs, the planning department should identify the necessity of an LLA at application stage and consider how to present this to committee. It was recognised that involving the Economic Development team early in the application process will improve the capturing of developments that are or will be subject to LLAs. This led to the recommendation: **That quarterly meetings between the Economic Development team and Planning team to discuss large planning applications be established to reflect the increase in applications.**
- 3.11 The project group were concerned that the development and monitoring of LLAs was undertaken by 1 FTE officer. If there was a desire to increase the number of small developers having LLAs

and improve monitoring of LLAs, particularly in relation to sub-contractors and contracts awarded by the council, extra resource or a different approach would be needed. In addition, legal advice suggests that these would need to be on a voluntary basis, largely due to the capacity to monitor, enforce and determine consequences for non-compliance.

- 3.12 Some councils that have adopted standalone Local Labour Agreements had policies, strategies and Council plans in place prior to their introduction, for example Warwick District Council and Liverpool City Council. Taking into consideration the legal advice and resourcing required to implement LLAs on smaller developments, rather than adopting new policies and strategies for LLAs, Chesterfield Borough Council is working closely with other key stakeholders including Job Centre Plus, Destination Chesterfield, Chesterfield College and the University of Derby to encourage a partnership approach. Using this network of stakeholders, the project group recommend: **That smaller developments be encouraged to undertake best practice in supporting the local skills and employment agenda by developing and publishing guidance on maximising skills and employment opportunities on small developments.**

### **Apprenticeships**

- 3.13 The Apprenticeship Town initiative was established in 2016; Led by Chesterfield Borough Council, Apprentice Town is a partnership initiative that aims to increase apprenticeship participation by raising awareness of the benefits of Apprenticeships and create “*a town where young people, parents and businesses think Apprenticeship First.*”
- 3.14 Key stakeholders are engaged with through a working group which includes representatives from Chesterfield College, The University of Derby, East Midlands Chamber, DWP, Destination Chesterfield, DCC and Schools Learning Community. In addition, round table meetings are held with young apprentices to share

success stories and empower young people to get involved in apprenticeship events.

3.15 Chesterfield Borough Council has worked with Destination Chesterfield on activities to encourage the uptake in apprenticeships by both employers and prospective apprentices. One of these activities was to develop an Apprentice Town web resource which is now up and running. This provides young people, parents and employers in Chesterfield with a single point of contact and information about:

- hiring an apprentice;
- becoming an apprentice;
- what an apprenticeship is;
- upcoming events;
- current apprenticeship vacancies.

3.16 The project group recognised that there needed to be a demonstration of good practice, showing how apprenticeships should be conducted to address the stigma that is sometimes attached to them and make sure employers and education providers are providing a positive experience. To support this, the project group recommends: **That the Apprentice Town web resource include guidance for employers and education providers on what a good apprenticeship looks like.**

3.17 In 2016/17, Chesterfield saw an increase in apprenticeship participation of 0.7% compared to the previous year. This also bucked the national trend which saw a decline of 3.7%. However, provisional figures for 2017/18 had shown a decline nationally which was also reflected in Chesterfield. This decline is thought to be as a result of the Apprenticeship reforms that were introduced in April 2017 which brought about significant changes to how apprenticeships were delivered and funded.

3.18 Currently, the National Apprenticeship Service does not publish data about the number of apprentices that go on into regular

employment. However, in the academic year 2017/18, Chesterfield College reported that **96.6%** of apprentices had a positive destination and **81.5%** went into employment. To better understand the trends in apprentices entering employment, the project group recommends:

**That the number of apprentices that go into permanent employment from Chesterfield Borough Council and Chesterfield College be monitored so that a new tool can be developed which can be applied to other apprenticeship providers.**

*and*

**That the importance of statistics on apprentices carrying on into permanent employment be raised at the East Midlands Apprentice Ambassador Network.**

3.19 The project group heard how unemployment amongst 18-24 year olds was rising and feedback from employers showed concerns with employability and aptitude skills. The Economic Development Team has worked closely with partners to respond to this increase. Chesterfield College have set up an employability hub to address employability skills concerns and Job Centre Plus have introduced a series of 'I-Can' events that are specifically targeted at this age group, aim to raise awareness of the vacancies available locally and provide links to relevant skills interventions.

3.20 The project group looked closer into how schools prepared their students for work, details can be found from paragraph 3.31 onwards.

3.21 Higher level skills have formed part of the skills agenda through involvement in the Apprentice Town Steering Group and Talgo bid. From April 2017, higher and degree-level apprenticeships were introduced and are now offered by colleges and universities

where available; Chesterfield College currently offers some degree level programmes.

- 3.22 The project group also looked at how small businesses could support apprenticeships, see paragraph 3.56 for information on this.

### **Construction Skills Village**

- 3.23 Members of the Scrutiny Project Group were invited to a meeting to hear about the Construction Skills Village; an apprenticeship and skills development model that has live sites in Barnsley and Scarborough, in partnership with Henry Boot and Keepmoat respectively. Graham Ratcliffe, Managing Director of Northern Regeneration CIC, and Simon Featherstone, Employment and Skills Manager from Scarborough Borough Council, explained how the model worked and the outcomes they had seen in Scarborough.
- 3.24 A Construction Skills Village creates a replica of a construction site within a live construction site. It offers programmes for people aged 14 upwards to develop skills or gain a qualification, and supports people who have the qualifications but require work experience. The model also offers an alternative to classroom-based learning which, as evidenced by case studies on their website, has supported students to gain the skills needed to become work ready who have found traditional learning pathways challenging.
- 3.25 The model is City and Guilds and NPORS (National Plant Operators Registration Scheme) accredited. The trainers are from industry and base the learning on work experience and tailor programmes gaps in the market. The model is inclusive, recognising qualifications of applicants but focusing on aptitude and attitude. Services also include a careers advisor who goes into schools, promotes careers and women in construction, and carries out one-to-ones with students. There are also plans to introduce a life skills program which will prepare students for setting up their own

business as most employers in construction want employees to be self-employed.

- 3.26 The village can be flexible, scaling up or down to suit the host development, however it works best on a development lasting at least 3 years. The village works with Job Centre Plus to engage with job seekers and benefits claimants. There is provision for adult learners though this brings the challenge of a higher wage expectation amongst older people, however the village has been successful in receiving funding for adult apprenticeships.
- 3.27 The Scarborough model is sited on a large housing development which provides experience for a good variety of skills and an appropriate time scale. There are currently 71 learners which is more than on courses at the local college, and last year 51% went into employment or apprenticeships which the remaining 49% still on training programmes. In Chesterfield, there are significantly more students (around 800 each year) going through Chesterfield College than in Scarborough, however it is unclear how many progress into construction related work. The national trend shows that 37% of further education students on construction related courses enter into the construction industry.
- 3.28 The programme is delivered by a private company with funding from the Construction Skills Fund and Coastal Communities Fund, and the local authority provides some officer support.
- 3.29 The model benefits the construction industry by delivering more highly skilled, work ready people. It provides learners and schools with access to demand led training, site visits and work experience placements, and develops a valuable knowledge in site safety, risk assessments and method statements.
- 3.30 To host a site in Chesterfield, a joint approach would be needed with schools, the college, construction training providers, developers, LEPs and universities all involved in the discussions. With the quantity of new developments planned in Chesterfield,

the Scrutiny Project Group recommend: **That the Council initiate the conversations with relevant stakeholders to explore locating a suitable development to host a Construction Skills Village in Chesterfield Borough.**

## **Skills development in schools**

3.31 The Senior Economic Development Officer advised the project group of the work undertaken to engage with schools which included using the Enterprise Advisor network, encouraging the use of the Apprentice Town web resource and establishing links with developers as part of their commitment under LLAs. Current programmes that were taking place in schools included:

- career talks with employers visiting schools;
- strategic input and co-ordination of the enterprise adviser network from the enterprise co-ordinator (part-funded by CBC);
- work experience placements;
- linking schools with businesses and developers;
- supporting schools with relevant Labour Market Information (LMI).

3.32 Parkside Community School in Chesterfield have a full and varied programme for their students which supported them to be in a good position to secure apprenticeships or work following the completion of their studies. The project group were keen to find out more about the programme they delivered and the realities of delivering it. They visited the careers lead at the school who detailed the activities they ran which included a start to finish mock process of applying for a job beginning with CV critique days with employers, applying for a job and having an interview with a local business.

3.33 In addition, all year 10 students carry out a 2 week work experience placement where they have to choose where they would like to do their placement. The school has a good variety of

employers to choose from however the careers lead stressed that more employers from the construction industry would be welcomed.

- 3.34 The school also ensured SEND (Special Education Needs and Disability) students were engaged as much as possible in all career activities. Activities are adapted where students might be too vulnerable and funding had been applied for to teach employability skills to a group of SEND students.
- 3.35 The project group highlighted concerns raised by employers about the lack of employability and aptitude skills they were seeing in job applicants. The school has a careers advisor from Chesterfield College that meets with every year 10 and 11 student, spending an hour with the student to discuss their career options and how to achieve them. In addition, employers come into school and speak to students about their work which helps the students to become familiar with speaking to employers. Students are consulted on which employers they want to see come into the school.
- 3.36 In March 2019, a “speed dating” day will be held where employers will visit the school to spend a short amount of time with all year 11 students talking about what their industry offers.
- 3.37 The project group felt that Parkside was a good model for how careers and employability can be improved amongst secondary students. The project group was encouraged to hear that most schools in Chesterfield Borough were doing careers work with their students. However, it was noted that schools have limited funding for careers preparation and often it was organised by a teacher who also had other responsibilities within the school. School targets were focussed more on academic results though this was starting to change.
- 3.38 CBC co-funds an Enterprise Adviser Co-ordinator along with D2N2, which enables all of Chesterfield’s Secondary schools to receive support with their career strategies and create links with

employers. 6 secondary schools in the borough are engaged with the Enterprise Adviser Co-ordinator as well as Chesterfield College and she has been involved in a range of events and activities including:

- bespoke careers events focussing on employability skills
- reviewing job descriptions with young people
- student visits to local businesses to increase knowledge of local opportunities
- Derbyshire Education Business Partnership
- the annual Skills and Employability conference
- project work with students to embed careers in the curriculum
- connecting schools with employer Enterprise Advisers including mentoring opportunities
- sourcing local work experience placements
- supporting schools to bid for a total of £70k funding for activities for high risk students
- the Big Event for year 8 and 9 students to learn about post 16 opportunities

3.39 To ensure the continuation of the valuable work that the Enterprise Co-ordinator does in supporting schools and the college in the Borough to prepare students for careers and improve employability skills, the project group recommends: **That the Council continue to co-fund the Enterprise Co-ordinator.**

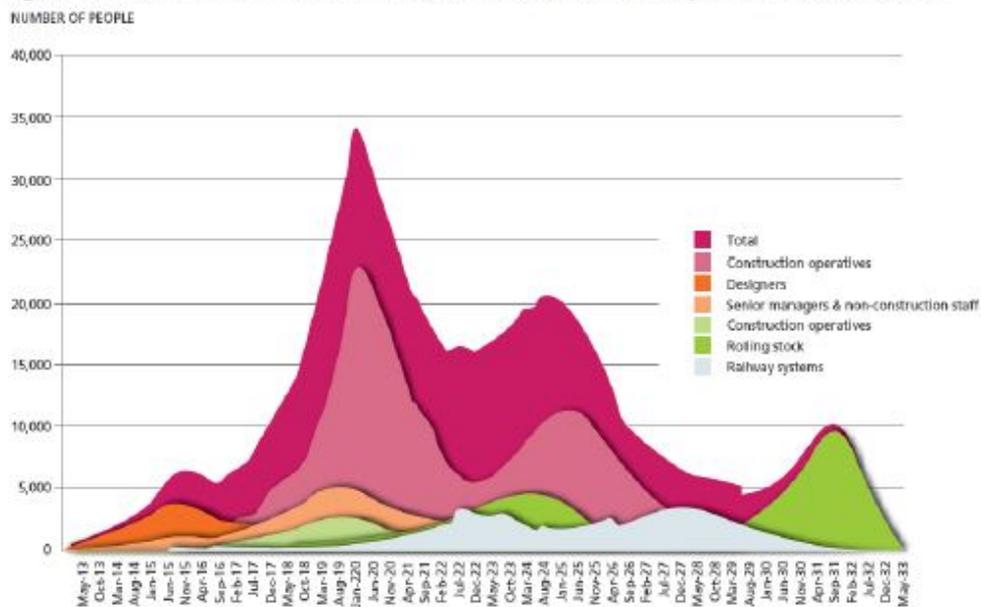
3.40 With the upcoming development of HS2, students that are currently at school will be the beneficiaries of the future jobs in the sector. The project group wanted to understand if the schools were preparing their students for considering these roles and what they need to do in terms of which subjects to study or what higher education is required.

3.41 Parkside advised that they would like to receive more information on HS2, particularly in relation to job opportunities and skills. The project group met with the Senior Economic Development Officer to understand what plans were being put into place to discuss the

benefits of HS2 in schools. Currently, due to timescales for delivery of HS2, the focus from HS2 Ltd was on primary schools. However, current secondary school students needed to think about getting the right training and experience to get into the higher positions and the project group suggested achieving this by sending officers into secondary schools to speak with students. The HS2 Project Manager has produced an information leaflet for young people and their parents called 'HS2 and You' which are expected to be distributed in January 2019 to all primary schools across the borough and pupils in years 7 and 8 in Chesterfield Secondary Schools.

3.42 A number of job opportunities will arise from the development of HS2 to support three keys stages of development; construction, rolling stock and railway systems. The diagram below shows that the peak phases are predicted in 2020 and 2025 for construction operatives, 2024 and 2031 for rolling stock and 2022 and 2028 for railway systems. To understand the scale of demand, the table shown in figure 1.1 shows demand and type of job at the peak of each phase of development.

Figure 11:1: HS2 Phase 1 and 2 Demand for Construction and Operations Workers (UK)



Source: HS2 Labour and Skills Forecasting and Gap Analysis, March 2014 – quoted in Atkins (2016) North West High Speed Rail Skills Strategy & Implementation Plan – pg. 30

Figure 1.1 Peak HS2 demand and during by type (phase 1 and phase 2)

Stage	Start date	Finish date	Peak 1 Phase	Peak 2 Phase
<i>Construction</i>	<i>Jan 2013</i>	<i>June 2032</i>	<i>32,500 jobs</i>	<i>14,500 jobs</i>
<i>Rolling Stock</i>	<i>July 2018</i>	<i>June 2033</i>	<i>3,800 jobs</i>	<i>9,800 jobs</i>
<i>Railway Systems</i>	<i>March 2014</i>	<i>June 2032</i>	<i>3,500 jobs</i>	<i>3,700 jobs</i>

3.43 Figure 1.2 below illustrates the age range that is concurrent with progression into the labour market during the peaks shown above in figure 1.1. Once again this illustrative table highlights the importance of awareness for the above related jobs and career opportunities particularly in the Year Groups 5 – 8 and their parents.

<b>School Year</b>	<b>Pupil Age</b>	<b>Lowest number of years required to attain a Level 4 qualification</b>	<b>Year this would be achieved</b>
<b>YEAR 3</b>	7 – 8	10	2028
<b>YEAR 4</b>	8 – 9	9	2027
<b>YEAR 5</b>	9 – 10	8	2026
<b>YEAR 6</b>	10 - 11	7	2025
<b>YEAR 7</b>	11- 12	6	2024
<b>YEAR 8</b>	12 – 13	5	2023
<b>YEAR 9</b>	13 – 14	4	2022
<b>YEAR 10</b>	14 - 15	3	2021
<b>YEAR 11</b>	15- 16	2	2020
<b>YEAR 12</b>	16 -17	1	2019

## Figure 1.2 School Pupils and their Relationship to the Labour Market

- 3.44 In response to this and the action plan set out in the East Midlands HS2 Growth Strategy, the Senior Economic Development Officer has worked with Derbyshire County Council to develop HS2 School Engagement Proposals that aim to raise awareness of the breadth of opportunities available as a result of HS2 and the value of STEM (Science, Technology, Engineering and Maths) subjects. The programme has also been designed to develop a range of transferable employability skills and competencies, as well as developing aspiration, thereby promoting social mobility.
- 3.45 The Enterprise Co-ordinator was also working with women in senior positions in companies to explore ways to encourage more young women into traditionally male dominated roles.
- 3.46 Initial proposals approved by the Chesterfield and Staveley HS2 Delivery Board seek to engage 9 secondary and 9 primary schools who will benefit from a range of 'Explore Rail Careers' workshops, access a Big Bang STEM event and take part in an iRail enterprise event. It is envisaged that the programme which will reach almost 2400 pupil in total at a cost of £20.44 per pupil.
- 3.47 The Senior Economic Development Officer is working with Chesterfield Borough Council's HS2 Project Manager and the Head of Employment and Skills at Derbyshire County Council to secure funding for the project. The project group support HS2 school engagement projects and recommend: **That the Careers Education Information Advice and Guidance Group (CEIAG) be encouraged to provide careers leads in schools with information on jobs linked to HS2, and other key growth areas identified in the Growth Strategy, particularly secondary schools in North Derbyshire.**

### Unemployment amongst 18-24 year olds

- 3.48 Chesterfield Borough Council has supported the delivery of two programmes aimed at getting 18-24 year olds into employment. The Ambition and Talent Match programmes have supported 344 18-24 year olds of which 114 have secured employment. As an incentive, employers taking part in the Talent Match programme were provided with a subsidy for 6 to 12 months, recognising that the young people engaging with the programme need more support. In addition, the Council has also worked with partners through the Apprentice Town Project to attract more young people into apprenticeships including through the new employment hub at Chesterfield College, Local Labour Activity and a range of targeted events via Job Centre Plus.
- 3.49 However, the number of 18-24 year olds seeking work has increased from 4.2% in June, 2017 to 4.9% in June, 2018 and currently (November 2018) 6.1% of 18-21 year olds are not working.
- 3.50 Students are achieving well at GCSE level, with results for Chesterfield borough in 2016/17 7% above the national average. Taking into consideration the concerns employers have raised with employability and aptitude, there is a gap between students achieving the grades they need to at school and being qualified and experienced enough to start work. The Chesterfield Growth Strategy 2019-2023 recognised that “Chesterfield has fewer ‘knowledge workers’ (those in the highest skill occupations) than the national average... and a greater proportion of local people in lower skilled occupations.”<sup>2</sup> Additionally, though the proportion of young people with 5 GCSE’s at A\* - C grade is above the national average, the number of people with qualifications at NVQ Level 4 and above is 6% below the national average, however the picture is improving. Employers have also highlighted a shortage in applicants for technical and professional roles. The entry level for these positions would be level 6 (bachelor’s degree or equivalent). The GCSE attainment levels show that the potential is there for

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<sup>2</sup> [Chesterfield Growth Strategy 2019-2023](#)

young people to achieve higher level qualifications and skills which would then put them in a position to apply for graduate level jobs.

- 3.51 Chesterfield has a predominantly older population; this has an impact on the opportunities on offer for young people and poses a question: are there fewer young workers because there are limited graduate level employment opportunities or are there limited graduate level employment opportunities because there are fewer young workers or workers with the right qualifications? As highlighted in the Growth Strategy, improvements to the supply of skills need to go hand in hand with increases in the business demand for those skills.
- 3.52 To address the skills gap, the Growth Strategy recognises that there is an opportunity for Chesterfield to develop as a university town; the University of Derby already has a campus in the town, Newcastle University have a railway research facility based at Barrow Hill Round House and Peak Resort will bring a new university campus to the edge of the borough specialising in leisure, tourism and hospitality.
- 3.53 The Council is also working to deliver an appropriate housing mix brought forward through schemes associated with Waterside and HS2 which will help to retain younger workers. In addition, investment is being put into innovation and enterprise centres which support the growth of higher value businesses.
- 3.54 In a response to a consultation by HS2 Ltd on the Draft Environmental Statement, the Council echoed its commitment to creating new innovation centres by asking HS2 to consider incorporating some of the training and staff development proposals for people working at the Infrastructure Maintenance Depot into the Council's plans for a Rail Skills and Innovation Centre at Barrow Hill. This would have the joint benefit of bringing new jobs to the area and whilst reducing the footprint of the depot by having a training facility on their doorstep.

- 3.55 The introduction of higher and degree-level apprenticeships will enable young people to gain the required qualifications for the higher level jobs whilst remaining within the borough to study. A combination of these activities will make Chesterfield more attractive to our young people, encouraging them to remain in the Borough to study and work, bring new businesses to the town and develop our existing businesses.
- 3.56 Small companies may struggle to recruit young people as they often lack capacity to provide training of apprenticeship programmes and prefer to recruit more experienced, knowledgeable people. Apprenticeship Training Agencies (ATAs) offer a model where small employers can act as a host employer for an apprentice whilst the employment responsibilities fall to the registered ATA. This model offers more flexibility for small employers and addresses some of the capacity challenges associated with employing an Apprentice. Chesterfield College is registered as an ATA and the Senior Economic Development Officer has engaged with the College about bringing this option forward.
- 3.57 A key objective within Chesterfield Borough Councils' Skills Action Plan is to ensure that skills provision is aligned with future jobs growth. To support this objective Chesterfield College have established Employer Advisory Board sessions where employers have direct input into the college's curriculum delivery and design. This would help *"ensure that the next generation of employees...are skilled, knowledgeable, prepared for roles in the sector and employable."*

### **Other considerations**

- 3.58 The Chesterfield Growth Strategy notes that Chesterfield companies benefit from access to business support via the SCR Growth Hub, including potential grant funding and bespoke workforce training programmes from the SCR's Skills Bank.

- 3.59 The Growth Strategy highlights the importance of recognising future job and skills trends including the impact that the move to automation and digitalisation will have on employment. It is estimated that 20% of jobs could be displaced over the next 20 years however there is also potential for new jobs as well.
- 3.60 The project group also considered the impact that the UK exiting the EU will have on future jobs. A large part of the project group's review focussed on the construction sector and, due to the current high number of EU workers supporting that industry, there could be considerable repercussions on the ability to fill positions. Therefore, the project group recommend: **That the Council work with the LEPs to understand and analyse the impact EU exit will have on the local skills and employment agenda; looking in particular at those sectors that will grow and require investment to help our economy and provide opportunities for our communities.**

## 4.0 Recommendations

### 4.1 Introduction to recommendations:

4.2 The project group developed recommendations based on the findings of their review. The overall focus of the recommendations is to support the excellent work that is being carried out by the Council in partnership with stakeholders, and provide suggestions for how to increase the value of current activities so that the Council can continue to address the objectives identified in the Skills Action Plan and Growth Strategy, and respond to key policy drivers including Strategic Economic Plans from Local Enterprise Partnerships.

4.3 A main theme of the Growth Strategy is to have "an inclusive approach to growth" which incorporates objectives seeking to increase the level of workforce skills to support future business growth and ensure all local people benefit from the growth that

takes place in the borough which links directly to the upcoming job opportunities in the rail sector.

- 4.4 The project group recognised that much of the work to deliver the skills agenda was carried out by 1 FTE officer. The Assistant Director – Economic Growth was invited to a project group meeting to discuss resourcing within the Economic Growth team. Due to financial pressures, there would not be the opportunity to increase the resourcing at this time but it was stressed that skills is considered as part of the infrastructure requirement to facilitate growth in our economy and is the responsibility of the whole Council and our partners. The group therefore aimed their outcomes to take into account the Senior Economic Growth Officer’s current work load and devised recommendations that will complement, and in some cases, streamline existing activities.

**The Project Group recommends:**

- 4.5 **That quarterly meetings between the Economic Development team and Planning team to discuss large planning applications be established to reflect the increase in applications.**
- 4.6 **That smaller developments be encouraged to undertake best practice in supporting the local skills and employment agenda by developing and publishing guidance on maximising skills and employment opportunities on small developments.**
- 4.7 **That the Apprentice Town web resource include guidance for employers and education providers on what a good apprenticeship looks like.**
- 4.8 **That the number of apprentices that go into permanent employment from Chesterfield Borough Council and Chesterfield College be monitored so that a new tool can be developed which can be applied to other apprenticeship providers.**

- 4.9 That the importance of statistics on apprentices carrying on into permanent employment be raised at the East Midlands Apprentice Ambassador Network.**
- 4.10 That the Council initiate the conversations with relevant stakeholders to explore locating a suitable development to host a Construction Skills Village in Chesterfield Borough.**
- 4.11 That the Council continue to co-fund the Enterprise Co-ordinator.**
- 4.12 That the Careers Education Information Advice and Guidance Group (CEIAG) be encouraged to provide careers leads in schools with information on jobs linked to HS2, and other key growth areas identified in the Growth Strategy, particularly secondary schools in North Derbyshire.**
- 4.13 That the Council work with the LEPs to understand and analyse the impact EU exit will have on the local skills and employment agenda; looking in particular at those sectors that will grow and require investment to help our economy and provide opportunities for our communities.**

## **5.0 Review conclusions**

- 5.1 Throughout the review, it has been evident that the Council is committed to driving skills development in the Borough through its support of the Skills Action Plan and continued engagement with key partners and stakeholders in skills, education and industry.
- 5.2 The best possible outcome to achieve the objectives in the Skills Action Plan and deliver new initiatives, such as the Construction Skills village, would be to increase the resourcing within the Economic Development team. However, the scrutiny project group recognise that the current financial situation of the Council means

that it is not in a position to bear the additional cost. Therefore, the recommendations have been developed with this in mind, focussing on strengthening existing processes, re-introducing ones that have stopped, enhancing partnership working and putting new monitoring procedures in place that complement existing practices.

## **6.0 Considerations**

- 6.1 A preliminary equalities impact assessment was completed to understand if the recommendations would have any negative impacts on protected characteristics. The outcomes showed that they would have positive impacts on people who are school age or younger due to the continuation of funding to the Enterprise Co-ordinator and provision of employment and skills information in relation to HS2. The Enterprise Co-ordinator also helps to secure funding for activities for SEND students and is working with women in senior roles to explore ways to break down barriers between young women entering into traditionally male dominated positions.
- 6.2 To help develop the outcomes of the review, the Development Management and Conservation Manager was consulted with to understand how the recommendations relating to the monitoring of LLAs would work in practice. Following his input, the recommendations were revised to take into account the resourcing capacity within the team and current backlog of pre-application enquiries. The Planning team is current recruiting additional staff to address the resourcing issues which will also lessen the impact of establishing quarterly meetings that look at major applications with the Economic Development team.
- 6.3 Additionally, as referred to in paragraph 3.11, legal advice on the monitoring of LLAs on small developments also informed the recommendations regarding the ability to monitor these agreements. There were also concerns from the Economic Development and Planning teams of the additional resourcing

pressure this would place on the staff. Therefore these recommendations were revised to focus on CBC acting in an advisory capacity in conjunction with its partners by developing, and making publicly available, guidance on maximising skills and employment opportunities on small developments.

## **Appendices**

### **Appendix A – Key to scale of developments**

**Contacts:**

**Project Group Lead** – Councillor Gordon Simmons

**Senior Democratic and Scrutiny Officer** – Rachel Appleyard

**PS2 Code - Development Type****Large  
Scale  
Major**

- 1.Dwellings - over 200 or area over 4.0ha area
- 2.Offices/R&D/B1 - over 10,000m floor or 2.0ha area
- 3.B2/B8 - over 10,000m floor or 2.0ha area
- 4.Retail - over 10,000m floor or 2.0ha area
- 5.Gypsy and Traveller pitches - over 10,000m floor or 2.0ha area
- 6.All other large scale major - over 10,000m floor or 2.0ha area

**Small  
Scale  
Major**

- 7.Dwellings - bet 10 and 199 or bet 0.5ha to 4.0ha area
- 8.Offices/R&D/B1 - bet 1,000m and 9,999m or bet 1.0ha to 2.0ha area
- 9.B2/B8 - bet 1,000m and 9,999m or bet 1.0ha to 2.0ha area
- 10.Retail - bet 1,000m and 9,999m or bet 1.0ha to 2.0ha area
- 11.Gypsy and Traveller pitches - bet 1,000m and 9,999m or bet 1.0ha to 2.0ha area
- 12.All other small scale major - bet 1,000m and 9,999m or bet 1.0ha to 2.0ha area

**Minor**

- 13.Dwellings - bet 1 and 9 or less than 0.5ha area
- 14.Offices/R&D/B1 - less than 1,000m or less than 1.0ha
- 15.B2/B8 - less than 1,000m or less than 1.0ha
- 16.Retail - less than 1,000m or less than 1.0ha
- 17.Gypsy and Traveller pitches - less than 1,000m or less than 1.0ha
- 18.All other small scale minor - less than 1,000m or less than 1.0ha

**Other**

- 19.Minerals
- 20.Change of Use with no building works
- 21.Householder
- 22.Advertisements
- 23.Listed Building alteration/extension
- 24.Listed Building demolish
- 25.Conservation Area Consent
- 26.CLUD
- 27.Notifications - Circular 14/90 etc