



PRINTABLE VALUE TOOL

WORKFORCE DEVELOPMENT VALUE TOOL

A printable set of reflection questions and meeting worksheets for children's home providers reviewing training impact and future development priorities.

Use alongside the guide to turn research findings into practical discussion.

3,529

published reports
reviewed

114,035

tagged evidence extracts

11

recurring evidence
themes

4

judgement outcomes

Appendix-style tool for printing, meeting preparation and internal training review discussions.



How to use this value tool

This printable tool has been created to sit alongside the Midhurst Learning provider guide. It is designed to help children's home leaders, directors, Responsible Individuals, Registered Managers, quality leads and training leads turn the research findings into practical development conversations.

It can be used in leadership and management meetings, training reviews, provider development planning, supervision discussions, quality assurance meetings or conversations with internal and external training partners.

Constructive reflection, not criticism

The purpose is not to judge or replace existing training provision. It is to help you reflect on where training, qualifications, supervision and CPD are already adding value, and where further support or focus may strengthen practice.

Section	Purpose
Workforce Development Value Checker	A printable review table for testing how learning is translating into leadership, safeguarding, supervision, recording and children's progress.
Questions to take into meetings	A practical bank of questions for internal planning meetings, training reviews and discussions with training leads or partners.
Questions for reviewing current and future training provision	A focused review page for reflecting on the overall training model, what is working well, how impact is measured and where future priorities may sit.
Training review discussion sheet	A structured worksheet for capturing current strengths, development opportunities, actions and follow-up.
Action planning page	A simple page for agreeing next steps, owners and review dates.

1. Workforce Development Value Checker

Use this checker to reflect on how training and development are supporting practice in the home. The prompts are based on the main workforce-linked themes highlighted in the guide.

How to complete this page

For each area, consider what is already working well, what evidence you would show, and whether any further development support would help. Use the notes space to capture examples, gaps, ideas or actions. **Strong** = clear, consistent evidence across the home. **Developing** = some evidence, but inconsistent or not yet embedded. **Priority** = limited evidence currently; an area to focus development on next.

Evidence theme	Value-check question	Evidence / notes	Priority / next step
Leadership grip	How does training help leaders evidence oversight, follow-up and improvement grip?		☐ Strong ☐ Developing ☐ Priority Action:
Safeguarding and risk	How does training help staff recognise, escalate and follow through on safeguarding concerns and risk?		☐ Strong ☐ Developing ☐ Priority Action:
Staff training and supervision	How are learning conversations reinforced through supervision, coaching and practice observation?		☐ Strong ☐ Developing ☐ Priority Action:
Learning and improvement	How do incidents, complaints, audits or feedback translate into visible learning and improved practice?		☐ Strong ☐ Developing ☐ Priority Action:

1. Workforce Development Value Checker continued

Evidence theme	Value-check question	Evidence / notes	Priority / next step
Recording and evidence	Do staff understand what good recording needs to show about the child, the risk, the response and the oversight?		☐ Strong ☐ Developing ☐ Priority Action:
Professional working	How does training help staff communicate, escalate and work confidently with other professionals?		☐ Strong ☐ Developing ☐ Priority Action:
Children's progress	How does training help staff support children's progress, relationships, education, stability and outcomes?		☐ Strong ☐ Developing ☐ Priority Action:

2. Questions to take into training review meetings

These questions can be used with senior leaders, quality leads, Registered Managers, Responsible Individuals, internal training leads or external training partners. They are deliberately open and constructive, so they can support reflection rather than imply criticism of any current arrangement.

Leadership, oversight and management confidence

Question	Notes / response / action
What leadership behaviours should training help managers demonstrate in the home?	
How does leadership development help managers evidence oversight, follow-up and action tracking?	
Where do new or aspiring managers need more practical support?	
How do we know training is helping leaders translate learning into visible improvement?	
Which leadership development priorities are most important over the next six months to 12 months?	

Safeguarding, risk and professional curiosity

Question	Notes / response / action
How does training help staff recognise, respond to and escalate safeguarding concerns?	
How do staff evidence that they understand risks, plans and their role in keeping children safe?	
Where do safeguarding, recording, supervision and management oversight need to join up more clearly?	
How does training support professional curiosity and consistent follow-through?	
What safeguarding themes should be revisited through supervision or team learning?	

2. Questions to take into training review meetings continued

Supervision, learning and staff confidence

Question	Notes / response / action
How does supervision help staff apply learning from training in day-to-day practice?	
How are incidents, complaints, audits and feedback used as learning opportunities?	
Where do staff appear confident, and where do they need more support?	
How does training help teams embed expectations after the course has finished?	
What would help managers turn training into ongoing coaching and practice discussion?	

2. Questions to take into training review meetings continued

Recording, evidence and practice visibility

Question	Notes / response / action
Where do our records currently fall short of showing the child, the risk, the response and the oversight, and what gets in the way of closing that gap?	
How does training help staff move beyond compliance recording into meaningful evidence?	
Where do recording expectations need to be clearer or more consistently reinforced?	
How are managers checking whether records show impact, follow-up and learning?	

Professional working, progress and stability

Question	Notes / response / action
How does training support communication, escalation and joined-up work with other professionals?	
How do staff evidence that they understand children's needs, plans, relationships and progress?	
Where does training support placement stability, matching and staff understanding of complex needs?	
How does learning help staff keep children's voice and lived experience visible?	
Which development areas would most strengthen children's progress and outcomes?	

3. Questions for reviewing current and future training provision

Use these prompts to reflect on your overall training model, whether learning is delivered internally, externally or through a blend of both. The aim is to identify what is already working well and where additional focus could add value.

Reflection question		Notes / action
1	What is already working well in our current training approach?	
2	Where is training clearly improving staff confidence or practice?	
3	Which themes from the guide feel most relevant to our homes?	
4	How do we currently measure training impact after completion?	
5	Where does supervision reinforce training and where could this be stronger?	
6	Are managers getting the development support they need to lead practice?	
7	Which staff groups need more tailored development support?	
8	Where would external insight or benchmarking help us reflect more clearly?	
9	Which priorities should shape our next training plan?	
10	Where could Midhurst Learning help us explore the findings in more depth?	

4. Training review discussion sheet

Use this page to capture the key points from a meeting, supervision discussion or training review session.

Home / provider	
Date	
Meeting purpose	
Attendees	

Summary of discussion

Priority area	What we heard / evidence	Action agreed	Owner / date

Optional next step

If you would like to explore the findings in more depth, Midhurst Learning can support an evidence-informed workforce development discussion. This can help you reflect on your current strengths, future training requirements and where tailored support may be useful.

Web: midhurstlearning.org | **Email:** info@midhurstlearning.org | **Telephone:** 0808 168 2005

5. Priority next steps action plan

Use this final printable page to agree clear next steps, owners and review dates. Keep actions practical, specific and linked to evidence from the discussion.

Making this page useful in meetings

Capture a small number of realistic priorities. The aim is not to create a long action log, but to agree the development areas most likely to strengthen practice, confidence and evidence of impact.

Priority theme / issue	Action agreed	Owner	Review date	Status

Discuss the findings with Midhurst Learning

To explore how the research could inform your workforce development priorities, contact Midhurst Learning.
 Web: midhurstlearning.org | Email: info@midhurstlearning.org | Telephone: 0808 168 2005