MINUTES

Educational Workforce WG

Thursday 1st October 2026, 10.00am – 11.00am
Via Teams

PRESENT

Rod Chambers	Hull & East Yorkshire LSIP
Hannah Crookes	Hull & East Yorkshire LSIP
Anna Smith	East Riding of Yorkshire Council
Bethany Simmonds	Skills For Care
Clare Chaffe	Hull College
David Redden	NCFE
Jane Dickinson	DWP
Mark Burley	Hull Citywide Developer Partnership / Keepmoat
Phil Thames	Humber Learning Consortium
Richard Sellick	HETA
Sam Hind	Humber Construction Training Group
Simon Marshall	Daifuku Airport Technologies
Wendy Macadam	Wilberforce Sixth Form College

1. WELCOME & INTRODUCTIONS

Attendees were welcomed to the first meeting of the HEY LSIP 2.0 Educational Workforce Working Group.

Introductions were made, demonstrating representation from employers, further education, sixth form education, independent training providers, awarding organisations, local authorities, DWP and the health and social care sector.

It was noted that education providers are themselves significant local employers and therefore experience many of the same recruitment, retention and workforce development challenges as other sectors.

The Group intends to meet bi-monthly, with dates for future meetings to be circulated.

2. HEY LSIP 2.0 ROADMAP OVERVIEW

Hannah Crookes provided an overview of HEY LSIP 2.0 and the Educational Workforce theme. Members of the group were reminded that the LSIP is structured around four interconnected themes:

1. Technical Skills
2. Preparation for Working Life
3. Educational Workforce
4. Knowledge Point

There was expected to be crossover between the themes, and activity would therefore be coordinated to avoid duplication between the respective Working Groups.

The Educational Workforce theme recognised that a strong, skilled and industry-connected education and training workforce was fundamental to delivering the skills required by employers across Hull and East Yorkshire.

An extract of the roadmap relevant to the theme of the educational workforce was circulated ahead of the meeting. For this theme the focus was on strengthening the capability, capacity and industry relevance of the education and training workforce. This included recruitment and retention in specialist and technical subject areas; ensuring teaching expertise remained aligned with industry developments; expanding

access to relevant CPD and industry exposure; and keeping educators' knowledge current in areas including digital technologies, AI, sustainability and low-carbon skills.

The theme also extended beyond Further Education and Higher Education teaching staff to recognise the contribution of early years professionals and administrative, support and pastoral teams, including those supporting learners with SEND.

The roadmap was noted as being a live document and may be adapted in response to further employer, provider and learner/career-seeker feedback.

3. ROADMAP DELIVERY – DISCUSSION

a) Challenges

A key challenge identified was keeping educators current with the pace of change within industry. Developments in AI, digital technologies, automation, cybersecurity and new working practices were progressing quickly, and in some cases, providers were developing curriculum content ahead of formal awarding-body specifications.

Providers highlighted the practical difficulty of releasing teaching staff for meaningful industry CPD. Timetabling, learner commitments and the availability of employers made workplace exposure difficult to organise, particularly during term time.

There was also a need to maintain momentum following employer/educator engagement. An example was shared of educators visiting an employer's workplace, which had generated useful discussion around apprenticeship requirements and curriculum delivery, but where there had been limited subsequent feedback to the employer. Members agreed that a stronger feedback loop would help demonstrate how employer input has influenced teaching and curriculum.

The recruitment and retention of specialist teaching staff remained a significant challenge. In some sectors, salaries available within industry exceeded those available in education, making it difficult to attract experienced professionals into teaching.

Transitioning from industry into education could also present barriers. Industry specialists may require teaching, assessing or quality assurance qualifications, creating additional time and financial commitments for individuals considering a career change or part-time teaching role.

Members also recognised the significant demands already placed on employers. Colleges, ITPs and other organisations reported approaching the same employers separately for curriculum validation, placements, advisory panels, CPD and other engagement. Smaller businesses in particular may have limited capacity to participate.

The position of smaller education and training organisations was also highlighted. Short-term funding contracts created challenges in retaining teaching staff and investing consistently in workforce development.

Health and social care demonstrated some sector-specific challenges. Training could sometimes be heavily health-focused rather than reflecting the particular needs of adult social care, while changes to models of care are likely to require both the frontline workforce and those educating them to develop new skills.

Finally, employers can find the language and structure of the education system difficult to navigate. Qualification levels, new programmes and changes to vocational education appeared complex to those outside education, creating an additional barrier to employer involvement.

b) Opportunities

Members discussed the value of structured industry exposure for educators.

HETA shared its approach of dedicating a CPD day to staff spending time with employer partners. Staff visited workplaces to understand new technology, systems and working practices and subsequently reflected on how their learning should influence curriculum content and delivery.
There was interest in exploring whether Hull and East Yorkshire could establish shared Educational Workforce CPD days or a CPD week, during which providers and employers collectively focused on

industry exposure and workforce development. The approach could create greater visibility, make employer participation easier to coordinate and enable activity to take place at scale.

Hull College highlighted plans to increase employer-led guest sessions and workshops. These provided direct benefit to students while simultaneously offering informal CPD to teaching staff. Alternative approaches, including recorded employer content, scenario-based learning and shared use of facilities, could help overcome the difficulty of aligning employer availability with fixed college timetables.

There was support for bringing employers, providers and awarding organisations together more systematically. This could help establish a common understanding of sector skills requirements, validate qualification content and identify additional skills that needed to sit alongside formal qualifications.

In the short term, providers could share intelligence already gathered through their individual employer engagement activity. This would reduce duplication and allow intelligence about current and emerging skills requirements to be used more widely across the education and training system.

Hannah Crookes reported that work had already commenced to map employer engagement undertaken by colleges, with the intention of extending this across independent training providers and public-sector stakeholders. This linked to the Knowledge Point theme and could identify opportunities to coordinate activity and reduce repeated asks of employers.

Members also highlighted opportunities to support industry-to-education career transitions. HETA, for example, supported staff to obtain relevant teaching, assessing and quality qualifications, reducing the financial barrier to moving into education. Further exploration could consider how industry specialists might contribute on a part-time or flexible basis without immediately having to make a full career transition.

East Riding Council's adult social care work provided an example of supporting individuals already delivering workplace training. Funding had enabled representatives from 14 care providers to undertake a Level 3 Award in Education, helping improve the consistency and quality of workplace training while formally recognising those undertaking trainer roles.

There may be scope to explore similar approaches across other sectors, particularly where experienced employees could contribute to education but require support to develop their teaching skills.

Members also discussed opportunities for shared educational workforce development. Organisations could potentially open existing CPD activity to staff from other providers, creating a networked approach rather than each organisation developing opportunities independently.

Practical, live projects were identified as another opportunity. Construction employers frequently encountered community projects requiring relatively straightforward work and could potentially provide materials while students undertake practical activity with provider supervision. This could give learners genuine experience whilst also supporting educator/employer collaboration.

HLC reported on the portable educational "escape room" approaches, developed through an Erasmus project, which were highlighted as an alternative method of providing modern, experiential work-related learning.

c) Key Outputs

The discussion identified a number of areas for further development through the Working Group:

- *Coordinated Educational Workforce CPD* – explore the feasibility of shared CPD days or a CPD week across Hull and East Yorkshire, including workplace visits, industry updates, guest speakers and sector-focused activity.
- *Train the Trainer concept* – linked with the previous point to support CPD of the workforce utilising a key member of staff who has been trained to train the other staff.
- *Industry Exposure and Feedback Loop* – develop an approach which ensures employer/educator engagement is followed by feedback, showing what has changed or been influenced as a result.
- *Employer Engagement Mapping* – continue mapping employer engagement requirements across colleges and extend this to ITPs and relevant public-sector organisations to identify duplication and opportunities for coordination.
- *Shared Employer Intelligence* – explore mechanisms for providers to share intelligence gathered through employer panels, curriculum reviews and other engagement, potentially through the Knowledge Point theme.

- *Industry-to-Education Pathways* – explore barriers preventing industry professionals from contributing to education and identify approaches to support teaching, assessing and trainer qualifications.
- *Employer/Provider/Awarding Body Collaboration* – consider how sector-focused discussions could bring the three groups together to ensure qualification and curriculum content remains relevant to current and emerging skills requirements.
- *Adult Social Care* – explore a focused piece of work around the capability and capacity of trainers within adult social care, building on existing good practice and recognising the increasing crossover between health and social care skills.
- *Practical Employer-Learner Projects* – explore opportunities for students and educators to work with employers on live community or workplace-related projects.

d) Next Steps

The LSIP team agreed to review the discussion against the existing Educational Workforce roadmap and identify where actions can be progressed quickly and where further focused work is required.

Particular consideration would be given to the feasibility of establishing shared CPD/industry exposure activity across the area.

The existing employer engagement mapping exercise would continue and be broadened beyond colleges to help identify opportunities for greater coordination and reduced duplication.

Further consideration would also be given to creating a focused discussion around adult social care workforce development, involving relevant providers and sector representatives. It was noted that this may be necessary for other sectors as well.

Opportunities to share existing CPD activity between organisations would be explored, including examples such as safeguarding activity and technical/teaching development.

The potential for a more collaborative model involving employers, providers and awarding organisations would also be considered, alongside mechanisms for sharing existing employer intelligence through the wider LSIP network and Knowledge Point.

The Group would also consider how industry professionals could be better supported to contribute to education, including flexible/part-time delivery and access to appropriate teaching or trainer development.

4. FUTURE MEETING SCHEDULE

Hannah Crookes confirmed calendar invitations for the future meetings scheduled had been circulated as follows:

- 7th December 2026
- 3rd February 2027
- 23rd March 2027