Retaining the next generation

Age-responsive support and apprenticeships that motivate young care workers to stay

A practical approach toolkit
Based on St Monica's approach

Contents

Introduction

This toolkit offers practical guidance for adult social care providers who want to nurture a sustainable, inclusive workforce.

It presents an honest picture of the successes and challenges of recruiting and retaining young people – including those facing barriers to employment – through tailored apprenticeships and age-responsive support.

It showcases what St Monica Trust has learnt and refined on its journey to expand its recruitment to include more young people. This model offers a practical, scalable solution to workforce shortages, over reliance on agency staff (and associated costs), fragmented care continuity, and generational imbalance. However, the journey is not without obstacles and knowing what these might be and how to navigate them is key to implementing similar models.

For providers across the sector, this toolkit supports fresh approaches to recruitment – seeing it not just as filling roles, but as an opportunity to invest in people, strengthen communities, and enhance long-term care quality. It offers:

- a step-by-step guide to designing inclusive apprenticeship programmes that attract and retain young talent, including those sometimes referred to as 'care leavers' and those with neurodiverse needs
- practical insight into how structured onboarding and ongoing support (such as trauma-informed training, mentoring frameworks and flexible learning environments) can be adapted to the needs of specific staff groups, tailoring approaches that strengthen engagement and improve retention
- guidance on infrastructure and digital inclusion, ensuring apprentices have access to the tools, spaces and systems they need to thrive
- strategies for stakeholder engagement, from families and education partners to internal teams and trustees, to build shared ownership of new approaches and accountability
- financial planning insights, showing how apprenticeship programmes can be cost-neutral or cost-saving when aligned with agency spend and levy funding.

St Monica Trust's approach helps to create meaningful career pathways, establishing intergenerational relationships, and embedding a culture of empathy and growth. It's a model that helps to deliver improved retention, reduced agency reliance and stronger community connections.

The Trust openly acknowledges that this work represents a learning journey rather than a finished formula. Its approach has evolved through trial, reflection and continuous improvement, and the Trust is clear that it doesn't have all the answers. This toolkit captures what has worked so far, alongside the realities and challenges it continues to navigate. The toolkit is shared not as a definitive blueprint, but as an honest account intended to inspire and inform others who are exploring ways to build an inclusive, sustainable workforce.

Like other Skills for Care toolkits, this isn't about prescribing a single approach. Instead, it shares the Trust's experience as a powerful example of what's possible when young people are supported to become a meaningful part of the adult social care workforce.

"If you're going to make a real difference to this part of the population, you need a more strategic way of addressing the issues. You don't do that as a single organisation. We're not going to have as much impact as a sector unless we start joining together and working in partnership on these issues."

David Williams, Chief Executive Officer, St Monica Trust

"My long-term ambition is to become a nurse. If St Monica's could support me in getting my nursing degree, I'd definitely stay and grow with them."

Ruby Hann, Apprentice Care Assistant, St Monica Trust

Key terms and explanation

This section clarifies key terms used throughout the toolkit. It supports readers' understanding by explaining terminology related to apprenticeships and inclusive recruitment in a concise and accessible way.

The context

This section explores the urgent workforce challenges facing adult social care – particularly the underrepresentation of young people, high staff turnover, and declining apprenticeship uptake. It highlights how these issues threaten care quality and sustainability, and why targeted, age-responsive strategies are needed.

About the organisation

This section introduces St Monica Trust, a not-for-profit adult social care provider in the South West of England. It outlines its history, services, values and strategic direction.

The approach

This section explains how St Monica Trust identified the challenges it faced and developed its apprenticeship programme to recruit and retain young care workers. It details the age-responsive support model, key decisions and cultural shifts that enabled success – and offers practical insights for other providers seeking to adopt similar strategies.

Timeline

This section outlines the Trust's journey to expand its recruitment to include more young people.

Building blocks, recommendations and resources

This section describes the building blocks that make up the toolkit.

Key terms and explanation

This toolkit references a range of commissioning models, workforce strategies and care delivery approaches. While some terminology will be familiar to many readers, others may come across terms that are less commonly used, newly emerging, or applied in a different context than they're used to.

To support clarity and shared understanding, this section offers concise explanations of key terms used throughout the resource – helping readers navigate the content with confidence.

Young people – In the context of this resource, this refers to people aged under 25, including school leavers.

Children in care – A term preferred by young people in Bristol over 'looked-after children', which can have negative connotations. 'Children in care' recognises their lived experience without stigma and is used respectfully by professionals and young people alike. It includes those with current or past involvement in the care system.

Virtual school – A local authority-led service that supports the education of children in care. It acts as a bridge between schools, social workers and employers – offering advocacy, tailored careers advice and help with transitions into training or work.

Communities facing barriers to employment – Used in place of 'disadvantaged communities' this term focuses on structural and systemic challenges. It includes individuals with poor educational experiences, limited qualifications, neurodiversity, or unstable home environments. The emphasis is on potential and support, not labels.

Apprenticeship provider – An organisation responsible for delivering the formal training element of an apprenticeship. Providers offer learning materials, assess progress, and ensure compliance with national standards.

Apprentice and work placement lead – A dedicated role responsible for managing outreach, recruitment logistics and ongoing support for apprentices. This person ensures continuity across the programme and acts as a central point of contact for learners and staff.

Apprenticeship Levy – A UK Government scheme requiring large employers to contribute to a fund used for apprenticeship training. It supports workforce development but cannot be used for wages or operational costs.

Off-the-job training – Structured learning that takes place outside of normal work duties. It must account for at least 20% of an apprentice's contracted hours and includes formal education, workshops or reflective practice.

Supernumerary time – Time allocated for apprentices to learn off-the-job without being counted in staffing numbers. This ensures they can focus on training and development without affecting service delivery or team capacity.

End Point Assessment (EPA) – The final stage of an apprenticeship, where learners are formally assessed on their skills, knowledge and behaviours. Successful completion confirms readiness for the role and unlocks progression opportunities.

Pastoral care – Non-clinical emotional and wellbeing support provided to apprentices. It includes mentoring, chaplaincy and access to mental health resources, helping individuals navigate personal challenges alongside work.

Peer mentoring – Support provided by fellow apprentices or junior staff to help new starters settle in. It fosters confidence, builds relationships and creates a culture of mutual learning and support.

Trauma-informed support – A framework that recognises the impact of trauma on behaviour and learning. It involves adapting communication, expectations and support to create safe, empathetic environments for young people.

The context

Adult social care in England faces significant workforce pressures. Younger workers make up only 8% of the sector. With an ageing workforce and rising demand, attracting and retaining young people is essential to long-term sustainability.

This challenge also presents an opportunity: to reshape the sector into one younger people actively choose – and choose to stay in.

The challenge for adult social care providers

- **Severe workforce shortages** – There were over 111,000 vacancies in 2025, with around 470,000 additional workers needed by 2040 to meet demand.
- **Reduced reliance on overseas recruitment** – Recent government policy changes make explicit the aim to increase domestic recruitment and retention and have restricted international recruitment. This increases the need to recruit and retain workers locally.
- **Difficulty attracting young people** – Many young people perceive care roles as low paid, with limited progression and low status.
- **High turnover and burnout** – Lack of support, unclear career pathways and emotional strain drive instability and rising recruitment costs.
- **Financial burden of turnover** – Each departure costs providers about £6,000. With a third of staff leaving annually (The King's Fund – Social Care 360), the economic impact is significant.
- **Higher turnover among young staff** – Workers aged 25 and under leave at 40.2%, compared with the sector average of 23.1% (Skills for Care – State of the adult social care sector and workforce in England 2025).

Additional challenges for providers recruiting from children in care

Recruiting children in care aged between 16 and 18 into adult social care brings unique obstacles that many employers are not fully prepared for. These challenges span emotional, practical and structural factors.

- **Limited trauma-informed practice** – Without understanding trauma histories, employers risk miscommunication and disengagement.
- **Lack of dedicated support** – Unlike school settings, workplaces often lack mentors, increasing the likelihood of early drop-out.
- **Practical barriers** – Missing documents for DBS checks, transport issues and unstable housing can delay or derail recruitment.

The challenges experienced by young people and children in care wishing to work in the sector

Adult social care can offer young people a meaningful start to their working life – providing purpose, experience and personal growth. However, without targeted support, many face challenges that limit engagement and long-term retention.

- **Steep learning curve** – Many join with low confidence, few qualifications and limited awareness of the demands of care work.
- **Barriers to participation** – Digital poverty, transport and lack of pastoral care increase disengagement.
- **Specific challenges for care-experienced young people** – Challenges include disrupted education, housing instability, mental health pressures and financial insecurity. Nearly one-third are NEET by age 21 (Children's Commissioner – Vision for care leavers, 2022).
- **Traditional apprenticeships not flexible enough** – They rarely account for the financial and practical realities of independent young people.

The challenge for people who draw on care and support

Adult social care supports people of all ages, and the stability and diversity of the workforce directly shape the quality of life for those who rely on it. Where providers are unable to recruit and retain sufficient numbers, the impact on people needing care and support may include:

- **Loss of continuity** – Frequent staff changes or reliance on agency workers disrupt routines and can increase confusion, anxiety and distress, especially for people with cognitive or mental health needs.
- **Lower quality of care** – Staff shortages mean less time for person centred support, which can result in rushed interactions and unmet emotional needs.
- **Greater safety risks** – Delays in mobility or personal care tasks increase discomfort and the likelihood of accidents.
- **Reduced independence** – People may miss chances for social activity, work or education when services can't keep up with demand.

Further information

Skills for Care publishes national reports around the adult social care sector workforce, including size, structure, turnover rates etc., as well as insight into Economic value of the adult social care sector.

About the organisation

St Monica Trust is a leading not-for-profit care and housing provider based in the South West of England. Established in 1925, the Trust provides care for older people across Bristol, North Somerset and surrounding areas.

Person-centred care and lifelong support
At the heart of St Monica Trust's mission is a commitment to person-centred care. Services are shaped around what matters most to each individual, with staff encouraged to build meaningful relationships that foster trust, respect and empowerment.

The Trust supports over 1,400 residents and tenants and employs more than 1,200 staff, making it one of the largest providers in the region. Its care model is designed to offer lifelong support, adapting to people's needs as they change over time.

Key services include:

- independent retirement living in purpose-built apartments and village-style communities
- residential and nursing care for individuals with complex health needs
- specialist dementia care focused on familiarity, calmness and personal identity
- home care delivered across Bristol, Bath, South Gloucestershire and North Somerset
- extra care housing for those needing support while maintaining independence
- end of life care that is compassionate and centred on an individual's wishes.

Inclusive culture and values-led workforce
St Monica Trust is committed to inclusivity and respect for individual identity. Its services are primarily designed for older adults aged 65 and over, though younger adults with complex needs may also be supported in some settings.

The organisation is committed to creating a strong sense of belonging and community, whether someone is receiving complex care or simply choosing to downsize in later life.

Staff wellbeing is a central focus, with investment in learning and development, career progression and workplace support. Apprenticeships are available for individuals aged 16 and above, including those approaching retirement.

Strategic direction and future ambitions
St Monica Trust is actively evolving to meet future care challenges while staying true to its founding values. Central to its strategy is the consistent delivery of person-centred care across all services. The Trust is expanding its use of digital tools and therapeutic support to enhance wellbeing and service efficiency.

Investing in leadership and career development remains a priority, alongside efforts to promote diversity, inclusion and stronger community connections. The organisation continues to explore new service areas and partnerships to broaden its impact, ensuring it remains a trusted and forward-thinking provider for older people and their families.

The approach

Central to St Monica Trust's transformation is its age-responsive support model, which reimagines how young people are recruited, inducted and retained in adult social care. This approach goes far beyond simply filling vacancies – it builds a sustainable, resilient workforce by recognising the unique needs of younger employees and adapting organisational practices to meet them.

Rather than assuming workplace readiness, the Trust provides structured, personalised support from day one. Apprentices are welcomed through supernumerary roles and simplified communication methods. These adjustments ease the transition from education to employment, particularly for those with limited experience, confidence or who face additional barriers such as neurodiversity or care experience.

- Mentoring, peer support and consistent trainer relationships help foster belonging, emotional resilience and professional growth.
- Apprentices are treated as colleagues – not students – with clear expectations and constructive feedback that build confidence and accountability.
- Managers play an active role in recruitment and onboarding, ensuring ownership, continuity and a culture of inclusion across care teams.

Crucially, St Monica Trust has not stood still. The organisation has continually refined its processes based on feedback and experience – learning what works, adapting its model, and being honest about what still needs improvement.

The catalyst for change

St Monica Trust launched its apprenticeship programme in response to urgent workforce challenges and a commitment to long-term, values-driven solutions.
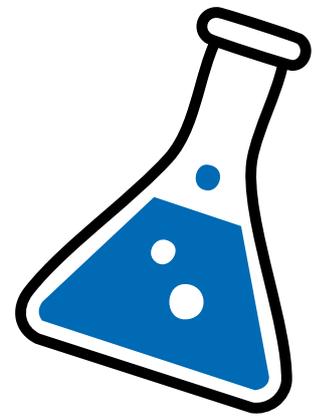
- **Acute staffing pressures** – By 2022, recruitment pipelines had dried up, retention was low, and the workforce was heavily skewed toward older employees – creating a serious risk to service continuity.
- **Escalating costs and instability** – Post-pandemic reliance on agency staff pushed monthly costs beyond £400,000, undermining both financial sustainability and continuity of care.
- **Missed opportunities for young people** – Many health and social care students were disengaged from traditional education, stuck retaking core subjects, and struggling to find meaningful work – reinforcing cycles of low expectations.
- **A moral and strategic imperative** – As a charity rooted in community wellbeing, the Trust saw an opportunity to invest in younger generations while securing its future workforce.
- **Apprenticeships as the solution** – The programme aimed to bridge gaps, challenge stigma, and build a sustainable workforce from the ground up.
- **Overcoming initial concerns** – A compelling business case – driven by data on agency spend and recruitment failures – secured organisational buy-in and marked the start of a cultural shift toward long-term workforce development.

> **"You have to ask yourself – do you want to keep spending money on temporary staff with no long-term commitment, or invest in apprenticeships that build a loyal, skilled workforce and dig you out of the recruitment crisis? This isn't outside the scope of any organisation – it's about choosing to structure your spending for long-term value."**
>
> **Sara Naylor-Wild,** Director of Care, St Monica Trust

How change was achieved

Scaling St Monica Trust's apprenticeship programme required more than operational adjustments – it demanded a cultural shift, structural investment and a reimagining of how younger workers are supported in adult social care. The approach has been refined over time, based on learning from each cohort and a commitment to inclusive, person-centred practice.

Workforce development - The Trust began by redesigning recruitment to focus on values over experience. This opened doors for young people with limited qualifications, disrupted education or lived experience of care. Interviews were tailored to explore motivation and empathy, rather than technical skills, and onboarding was structured to build confidence from day one. Apprentices were given supernumerary roles, allowing them to learn without pressure, and were supported by consistent trainers who understood the organisation's culture and expectations.

Managers received trauma-informed training and guidance on youth development, helping bridge generational gaps and strengthen inclusive team cultures. This included a two-day course for care home floor managers on how young people learn and work, equipping them to offer empathetic, age-appropriate support. Peer mentoring and buddy systems were embedded to build trust, reduce anxiety and create a sense of belonging.

Tailored induction and support - Induction was personalised to meet diverse needs, including neurodiversity and care experience. Apprentices received access to wellbeing resources, and simplified communication. Learning formats were adapted to include bite-sized modules, visual content and flexible delivery. Occupational health and pastoral care teams co-designed emotional support systems, ensuring apprentices felt safe, valued and equipped to succeed.

The Trust also recognised the importance of emotional and behavioural support. Apprentices often arrived with complex personal lives, and staff were trained to respond with empathy and flexibility. Sensory tools, wellness action plans, and quiet spaces were introduced to support mental health and neurodiverse needs. Apprentices were never required to disclose diagnoses but were encouraged to share information if they felt comfortable, enabling tailored support.

> **"As I was one of the first young apprentices, I enjoy supporting our new apprentices and sharing my experiences with them."**
>
> **Caitlin-Mae Toogood,** Apprentice, St Monica Trust

Career pathways and progression - From the outset, apprentices were shown clear routes into senior roles, including opportunities to work alongside nurses and clinical teams. Mid-point career guidance and recognition schemes reinforced ambition and belonging.

Apprentices were encouraged to pursue further qualifications, with many progressing into permanent roles or higher-level study. The Trust actively promoted apprenticeships as a stepping stone to careers in nursing, paramedicine, and other health professions, offering exposure to relevant experience and mentoring.

> **"What we try and do at St Monica's is give our apprentices exposure to all areas so they can decide about what area they'd prefer to work in. So that might be dementia, it might be nursing, it might be end of life, it might be respite. It's making sure that they can have exposure to lots of different areas to choose what they love doing."**
>
> **Clare Reeve,** Training and Development Manager, St Monica Trust

Practical infrastructure - The Trust addressed barriers such as transport and digital access by introducing subsidised taxi schemes and providing IT equipment. Apprentices were given laptops or tablets, and digital systems were adapted to be mobile-friendly and intuitive.

Off-the-job training was built into staffing plans, ensuring apprentices could learn without disrupting service delivery. However, as with demands of any provider, there are sometimes occasions where this was not possible.

Apprentices were supported with reasonable adjustments to scheduling where possible. The organisation also introduced a standardised pay rate above the statutory minimum, reinforcing fairness and boosting retention. Managers were involved in recruitment panels, strengthening ownership and engagement from day one.

Cultural integration - Apprenticeships were seamlessly woven into daily practice, with staff treating apprentices as valued colleagues rather than students. Clear expectations were communicated using plain language and reinforced through timely, constructive feedback.

Apprentices were not expected to perform as seasoned professionals; their distinctive uniforms signalled their learner status, helping to set appropriate expectations and reduce pressure. This established a supportive learning environment where growth was prioritised over perfection.

Pastoral care was integrated into the workplace, with chaplaincy and wellbeing teams working alongside operational staff. Apprentices had access to emotional support and optional resources tailored to their needs, creating a psychologically safe environment where learning and care could thrive.

Young people can bring fresh energy, and older colleagues can share knowledge – creating a dynamic that transforms the culture of care homes.

Outcomes and impact

At St Monica Trust, the introduction of an apprenticeship programme has driven a transformation that goes far beyond filling vacancies – it has reshaped culture, care and opportunity.

- **Fresh energy and stronger connections** – Apprentices have revitalised care settings, building rapport with residents and strengthening the sense of community.
- **Improved emotional wellbeing** – Apprentices have enriched daily life for those receiving care, fostering trust and meaningful relationships.
- **Workforce stability and continuity** – Retention rates for the first cohort soared to 50% – five times higher than expected – reducing reliance on agency staff and ensuring consistent, person-centred care.
- **Growth for managers** – The programme has developed mentoring and inclusive leadership skills, creating a culture of support and collaboration across teams.
- **Ripple effects beyond the Trust** – New partnerships are forming, and plans for a regional apprenticeship academy are underway, extending the impact across the sector.
- **Life-changing opportunities for apprentices** – Many have progressed into senior roles, pursued further education, or committed to long-term careers in care – showing what's possible with inclusive recruitment and tailored support.

> **"The team I work with are really supportive. Managers help me progress and allow me to take on more responsibility, which makes me want to stay. I started as an apprentice at 16 and now I'm doing my Level 3 at age 19. I've led shifts and I'm aiming to become a nursing associate. The Trust supports me to achieve my goals."**
>
> **Leah Brophy,** Apprentice Care Assistant, St Monica Trust

> **"St Monica's is now starting to promote a career path for young people. It's to their advantage to be an apprentice. They can transfer to another occupation if they want to because there is a crossover."**
>
> **Sylvia,** Resident, St Monica Trust

Key decisions that secured success

Here are some of the over-arching decisions that contributed to the initial success of this approach.

- **Embedding apprenticeships into strategic workforce planning** – St Monica Trust responded to unsustainable agency costs and an ageing workforce by investing in apprenticeships as a long-term solution. Leadership secured trustee support through a strong business case, aligning financial strategy with workforce development and social impact goals.
- **Designing inclusive, values-based recruitment and onboarding** – The Trust shifted from competency-based to values-led interviews, tailored induction and supernumerary roles. This supported school leavers and care-experienced individuals, fostering confidence and retention through trauma-informed training and mentoring.
- **Investing in flexible infrastructure and digital inclusion** – Infrastructure was adapted to meet the needs of younger workers, including outdoor Wi-Fi, mobile-friendly systems and device provision. Digital tools enabled bite-sized learning, real-time feedback and intuitive care planning, supporting engagement and accessibility.
- **Building cross-functional governance and continuous improvement** – A dedicated project team and the Apprentice and Work Placement Lead ensured alignment across HR, operations and learning teams. Governance was supported by trustee oversight, structured reporting, and risk management frameworks, enabling safe integration and responsive adaptation. Buy-in from the floor was secured through clear strategic direction and training.
- **Leveraging ethical financial strategies and partnerships** – The Trust optimised its Apprenticeship Levy, reallocated agency spend, and secured in-kind support from partners including the King's Trust, and funded training to support their managers. A standardised apprentice pay rate reinforced fairness and competitiveness, strengthening recruitment and retention.

Key learning

"We're proud of our progress, but it's not perfect. It's a continuous learning process, and some ideas that sounded great in theory didn't work in practice."

Clare Reeve, Training and Development Manager, St Monica Trust

St Monica Trust's apprenticeship programme has evolved through continuous learning, adapting to challenges and embedding inclusive practice at every stage.

- **From strategy to real-world learning** – Initial plans met practical hurdles, revealing the need for flexibility and responsiveness.
- **Personalised onboarding** – Large intakes at the start of the programme caused disruption, leading to staggered starts that eased pressure and helped apprentices settle.
- **Building workplace readiness** – Many apprentices lacked familiarity with care routines, prompting clear guidance and structured support to build confidence and accountability.
- **Refining mentoring models** – Formal systems shifted to peer-led approaches, with buddy schemes and apprentice champions creating safe spaces for learning.
- **Supporting emotional resilience** – Staff learned to prepare apprentices for change and provide emotional support, reducing stress and building coping skills.
- **Hands-on learning over classroom formats** – Practical, experiential training proved far more engaging than school-like sessions, improving retention and confidence.
- **Catalyst for staff development** – Supporting apprentices strengthened empathy, coaching skills and trauma-informed practice across teams.
- **Continuous improvement** – Monthly reviews and feedback loops drove changes – from remote off-the-job hours to structured on-site support, and from targeted recruitment to mixed cohorts reflecting care realities.
- **Future focus** – Plans include stronger mentoring, clearer training expectations, and balancing operational pressures with development opportunities – because building an inclusive workforce is an ongoing journey, not a finished blueprint.

"We don't do this just for us... if apprentices move to a competitor, as long as people are entering employment in this sector, that's the most important thing for us."

Sara Naylor-Wild, Director of Care, St Monica Trust

Timeline

Year	Key activity
2022	■ St Monica Trust faced unsustainable agency costs, an ageing workforce and limited youth engagement. ■ Leadership secured trustee support through a strong business case, aligning financial strategy with workforce development and social impact.
2023	■ A cross-functional project team was formed, risks were assessed, and inclusive recruitment was prioritised – especially for care-experienced and neurodiverse young people. ■ The Trust launched its first cohort of apprentices, recruiting school leavers and children in care.
2024	■ A dedicated Apprentice and Work Placement Lead was recruited to manage outreach, logistics and learner support. ■ A new apprenticeship provider was appointed to improve flexibility and engagement.
2025	■ The Trust refined its model through cohort reviews and feedback. ■ Peer-led mentoring replaced formal approaches, and digital tools were tailored for accessibility. ■ Shift patterns and transport support were adapted to reduce barriers. ■ Career pathways were made visible and recognition schemes boosted morale. Partnerships with the King's Trust enhanced recruitment and retention.
2026	■ The Trust continues to refine the approach, continuously improving how it recruits, develops and retains young people. ■ Building on initial success, the Trust has begun to develop a regional apprenticeship academy to scale inclusive workforce development.

Building blocks, recommendations and resources

The toolkit is divided into eight building blocks, which are available to download individually from Skills for Care. Each one offers a deeper look into a key step of the process, highlighting important decisions and lessons for those looking to replicate the approach. Each building block has an accompanying checklist of recommendations and suggested resources that could help you to adapt and adopt a similar approach.

The eight building blocks are:

Planning and preparing – This section helps providers define the case, set goals, manage risks, assess infrastructure and plan realistic timeframes for successful, sustainable implementation.

Digital and technology – This section explores how strategic digital investment supports recruitment, onboarding, learning and inclusion. This drives efficiency, accessibility, and engagement across a modern, intergenerational adult social care workforce.

Financing and investment – This section explores strategic funding approaches – including levy use, forecasting, pay strategies and in-kind support – to unlock value, manage contingencies, and ensure cost-effective, sustainable workforce investment.

Involving key stakeholders – This section highlights how identifying key stakeholders, understanding their needs, and maintaining clear communication are essential to building trust, securing buy-in and supporting successful implementation.

Governance and implementation – This section outlines how clear roles, risk oversight, guided processes, and progress tracking ensure strong governance, accountability, and momentum throughout workforce transformation initiatives.

Workforce – This section focuses on attracting and supporting young people into care roles – including school leavers and children in care – through tailored recruitment, emotional support, mentoring and clear career pathways that build long-term retention and resilience.

Pilot, refinement and embedding – This section explores how piloting, refining and securing support from staff and families helps embed change into everyday practice – ensuring sustainability, ownership and long-term impact.

Outcomes, impact and learning – This section reflects on achievements, impact and meaningful metrics – highlighting how lasting change was delivered and how sector-wide collaboration can amplify success across adult social care.