

Employment, Skills and Training

SUPPLEMENTARY PLANNING DOCUMENT

Final Adopted April 15th 2013

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Supplementary Planning Document

EMPLOYMENT, SKILLS & TRAINING

Core Strategy Policies: CS3, CS9, CS13
Sites and Detailed Policies Document Policy: DM3

FINAL ADOPTED SPD APRIL 2013

Head of Planning and Building Control
Reading Borough Council

April 15th 2013

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1.0 Purpose and Status of the Document

- 1.1 This is adopted by Reading Borough Council as a Supplementary Planning Document (SPD). It is a material consideration in the determination of planning applications.
- 1.2 The purpose of this document is to set out the obligations which will be sought from developers at the construction and end user phases of development to contribute towards a range of employment, skills and training measures to mitigate the impacts of development to ensure that local people can better access job opportunities arising from new development.
- 1.3 The Employment, Skills and Training Supplementary Planning Document (SPD) forms part of the Local Development Framework (LDF). A SPD is a lower-level document that expands upon existing policy within a higher-level Development Plan Document (DPD). In this case, the SPD provides further detail to adopted (2008) Core Strategy Policies *CS9: Infrastructure, Services, Resources and Amenities*, which identifies the requirement for planning obligations “in order to ensure that the development is both sustainable and contributes to the proper planning of an area in accordance with relevant planning policies”; *CS13: Impact of Employment Development*, which requires employment development to provide mitigation measures in line with its impacts on the demand for housing (including affordable housing), labour and skills, and on the transport network; and adopted (2012) Sites and Detailed Policies Document (SDPD) Policy *DM3: Infrastructure*, which sets out priorities for infrastructure planning and includes economic development services and infrastructure including skills development initiatives.
- 1.4 The SPD also contributes towards delivering the aims of adopted Core Strategy Policy *CS3: Social Inclusion and Diversity*, which requires that major developments demonstrate measures to enhance social inclusion in terms of access to a range of services including employment, and that new development does not result in or increase the potential for economic and/or social disparity.
- 1.5 This SPD replaces Section 5 Economic Development Measures of the adopted Planning Obligations under S106 of the Town and Country Planning Act 1990, Supplementary Planning Guidance (final SPG Amended 2004). Other Sections of that SPG currently remain operational.

2.0 Context

- 2.1 Reading was originally identified as a regional ‘Hub’¹ and one of eight ‘diamonds’ for investment and growth, within the South-East’s Regional Economic Strategy 2006-2016 (2006). It was also designated as a ‘New Growth Point’². Although neither the New Growth Point Status nor ‘Diamond’ are now applicable, the Council’s policies and position reflect the emphasis on sustainable growth inherent in the development of these policies and initiatives. Reading welcomes sustainable growth and planning policies continue to reflect that emphasis.
- 2.2 Reading is once again listed as one of the top economies in the UK (2012)³ in terms of being best placed for a private sector led recovery. However, The Local Economic Assessment of the Reading Diamond (2010) highlights weaknesses of a “*poorly achieving underclass in education and skills especially at the entry and basic levels*”. It goes on to highlight that “*the skills and education level of the labour force*” is a “*crucial dimension of the Diamond’s future economic vitality, flexibility and competitiveness...*”⁴.
- 2.3 Despite growth over the decade to 2011, especially in B1 (knowledge intensive) uses, 30% of Reading’s working age population still lack level 2 qualifications (i.e. basic skills). The continued failure to improve local skills levels will inhibit economic growth. Significant predicted jobs growth locally and sub regionally presents the opportunity to maximise skills development and employment opportunities for local people through securing contributions from developers. This is to mitigate against their developments, contributing to Reading’s current ‘skills mismatch’ and skills shortages.
- 2.4 A better, appropriately skilled local workforce can provide a pool of talent to both developers and end occupiers. This will reduce the need to import skills, and in doing so reduce congestion and unsustainable travel to work modes, reduce carbon emissions and the pressure on the local housing infrastructure.

3.0 Policy Background

- 3.1 The **National Planning Policy Framework (2012)** sets out the Government’s commitment to securing economic growth. With

¹ A focus for improvements to accessibility, for higher density land uses, and for high quality transport interchange facilities - Regional Spatial Strategy for the South East

² Areas proposing an average rate of new housebuilding at least 20% higher than set in plans in October 2003.

³ Centre for Cities Outlook 2012

⁴ Reading Diamond’s Local Economic Assessment, 2010

regard to business needs it states that “*Local planning authorities [LPAs] should have a clear understanding of business needs within the economic markets operating in and across their area*”. This includes “*..working closely with the business community to understand their changing needs and identify and address barriers to investment, including a lack of housing, infrastructure or viability*”. Included within the areas which LPAs should assess, using their evidence base, are “*locations of deprivation which may benefit from planned remedial action.*”

3.2 Reading’s **Sustainable Community Strategy (SCS, April 2011)** includes the key themes of ‘People, Place and Prosperity’. Under the Prosperity theme the SCS identifies as paramount the need to “*embed sustainable economic growth solutions*”. One of the current challenges highlighted is the need to improve employment and skills outcomes. In terms of addressing this challenge the SCS recognises the need to diversify the economy through ensuring that more local people are able to access jobs and employment, and those in work have the skills required to prosper. The SCS identifies that there will be a focus on activities which develop skills for business, to improve competitiveness, and ensuring development offers opportunity for local people, e.g. increase the number of apprenticeships offered by local employers. A more coherent and focussed approach to improving training and skills outcomes through S106 will help to contribute to these priorities.

3.3 “**Driving Reading’s World Class Economy - An Economic Development Strategy,**” Reading UK CIC (2011)⁵, summarises the key issues emerging from the Local Economic Assessment (2010)⁶, as:

1. Promoting and sustaining the local economy;
2. Skills and education; and
3. Transport, housing and infrastructure.

The Strategy identifies that the skills and abilities of our workforce are vital to sustaining economic potency. One of the key outcomes identified is a more highly skilled workforce with this objective being achieved by “*employment & skills plans implemented for major development sites as part of the Skills for Business [SfB] campaign*”

3.4 The Council’s adopted **Core Strategy Policy CS13: Impact of Employment Development**, specifically deals with the impacts of employment development and the need to mitigate the impacts including, but not exclusively, with regard to skills and childcare. There is specific reference to maximising the potential of the existing population to fill jobs, through improving their skills. The Core

⁵ <http://www.livingreading.co.uk/economic-development-strategy>.

⁶ <http://www.livingreading.co.uk/local-economic-assessment>

| <u>Definitions of Outputs Identified in the Benchmark Table: For Construction Employment and Skills Plan (ESP)</u> | |
|--|--|
| <p>First principles <i>The parties to this agreement agree to work collaboratively to maximise training and skills outcomes for local people. They recognise that the use of local labour in both the construction and in the appropriate end user phase (where appropriate) is a mechanism for addressing local skills shortages, empowering communities to take responsibility for themselves and ensuring that local residents share in economic success.</i></p> | |
| (A) Apprentices - applicable to all developments lasting 12 months or longer | Definition |
| Created 16-18 | The developer is responsible for ensuring the relevant number of apprenticeship places are created on site - either directly or through the developers managing agents and their supply chain. The developer is responsible for all associated costs. |
| Created 19+ | The developer is responsible for ensuring the relevant number of apprenticeship places are created on site - either directly or through the developers managing agents and their supply chain. The developer is responsible for all associated costs. |
| (B) Employment Initiatives | |
| Progression into employment - unemployed less than either 9 months for 18-24 year olds or 12 months for 25+ | <p>Number of individuals who have been <u>unemployed</u> for up to either 9 or 12 months and enter into employment and/or structured sector specific employment training initiatives, including:</p> <ul style="list-style-type: none"> • work experience placements (where appropriate) • appropriate site safety ‘licences’ where applicable (i.e.CSCS/PTS), • Pre Employment Training (PET)/Sector Based Work Academies (SWBAs) • PET’s and SWBAs require guaranteed interview for successful completion. and be created to suit the needs of the developer as appropriate. |
| Progression into employment - unemployed more than either 9 months or 12 months as above to support work programme | <p>Number of individuals who have been <u>unemployed</u> for either 9 or 12 months months and enter into employment and/or structured sector specific employment training initiatives, including:</p> <ul style="list-style-type: none"> • work experience placements (where appropriate); • appropriate site safety ‘licences’ where applicable (i.e.CSCS/PTS); • Pre-Employment Training (PET)/Sector Based Work Academies (SWBAs) • PETs and SBWAs require guaranteed interview for successful completion. |

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| | and be created to suit the needs of the developer as appropriate. |
| (B) Employment Initiatives (ctd) Progression into employment - young people aged 18 - 24 | Construction: All developments generating 50 jobs (FTE's) or more over the entire build cycle to participate in a construction trade related Sector Based Work Academy (SBWA) exclusively young people (minimum cohort x 10 - leading to 5 guaranteed on site jobs). SBWA required for each 50 FTE's jobs on site. |
| (C) Training initiatives - new entrants | |
| School/College/University site visits (no of students) | The developer agrees to allow supervised and pre-arranged access to the site for educational purposes. The developer further agrees to consider off site visits to support local education, including the promotion of construction as a career, site health and safety and technical lectures. |
| Work experience/shadowing 14 - 16 years (no of persons) | The number of 14-16 young people undertaking work experience/work shadowing placements with the site team/trade contractors and/or the schemes occupier where appropriate. This can include block placements of one week or more, or one / two days per week. A work experience/work shadowing placement is to be a minimum of 5 days in total. |
| Work experience 16+ years | The number of people undertaking work experience placements with the site team/trade contractors and/or the schemes occupier where appropriate. This can include block placements of one week or more, or one / two days per week. Can also include Entry to Employment and university student placements, which will be particularly relevant for the larger projects. A work experience placement is to be a minimum of 20 days. |
| Work experience NEETS | The number of young people that are not in employment, education or training undertaking work experience placements with the site team/trade contractors and/or the schemes occupier where appropriate. This can include block placements of one week or more, or one / two days per week. A work experience placement is to |

| | |
|--|--|
| | be a minimum of 5 days in total. |
| (D) Maximising local employment | |
| Construction | <p>For construction projects generating 50 jobs (FTE's) or more the developer will be make best endeavours to employ at least 50% of all staff on site who are resident in the Reading travel to work area (defined as the Boroughs of Reading, Wokingham and Bracknell). This applies to all supply chain contractors and sub-contractors.</p> <p>For development generating 50 jobs (FTEs) or more the developer agrees to attend local Job Fairs as appropriate.</p> <p>All jobs created to be advertised through Reading Jobcentre Plus to maximise local recruitment opportunities.</p> |

APPENDIX 2: DEFINITION OF THE END USER TRAINING INITIATIVES OUTPUTS - COMMERCIAL DEVELOPMENTS ONLY

| | |
|---|--|
| <p>Sector specific ‘end user ‘training (if appropriate) i.e. retail/logistics/hospitality</p> | <p>The number of people who have entered into sector specific ‘end user/occupier’ training, work experience and skills programmes. This could include;</p> <ul style="list-style-type: none"> • work experience placements (where appropriate) • appropriate site safety ‘licences’ where applicable (i.e.CSCS/PTS), • Pre-Employment Training (PET)/Sector Based Work Academies (SWBAs) • PETs and SWBAs require guaranteed interview for successful completion. and be created to help the end user deliver 50% local employment |
| <p>Maximising local employment</p> | <p>For developments generating 50 jobs (FTEs) or more the end occupier/user and its nominated agents will make best endeavours to employ at least 50% of all staff from those resident in the Reading travel to work area (defined as the Boroughs of Reading, Wokingham and Bracknell).</p> <p>Employment uses generating 50 jobs (FTEs) or more the end occupier (where known) agrees to attend local Job Fairs as appropriate.</p> <p>All jobs created to be advertised through Reading Jobcentre Plus to maximise local recruitment opportunities.</p> |

APPENDIX 3: EMPLOYMENT DENSITY

| Class | Use Type | Area per FTE (m ²) | Floor Area Basis | Comment on potential variation |
|--|--------------------------------------|---|------------------|--|
| Industrial | | | | |
| B2 | General | 36 | GIA | Range of 18 - 60 m ² |
| B1(c) | Light Industry (Business Park) | 47 | NIA | |
| Warehouse & Distribution | | | | |
| B8 | General | 70 | GEA | Range of 25 - 115 m ² The higher the capital intensity of the business, the lower the employment density. Wide variations exist arising from scale and storage duration. |
| B8 | Large Scale and High Bay Warehousing | 80 | GEA | |
| Office | | | | |
| B1(a) | General Office | 12 | NIA | Includes HQ, Admin and 'Client Facing' office types A blended rate of the above B1(a) uses where they are found in out of town business park locations . Densities within separately let units are c.7 m ² per workstation but 30% of a facility's total NIA for shared services reduces the overall density. |
| B1(a) | Call Centres | 8 | NIA | |
| B1(a) | IT/ Data Centres | 47 | NIA | |
| B1(a) | Business Park | 10 | NIA | |
| B1(a) | Serviced Office | 10 | NIA | |
| Retail | | | | |
| A1 | High Street | 19 | NIA | Town/ City Centre |
| A1 | Food Superstores | 17 | NIA | |
| A1 | Other Superstores/ Retail Warehouses | 90 | NIA | |
| A2 | Financial & Professional Services | 16 | NIA | Includes the back office function area as well as the customer facing areas. Range of 10 - 30 m ² |
| A3 | Restaurants & Cafes | 18 | NIA | |
| Leisure & Visitor Attractions | | | | |
| C1 | Budget Hotels | 1 employee per 3 bedrooms plus casual staff | | |
| C1 | General Hotels (3 star) | 1 employee per 2 bedrooms | | |
| C1 | 4/ 5 Star Hotels | 1 employee per 1.25 bedrooms | | |
| D1 | Cultural Attractions | 36 | GIA | Very wide range exists, so use with Caution. Excludes external areas |
| D2 | Cinemas | 90 | GIA | |
| D2 ¹⁷ | Amusement & Entertainment Centres | 70 | GIA | Range of 90 - 120 m ² Range of 40 - 100 m ² - excludes external areas. |
| D2 | Sports centres and Private Clubs | 65 | GIA | Range of 30 - 100 m ² |

Source: HCA Employment Densities Guide 2010 (2nd edition)

¹⁷ Some Sui Generis use classes are applicable – includes laundrettes, taxi businesses, car hire businesses, filling station, scrap yards, shops selling or displaying motor vehicles for sale, retail warehouse clubs, hostels, theatres, amusement arcades and centres, fun fairs, night clubs, casinos.

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Polish

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Portuguese

ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਯੋਜਨਾਪੱਤਰ ਨੂੰ ਸਮਝਣ ਜਾਂ ਯੋਜਨਾਬੰਦੀ ਦੀ ਅਰਜ਼ੀ ਭਰਣ ਲਈ ਸਹਾਇਤਾ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ 0118 955 3717 ਤੇ ਫੋਨ ਕਰੋ ਜਾਂ ਸਿਵਿਕ ਸੈਂਟਰ ਵਿਚ ਹੇਠਲੀ ਮੰਜ਼ਿਲ ਤੇ ਗ੍ਰਾਹਕ ਸੇਵਾ ਨੂੰ ਮਿਲੋ।

Punjabi

اگر آپ کو پلاننگ کی اس دستاویز یا پلاننگ کیلئے درخواست کے فارم پُر کرنے یا سمجھنے کیلئے مدد درکار ہو تو براہ مہربانی 0118 955 3717 پر ٹیلیفون کریں یا سوک سنٹر کے گراؤنڈ فلور پر واقع کسٹمر سروسز پر تشریف لائیں۔

Urdu

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