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Outline Supply Chain, Employment and Skills Plan

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Helios Renewable Energy Project

Outline Supply Chain, Skills and Employment Plan

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Prepared on behalf of Enso Green Holdings D Limited

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1. Introduction

- 1.1.1. This Outline Supply Chain, Skills and Employment Plan (OSCSEP) has been prepared on behalf of Enso Green Holdings D Limited (the 'Applicant') in relation to an application for a Development Consent Order (DCO) for the Helios Renewable Energy Project (the 'Proposed Development').
- 1.1.2. The purpose of the OSCSEP is to provide details of the supply chain, employment, training and learning opportunities available during the construction and operation of the Proposed Development.
- 1.1.3. An Employment and Skills Plan (ESP) was submitted with the original application **[APP-170]** and was appended to Environmental Statement Chapter 13: Socio-Economics **[APP-032]**. This OSCSEP supersedes the ESP and includes matters in relation to supply chains as well as skills and employment.
- 1.1.4. As a Requirement of the DCO, a detailed Supply Chain, Skills and Employment Plan for the Proposed Development will be prepared and approved by NYC prior to commencement of the Proposed Development. This OSCSEP will inform the detailed Plan.

2. Employment and Skills

2.1. Introduction

- 2.1.1. The OSCSEP outlines the objectives of the Applicant to deliver opportunities for employment and the development of skills throughout the 12-month construction phase at the Proposed Development.
- 2.1.2. The objectives and output opportunities outlined in this OSCSEP have been influenced by the socio-economic research presented in the ESP.
- 2.1.3. The ESP demonstrated an economically active labour force working within the construction industry, accounting for approximately 4% of the resident workforce of NYC. A further 12% are employed within manufacturing and 1% within the utilities industry. This suggests, where viable and available, the potential to support local labour employment throughout the construction phase of the Proposed Development. There is also evidence of upskilling opportunities amongst the population, for example 0.2% of economically active residents within North Yorkshire currently have no qualifications and are unemployed.
- 2.1.4. A review of NYC's employment and skills ambitions concluded that the following output opportunities need to be considered to support NYC's growth plans; these comprise:
- Ensure young people are equipped to make informed decisions about their options for education, training, and careers through linking schools with local businesses in order to provide mentorship opportunities for local students;
 - Improve the local provision and attainment of STEM skill levels to increase employers' access to the necessary skills needed to grow inclusive and productive workspaces;
 - Overcome skills shortages by growing the provision of apprenticeships, focusing on disadvantaged groups, connecting businesses with people and skills, and by promoting skills development.
- 2.1.5. All the opportunities below remain subject to accessibility and commercial viability inputs. The Applicant will require contractors, sub-contractors, and suppliers to set out the steps they will take to deliver the following output opportunities. These will

be secured through contractual obligations.

2.2. Output Opportunities

2.2.1. The output opportunities listed below are formulated following guidance provided by the National Skills Academy for Construction (NSAFC) programme, in partnership with the Construction Industry Training Board (CITB), and also support NYC's skills development targets. The guidance is designed to be used for construction procurement and planning to aid the creation of employment and skills interventions, including apprenticeships, work placements, job creation and upskilling opportunities that are relevant and proportionate to the construction activity being undertaken.

a) Output Opportunity – Work Experience Placements

2.2.2. The Applicant will work with local students from schools, colleges, and universities to facilitate work-experience placements. Likewise, where appropriate, the Applicant will support individuals who are not enrolled in a course of education / study to undertake placements. Education establishments could include Holy Family Catholic High School and Selby College. Selby College has recently introduced a range of part-time courses designed to provide technical skills and capabilities for green technologies.

2.2.3. If the opportunity is feasible, a project skill co-ordinator on behalf of the Applicant or the associated contractors, sub-contractors and suppliers will liaise with the appropriate education establishment or skill development organisation. This could include individuals from organisations, who operate in the NYC area, such as The Heart of Yorkshire Education Group, Blueberry Academy, Welfare to Work, Princes Trust, Probation Service, Job Centre Plus, Women into Construction, Armed Forces re-settlement programmes or local community organisations. This could also support individuals seeking a career change.

2.2.4. The Applicant acknowledges the importance of work placement opportunities and will ask contractors, sub-contractors, and suppliers to consider and deliver these opportunity outputs.

b) Output Opportunity – Jobs Created by the Proposed Development

2.2.5. The construction programme will endeavour to support local jobs seekers, creating new and sustainable job opportunities for new entrants through pathways such as apprenticeships, graduate placements and opportunities for unemployed residents.

- 2.2.6. The requirement to investigate and host these opportunities will be included in the proposed scope of works for goods and services by contractors, sub-contractors and suppliers. The Applicant will consider requiring contractors to provide opportunities for the creation of apprenticeships during construction as part of its procurement process.
- 2.2.7. In recognition of the gradual shift from on-site construction to off-site manufacturing and the increased involvement of designers and engineers in creating sustainable pre-formed products, the Applicant anticipates that some of the new jobs, work experience and placement roles could be office-based alongside architects, engineers and other mainly desk-based professions.
- 2.2.8. Some elements of the Proposed Development will require specially trained or commissioned technology providers, as well as specialised equipment and materials. Such specialist elements require specially trained or commissioned staff. Opportunities for local firms to be involved in elements of the Proposed Development delivery will be explored.
- c) Output Opportunity – Construction Careers Information, Advice and Guidance (CCIAG) Events
- 2.2.9. The Applicant will investigate the potential for a programme of activities which promote the renewable energy sector, including industry related education and careers, focusing on improving the image of the sector and providing a focus on ‘green’ jobs and careers. The programme of activities has not been agreed at this stage but are likely to include some of the initiatives described below.
- 2.2.10. Events are aimed at increasing awareness of the opportunities available within the industry, what it is like to work in Construction and how to get into the sector. This could be targeted at primary school pupils (such as the local Carlton Primary School and Camblesforth Community Primary School), secondary school pupils, college students and/or other young people in the area. At appropriate intervals and where practicable, the Applicant (or its contractor) will organise site visits (during the construction phase of the Proposed Development), communicating with local influencers (e.g. schools/universities, adult influencers, careers advisors, learning providers, community groups), undergraduates and entrants aged 14 to 19 (e.g. persons currently not in education, employment or training, or school students, school leavers, college students). The timing of such visits will be arranged to ensure minimal risk to visitors if during construction.

- 2.2.11. Initiatives could also include project staff, throughout the construction phase, volunteering to run interactive workshops or give talks. This will provide opportunities to engage with local groups and increase awareness of renewable technologies as a potential career path and curriculum support, comprising the following:
- Career inspiration: speakers and role models to inspire and encourage career progression;
 - Curriculum support: advice on curriculum design to bring employer relevance into lessons;
 - Employability: mentoring and support for specific cohorts of young people (e.g. under-achievers, high achievers, young people from particular areas or estates), sessions on employer expectations, mock interviews and interview preparation; and
 - Work-based learning: workplace visits to complement curriculum and work experience placements.
- 2.2.12. Delivery partners could include the local Carlton Primary School, Camblesforth Community Primary School, and Holy Family Catholic High School. Selby College would also be considered as this operates a construction and civil engineering department. Groups such as Scarborough Green Construction Skills Village is an example of how NYC is developing employment skills within the industry. This Skills Village is open to teenagers and students, and any adults or unemployed seeking a career change or to upskills. It creates new training opportunities for local people to gain skills in low carbon and green construction technologies.

d) Output Opportunity – Training and Qualifying the Workforce

- 2.2.13. The Applicant will work with contractors, sub-contractors and suppliers that provide opportunities for the creation of training places and training programs during construction phase. The Applicant will encourage contractors, sub-contractors and suppliers to offer training and upskilling to employees across the construction workforce through vocational awards and diplomas, apprenticeship completions and professional qualifications. The intent would be to support the achievement of vocational qualifications (e.g. BTEC, City and Guilds, NVQ, HNC/HND) at various levels which are relevant to the delivery of the Proposed Development. Engagement with potential contractors and local training providers could highlight gaps in the skills

required to deliver the Proposed Development and therefore identify specific courses which could be particularly relevant.

3. Supply Chain

- 3.1.1. In addition to those jobs created as a direct effect of the construction and management of the Proposed Development, further indirect employment will be supported as a result of spin-off and multiplier effects in the supply-chain, for example, in the manufacturing and supply of the solar PV panels. Whilst it is acknowledged that the solar PV panels themselves may be produced and imported from outside of the UK, there will be further indirect employment effects within the Wider Study Area once the panels arrive in the UK, associated with transportation, for example.
- 3.1.2. There are however opportunities for local firms to be engaged in matters such as site preparation, landscaping, fencing, security and the supply of materials including aggregate and concrete etc. It is expected that such components will be sourced locally, wherever possible.
- 3.1.3. The use of local services and suppliers is likely to apply during the construction phase but ongoing maintenance of landscaping, fencing and equipment (for example cleaning of panels) undertaken during the operational phase, will provide opportunities in the local area. It is expected that a similar rationale to the construction phase will be engaged in the decommissioning phase with local services and suppliers involved wherever possible.
- 3.1.4. The Federation of Small Businesses and local Chamber of Commerce will be contacted to notify local firms how they can register an interest in the procurement process. An advertisement will also be placed in the local press providing this information.