

INVESTORS IN PEOPLE - ASSESSMENT REPORT - GOLD

BSix Brooke House Sixth Form College

Draft

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Investors in People Assessor

On behalf of Inspiring Business Performance
Limited

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■ Introduction

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This report details the feedback from the Investors in People Assessment of the BSix Brooke House Sixth Form College (BSix) that was carried out in March 2013. The report sets out the findings and makes recommendations as to how the organisation can use the Investors in People wider framework to continue working towards achieving its objectives.

The assessment of the organisation took place in accordance with the assessment plan that was emailed to Rebekah Westgate, Assistant Principal Staff & Student Recruitment, following the various planning activities during 2012 and 2013.

During the planning process the format of the report was discussed with the Senior Leadership Team and it was decided that it would be beneficial for the report to be written against the College's four over arching themes for 2012 / 2013 **Professionalism** – respecting boundaries and meeting expectations; **Accountability/Achievement** – taking responsibility for performance; **Community** – working together for the common good of the College; **Equity** – acknowledging and rewarding effectiveness as well as challenging underperformance. (**Professionalism, Accountability/Achievement, Community, Equity**) **PACE**. The acronym **PACE** has been developed to address some of the issues that have been a constant challenge to the College.

I would like to thank everyone at the organisation for the way in which I was welcomed, I would also like to thank those who participated in the discussions for their time, enthusiasm, energy and the open, honest and interesting discussions, all of which ensured that the assessment was a pleasure to carry out.

Above all I would like to thank the whole team for all their support during the assessment process and to Rebekah for making sure the discussion schedule ran so smoothly. Finally, my thanks to the Senior Leadership Team for their commitment and continued endorsement to the principles of good practice evidenced through their support for the Investors in People Standard.

■ Explanation of the wider Framework

The core Investors in People Standard covers 39 (37 if no Unions are represented) of the evidence requirements that an organisation has to meet in order to secure accreditation. Beyond this the wider Investors in People framework adds many more advanced measures that reflect either new, improved or evolved practices. From a current total of 196 evidence requirements, organisations can be formally recognised and celebrated for their achievements by meeting a number of these more advanced measures.

The scoring system is transparent and easy to understand. Every evidence requirement achieved earns one point towards the level of accreditation. Therefore the number of evidence requirements you achieve will be your score.

- The Standard plus 26 evidence requirements or more will be accredited as Investors in People Bronze
- The Standard plus 76 evidence requirements or more will be accredited as Investors in People Silver

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- The Standard plus 126 evidence requirements or more will be accredited as Investors in People Gold

I am very pleased to confirm that subject to the Employer Representative Panel endorsing my recommendation BSix has achieved **Gold** recognition. BSix not only achieved the Core Standard of 39 evidence requirements but also met 133 evidence requirements needed to achieve **Gold** status. This represents a huge achievement for BSix and is genuine recognition for the journey the college has been on in the last six years. A full picture of which evidence requirements were met can be found in Appendix A on page 27.

Achieving **Gold** status means that BSix is in the top 3% of the 45,000 UK organisations who currently hold Investors in People accreditation. Part of being a **Gold** organisation is the requirement to be an liP Champion and to provide support and guidance to other aspiring businesses. The process to become an liP Champion this will be discussed at the Improvement Planning Meeting.

The four additional questions that were asked also provided a great deal of evidence to support the level of engagement and commitment that people have to the college. The Senior Leadership Team are very clear about the processes that are in place to support the colleges aims and objectives the report will focus under the PACE headings in order to determine the progress towards achieving the PACE objectives.

Whilst the college has achieved **Gold** and at present there is no higher level of accreditation there are still areas of potential development indicated by the evidence requirements that were not met that the college can use to underpin the ethos of continuous improvement. These will be discussed at the Improvement Planning Meeting.

In addition to the evidence requirements, when appropriate the following four key questions were asked, they were:

- What is the best thing about BSix?
- What is the worst thing about BSix?
- What would you like to change about BSix?
- Why do you stay at BSix?

The questions are deliberately open, so as to engender a broad range of responses, these can be found on page 18.

“You know it when you see it, don’t you, that engagement of people as people. What goes on in meetings, how people talk to each other. You get a sense of energy, engagement, commitment and belief in what the organisation stands for” This was a quotation from David MacLeod (The Extra Mile, MacLeod Report: Engaging for Success 2010). For me this quote encapsulated my findings at BSix during the assessment.

When I carried out the initial assessment in 2010 BSix was an impressive organisation given what had been achieved in a relatively short period of time. In the three years since the last assessment the college has continued on its journey and has taken the good practice that they had put in place and have simply taken it to the next level in every aspect and it is this approach that has made a substantial contribution to the organisation's success through people.

During the assessment the Senior Leadership team was consistently praised for their visibility, presence and support this is highly valued by people throughout the organisation.

As a result of the college's success and reputation people explained that they have chosen to work at BSix as part of their career development, whereas in 2010 there were a number of people who were acting up into posts and a significant number of agency staff!

People at all levels also spoke about the strong sense of team not just in their departments but as a whole college, for me this was evidenced by the whole college meeting held on the Friday afternoon to discuss the OfSTED inspection that the college had been notified of earlier that day.

Firstly to get such a high turnout on a Friday afternoon was impressive and I was amazed by the response from people, in so much as it was very much about *“What do we need to do as a college”* and discussing how the workload could be spread so that the departments that had been selected for the focus of the inspection could focus on their priorities.

People at all levels also acknowledged and appreciated that the Senior Leadership Team are dealing with underperformance of staff and students. Although the general consensus is that there needs to be a more consistent approach to managing student sanctions.

Throughout the assessment the saying *‘Behaviour breeds behaviour’* resonated with me, this was evidenced by the Senior Leadership Team leading by example and setting very clear expectations of the expected behaviours from people at all levels and above all consistently demonstrating these. Roger M Schwarz, *The Skilled Facilitator* (Jossey-Bass Publishers, 1994), p. 70 - explains this clearly through groups taking action, having greater interaction and displaying consistent working patterns which I evidenced during the discussions.

The recruitment and selection process consistently received positive feedback, however some people commented that the time they spent in the staff room during the process could have been better utilised or a more detailed explanation was needed about what was taking place whilst they were waiting in there.

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Those who commence employment at the college at the start of the academic year gave very positive feedback on the induction process and the support they received after this. However, those who started at other times did not always receive an induction and when they did it was not as structured as it could have been.

The issue that is frustrating many people at the moment is the perceived inconsistent approach to student sanctions, together with the red card system that people consider to be too cumbersome and time consuming to be effective. There were two other areas that people also mentioned when touching on this subject and those were the lack of notice that is taken at enrollment time of the 'do not enroll' tag that can be placed on specific students and that student achievement processes do not kick in soon enough.

People consistently acknowledged that communication has greatly improved but given the fast pace that the college works at, they commented that there is always room for improvement.

Change has taken place across the organisation and whilst change is never easy to accept the majority of people have understood the necessity for this. However, there are still a few people who are reluctant to accept the need to change and for a new way of working, although these appear to be in the minority.

There is no doubt that there is a huge commitment to learning and development for personal and professional needs and many people confirmed this. However, in some cases there is the need for more personal individualised learning requirements to be considered.

One particular learning and development need that would further recognise the skills, knowledge and professionalism of many staff would be the qualifications in Counseling, Advice, Information and Guidance and whilst individual learning needs are important this is worth considering it would also support BSeven's and Student Achievement work and objectives.

I am aware that an investment has been made in HR Direct to support on line appraisals, however, during the assessment it became evident that what has the greatest impact and value to people are the 121's or supervision sessions rather than the appraisals.

A few people did comment that the college often suffers from initiative overload and supported this with examples based on the recent PACE consultation that had taken place during what they considered to be training days. This may be a good example of where communication could be improved with more emphasis being placed on the rationale behind such actions.

It was evident that people's perception of 'consultation' can be very different and can be interpreted as having a completely free rein rather than being presented with

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options for them to select what they consider will work most effectively under the circumstances.

I would also like to pose one key question regarding talent management and diversity is this due to the organisational values, the processes or genuine middle management support to their teams?

Evaluation is strong at a strategic level but is still an area for development at team and individual levels, it has improved since the 2010 assessment but needs people to actively think about how their learning has contributed to their improved performance rather than enabling tasks to be completed.

■ Assessment findings

■ Professionalism – Respecting boundaries and meeting expectations

The overriding impression that I gained throughout the assessment was that people at all levels constantly strive to deliver a professional service to all stakeholders that they interact with and through this approach they set the standards of what can be expected from them and others.

As part of embedding PACE into everything the college does and stands for, consultations have started with the whole college to enable people to make a contribution to and to develop the systems, processes and the way things will be done at BSix. The first consultation was carried out in November 2012 and focussed on Professionalism and the outcome was the new Code of Professional Conduct this takes the values that had been previously defined as, respect and diversity; ethics and integrity; innovation; collaboration; professional growth and development; commitment to high quality; health and safety and the environment and teamwork to a whole new level. The one message that came from senior managers throughout the assessment was that they are a values led team and when it comes to values there is no compromising! Throughout the discussions people at all levels confirmed that the values are embedded and from the discussions it appears that the newly developed Code of Professional Conduct is well on its way to being so too! This was also supported by the comments that people are choosing to work at BSix as part of their career path.

Feedback happens at all levels almost by osmosis, this is mainly due to the openness and honesty that comes from the Senior Leadership Team together with the open door policy that the Principal and his Senior Team have, where people gave examples of how they have gone to the Principal to discuss a specific issue and have been listened to.

Managers are very clear about what is expected of them in terms of how they lead, manage and develop their people. This level of clarity has been achieved by the way that the Senior Leadership Team who lead very much by example in every aspect of their work! Managers also described the organisation as being a value led one and how this strongly influences the way in which they manage their teams; this was evidenced consistently throughout the discussions at all levels.

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Development for managers at all levels to build the capability is clearly well supported during the discussions with the senior leadership teams they explained that it is more about developing the personal qualities of the managers and how they are using PACE to define the qualities expected not only of the managers but all staff and the students.

Numerous examples of learning and development were found that supports the organisations, team and individual objectives, however, at present it is not always possible to completely take into account the individuals preferred learning and development styles.

Managers certainly try to accommodate their people but it is simply not always possible due to the nature of the learning and resources that are available. Comments during the discussions especially about the recent training days being used for the PACE consultation supported this. Despite these comments people at all levels clearly take responsibility for their own learning and development.

There is a synergy about how the Senior Leadership Team (SLT) role model the behaviours expected of people throughout the College, they also apply this approach to leadership and management capabilities, team working, sharing knowledge, being inspirational leaders and to creating a culture of openness and honesty. The Principal has a coach as do other members of the senior leadership team and they talked about being students and lifelong learners an example of this is the leadership development programme and how each of the SLT are producing papers that are linked to the Colleges strategic objectives.

During the discussions the managers spoke about how the SLT behaviours, value centred leadership and approach has developed their abilities to inspire the teams that they lead so that they are inspired in terms of teaching and improving the standards of teaching and learning, they also explained how the SLT also gives them the space and freedom to run their areas of the curriculum.

During the discussions people consistently gave examples of how their managers, including the SLT are effective in leading, managing and developing them. They explained that the organisational values are never compromised and are simply part of the way things are done at BSix. The culture of openness, honesty and feedback almost naturally leads to respect and trust between individuals, teams and the organisation. This was evident by the impending OfSTED inspection and how people willingly offered help to enable people to feel confident and ready for the inspection.

People spoke about how the reputation of the College together with the leadership and management style, the organisational values and the support they receive motivates them to go the extra mile to achieve the objectives. People also explained how they had actively decided to work at BSix as part of their career development and demonstrated a great deal of pride in working at the College, for some it is part of their working journey, whereas others will choose to remain at the College for the duration of their careers as the challenges keep them engaged and motivated.

Learning and development features in the daily life of the College, this takes the form of structured and informal activities and people at all levels explained that learning happens

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through informal discussions, regular meetings, IQR's, the student inspectors, coaching sessions, mirroring the SLT approach by being lifelong learners and of course during planned development activities!

■ Accountability – Taking responsibility for performance

During the discussions the managers explained that the values are at the heart of how the college operates, a few mentioned the recent consultation to define what Professionalism means in practice at BSix. The managers also gave practical examples of how the values impact on the way they manage e.g. make sure people are part of the team, respecting people's views and opinions, listening to their ideas and suggestions, involving people whenever possible, carrying out regular supervisions, supporting people when needed, making people responsible and accountable for achieving their objectives, knowing the personalities of their team members and what motivates them as individuals, giving them total empowerment to achieve the best for the students, treating everyone equally, carrying out learning walks to support teaching and learning. During the discussions people confirmed their manager's comments.

Throughout the assessment the managers confirmed their involvement in the development of the College's organisational strategy. Managers spoke about how it is now much more about what is provided for the students and the impact they have on students lives and how this means that the complexity and depth of service provided has greatly increased. Managers spoke about completing the QIP / SAR and SLA's with consultation with the staff through various meetings in terms of this is where we are and this is where we are going and how the SLA's spell out what people can expect from the departments. People gave examples of how the QIP / SAR were shared with them and they were invited to put their ideas forward for consideration. A few people commented that due to the changes in their departments the QIP was completed by the manager and due to time constraints they were not directly involved but since the changes the QIP is discussed and they are regularly updated on their progress and openly discuss what needs to be done to continue towards achieving the objectives and targets.

Throughout the assessment people demonstrated a great deal of knowledge and understanding of their decision making boundaries and how they are encouraged to take ownership for achieving these. People gave specific examples of how they have supported individual students so that they can access learning and achieve the predicted examination results; other examples included how teachers have changed their classroom practice to improve the quality of teaching and learning.

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The consensus was that there are good relationships with the Unions and that the values underpin the way that meetings are held and consultations take place which means that relationships are built on trust and understanding of what each stakeholder needs to achieve. People acknowledged that as a result of the productive relationships there are good working conditions at BSix.

■ Achievement – Taking responsibility for performance

There is an incredibly robust process in place that ensures that the College has a clear purpose and vision in place that is supported by a strategy for improvement, this is captured in the **PACE** acronym and it is the SLT's plan for addressing the issues that have beset College over the last few years. Each curriculum and support department produces its own QIP which is informed by the SAR and strategic objectives. Targets are clearly identified in each of the QIP's and are monitored on a regular basis and scored using RAG and each department will then take action as required should performance not be on schedule. During the discussions managers and their teams gave numerous examples of their objectives and targets that they are expected to achieve and how these link back to the College's three strategic aims.

Learning and development needs at organisational, team and individual levels are clearly identified during the business planning process and these are reviewed and updated almost continuously through a variety of robust processes. The College has a number of leading edge approaches to development including the OfSTED inspection training for staff and students, University for Teachers and the coaching programme. There is no doubt that learning and development is planned to build the Colleges' capabilities and capacity at all levels.

Learning and development is an everyday activity at the College, with the SLT leading by example as lifelong learners and completing the leadership development programme and using their dissertation's to develop a book on how they College has achieved its success. The managers are very clear about how they need to support their teams learning and development they spoke about the various training that is needed to keep them up to date including AFL, T & L, OfSTED inspection, differentiation training, CPD days and how the learning advocates support their teams after the learning activities.

Throughout the assessment people at all levels were very clear that any learning or development that they under take is about building their skills or knowledge so that they can improve their performance that will in turn deliver the organisational, team or

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individual objectives. However, people spoke in general terms rather than specifics about which aspects of their performance will improve as a result of the training e.g. OfSTED training – to know what to expect from the inspection, rather than to achieve a grade 1 lesson observation. I am sure that people do know and understand that this is what is needed but people simply do not reflect on this. This may be linked to the feedback about the appraisal process.

People also confirmed that learning and development takes place almost constantly but how for many people their needs are now much more specific rather than organisational or team levels. The one thing that people did comment on was that a training request is not generally refused although it may be in a different format than what was requested.

Since the Principal has been in post and established the SLT, they have constantly reviewed the organisational structure to make sure that it is fit for purpose and that people's skills, knowledge and experience is fully utilised. The recent departmental restructures are a prime example of this, where the structure wasn't working, people were under performing and results were not being achieved. This has now been addressed and although it is early days the departments are settling well and the feedback on the whole process was very positive.

There is a robust recruitment and selection process that is used consistently and is directly linked to the vision, values and equality and diversity strategy. There is the expectation that when people make an application to work here they are expected to have read the liP report (on the website) so that people know how things are done around here and can make the judgement if they will fit in.

Examples of people being recruited were found throughout the review and the process received consistently positive feedback. The managers explained that it has become easier to recruit people into the team since the College has been more successful; they also explained how they involve their teams in the process by getting the team to sit in on the interview panel or lesson observation which has proved useful in breaking down the barriers when a new person joins an established team.

Throughout the assessment people consistently commented that they have a voice that enables their ideas and opinions to be heard. They also gave numerous examples of the processes in place that supports this, people value these opportunities. The only exception is the perceived inconsistent approach to student sanctions, together with the red card system.

Managers at all levels are regularly reviewed against the capabilities expected of them and receive feedback on their performance. The culture of the College ensures that people are fully supported to develop the capabilities they need to perform their people management roles effectively. The managers confirmed that this is very much a two way street and they feel confident in giving feedback to their line managers during the review processes. These comments and level of confidence has been achieved as a result of the value based leadership and resulting trust and openness.

People are given the opportunity to develop leadership capabilities whenever possible, this can be leading on a specific piece of work, a project and people confirmed that they are completely empowered and trusted to deliver the expected results.

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Career development is at the heart of the learning and development strategy and people at all levels are given the help and support they need, they gave examples that I was able to link back to the Professional Development Strategy, SAR, QIP and to the PACE acronym.

Throughout the assessment people gave positive feedback on the coaching programme, this was based either on their roles as coaches and how this has helped them to manage their team's performance or how they have been coached.

The SLT have clearly defined the reward and recognition strategy and people are very clear about how they contribute to the success of BSix and how they are rewarded and recognised but at the College reward and recognition is not simply about the processes that are in place it is more complex. For people it is more about the values and how these are actually lived in practice, the support, the access to learning and development, the openness and trust, job satisfaction and the difference that they can actually make.

There is no doubt that people aim for continuous improvement in absolutely everything they do, this was witnessed during my signing in where the front desk staff were dealing with students that were late arriving and following the procedures, to teaching staff talking about how they have

changed their teaching practice after observations and from support staff giving very specific examples about how they have worked with individual students to enable them to achieve.

People spoke about how the open feedback process encourages them to challenge the way things are done if they can see a more effective way of working. People are also aware that they need to have worked out the solution to address their areas of concern and if it is viable it will be implemented, examples were found of where this has given people the opportunity to develop their leadership capabilities.

People acknowledged that communication has improved and that they do get information and support they need to make the decisions that relate to their roles and to meet their targets. The College uses the distributive leadership model to ensure that people are involved and empowered to achieve their objectives. However, a few people did comment that on occasions it does feel that their managers 'off load' rather than delegate! There were examples where this had been challenged and people confirmed that they had been listened to. This may simply be a case of the manager checking the understanding of why they are delegating the task and 'selling' the benefits of this.

The SLT ensures that effective use is made of internal and external resources for learning and development; this was evidenced by the various external trainers that are brought into the College to deliver specific development activities. Internal 'experts' are also being developed e.g. The OfSTED inspection training. The Professional Development Strategy clearly outlines the innovative approach that the College uses to meet the learning and development needs.

The commitment to continuous improvement ensures that learning and development

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needs are met. Throughout the discussions only a very few people commented that their needs had not been addressed and when this was explored it was evident why the original request was not met, however, alternatives had been offered!

The strong team relationships help to ensure that knowledge and learning is shared amongst the teams and where appropriate across the college during staff development days by people leading sessions.

Any learning and development is always put into practice this is due to the strong connections to the SAR / QIP objectives. People gave various examples of how they have tried new approaches after learning and development activities and how if things don't go according to plan, there is not a blame culture.

The bottom line of any learning and development activity is to improve performance, change practices and to achieve the targets, this is a given and clearly understood and people are supported during this; however, this is an area that requires developing in terms of stronger linkages to organisational, team or individual targets.

Evaluation of learning and development is measured by the SLT during the business planning review process, resources are made available that include a training budget of £ xx, xxx, time, internal and external trainers. The SLT are very aware that learning and development has very much developed its own momentum in terms of enabling the SAR and QIP objectives to be met.

Learning and development is included on the agendas of the Principals Reviews, SLT and CMT meetings, 121's with SLT and CMT members.

The SLT explained how learning and development activities have helped to achieve improvements in the quality of teaching and learning, staff and student retention. The return on the investment in learning and development is reported to the Governors – Standards committee.

During the discussions the managers explained that they evaluate learning and development simply by application and if people are not using the learning then it is not worth doing they also spoke about how they almost constantly observe and feedback on performance. People gave the following examples, the OfSTED training where they have been trained as mini inspectors to enhance the quality of their teaching and how it also gave them knowledge and understanding of what OfSTED means in practice and to observe what an outstanding lesson looks like but the real reward will be achieving an outstanding grade.

As a result of the evaluation of learning and development by the SLT the Professional Development Strategy has been reviewed and aligned to the current SAR and QIP, several of the departments have also been restructured to ensure that people can be managed more effectively and this aspect of the manager's roles can be monitored and supported by the SLT. Some of the managers are now managing fairly new teams and therefore it is too early for them to be able to reflect on how they have developed their people management practices, although it is evident that they are using 121 / supervisions to support people in their teams.

■ Community – Working together for the common good of the College

The sense of community is impressive at BSix and this ranges from the engagement strategies to people giving specific examples of how they have supported a student to access the learning they need to be successful e.g. calling them every morning to make sure they are up and on their way to College, providing discretionary funds for travel when student was walking to College and being late. This sense of community makes a positive impact on the equity that people have in BSix and has formed the basis of the achievements of the College.

Constructive relationships are at the heart of this community and it is evident that since the top team have been in post they have worked hard to forge open, honest dialogues with all parties. This was evidenced by the positive comments from the Union Representatives during the assessment. Involvement and engagement is simply part of the culture and starts with the business planning processes and continues through a robust consultation process. The business planning processes are well established but just a note of caution, that due to the changes in some of the departments there was not always the opportunity for people to be as involved as they should be, care needs to be taken that this does set a precedent.

Throughout the assessment people commented on the student sanctions and how this is about supporting the students and staff to achieve the desired outcomes. There is no doubt that these are working in most cases, however, the perceived lack of consistency in the application of the sanctions is causing frustrations. Another issue that some people mentioned was the intake policy as they feel that this is a barrier to the community and achievement. I feel it is important to make the linkages and raise awareness between the intake policy, student sanctions, community and the College

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values, this also links to the equity aspect of PACE.

Innovation is at the heart of everything that BSix does and especially learning and development the College provides numerous opportunities that are not available elsewhere e.g. university for teachers, OfSTED training (including Student Inspectors) Coaching programme, The 7 Habits – Covey, learning advocates, Improving leaders programme to mention a few of the approaches that BSix uses as part of the learning and development strategy.

During the assessment very few people mentioned the appraisal process and those that did perceive it to have limited value. However, people did consistently comment on the 121 discussions or supervisions (both terms were used) and how much these are valued to support them and to identify areas in their performance that may require learning and development activities. It may be that with the appraisals now being done on line they are seen as just another process and the quality of the discussions are suffering as a result.

Throughout the assessment people at all levels acknowledged that communication, consultation and knowledge sharing across team and the College have improved. People at all levels described the structured and informal communications that take place and how these help to support them to achieve their objectives and their learning and development. People spoke about being in tight teams and how they constantly meet to review how they are performing and where improvements need to be made. People spoke about their managers listening, being respectful and are not too manager like, except when it is really needed! People feel that their input is valued and when they have a discussion it is genuinely a discussion, never top down.

People also explained that there have been a few policies that have been top down and that they have failed. People explained they respect the managers and the decisions that they have to take.

During the discussions people consistently mentioned the PACE consultation amongst others, however, people were quite concerned that what they perceive to be training days were used for the PACE consultation. This is a case of clarifying what is being done and why when communicating the details of such an event.

Learning and development is valued at all levels in the College, this was consistently evidenced throughout the assessment, from the strategies that are in place to the practical aspects of how people want to work at BSix as part of their career development, the sharing of good practice in the various meetings including those with other colleges. I am not entirely sure achievements in learning and development are always the only focus when celebrating, as people tend to focus on their how their professional practice has changed rather than simply celebrating the learning.

People who join at BSix at the start of the academic year gave very positive feedback on the induction process and the support they received, however, for those that join at other times during the year the induction process was not so structured. There are also variances in how those who change jobs are inducted into their new roles.

Throughout the discussions people at all levels acknowledged that BSix is a great place to work and a number of activities contributed to this but the one that was

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consistently mentioned was the recent changes in the structures of the departments and that the SLT have dealt with issues regarding how certain people were being managed and were under performing.

■ Equity – Acknowledging and rewarding effectiveness as well as challenging underperformance

Recognising the different needs of people and equality of access to support, learning and development is part of the College's key strategies and clearly links to motto 'Aspire, Study, Achieve' and there are the traditional processes in place, however, BSix really does go the extra mile by providing a great deal of support for the health and well being of their people through the Wellness activities and a dedicated Well Being Manager. Throughout the assessment people spoke about how they have accessed the well being activities and how they find these various sessions extremely helpful especially the 10 minutes before classes start on a Wednesday morning and the training on visualisation and breathing techniques and how they can bring this practice into their classes so that it prepares students for learning, which will also reduce the stress on people. This approach links to the work life balance (WLB) strategies, this area was broadly looked at during the initial assessment in 2010 and the importance of and commitment to WLB from the SLT appears to be unchanged. What has changed is the robustness of the strategies, resources and activities to support WLB. The SLT and Managers explained during the discussions that during the recruitment and selection process they explain that there is a strong work ethic at BSix and what this means in practice e.g. expecting people to have their holidays, avoiding making unreasonable demands but that there will be times when BSix has to come first!

During the discussions it was evident that people know and understand about the strong work ethic and what is expected from them and what they can expect in return

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for their efforts. People spoke about being chased out of the College in the evenings and that a long hour's culture is not encouraged, being the best teacher you can be so it is about working smarter not harder, accepting that there are times in the academic year when the hours are longer, being very disciplined about marking students work in College and not taking work home and how at BSix contact time is less so you do get time to plan etc,.

The one phrase that I heard during the assessment during quite a few discussions was *'It is win: win for everyone and the recognition that we are all working together and to the same end, with one culture and the management are acting on things that needed to be addressed'* For me this encapsulated what Community and Equity at BSix is all about!

There are clearly defined strategies and processes in place to ensure that recruitment and selection meets the needs of BSix. The managers explained how they involve their teams in the recruitment and selection process during the teaching observations or equivalent for support staff and how important it is that candidates not only have the skills, knowledge and experience required, they will also be a good fit into the team. Those who have recently joined BSix confirmed these comments and admitted that the recruitment and selection process was robust and a challenge but that it had been worth it!

The College's Equality and Diversity policy clearly outlines the strategies in place at BSix; this is supported by the Investors in Diversity accreditation and BSeven activities. The workforce clearly reflects the diversity of the students. In all honesty 'differences' are simply not on the agenda at BSix, whatever individuals bring to the college it is accepted and embraced.

The discussions confirmed that people have a strong emotional connection to the college's values and the approach and recognition that there is for equality and diversity.

Utilising the talents, skills, knowledge and experiences of people at BSix is clearly defined by its culture and make clear in the Professional Development Strategy. The recent changes in some of the structures in some departments have provided ideal opportunities for people to use their existing talents and to develop others; this was confirmed during the discussions with people giving specific examples relevant to them. People view these opportunities as part of being recognised and rewarded for their efforts and achievements. The managers explained how they make an effort to get to know and understand their team as individuals and what motivates them not only to do their jobs but on a personal level too and how this helps them to recognise and reward them.

There are almost endless possibilities for people at all levels to develop their leadership capabilities, whether or not their career aspirations are to progress into a management role. Examples found during the assessment included the new department structures, learning advocates, student inspectors, project leads and being actively encouraged to see their ideas for improvement through to completion.

The SLT have put a forward thinking benefits strategy in place that go beyond the legal requirements that is fair that should be motivational and improve the

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organisational performance and of course people at all levels are motivated by this according to their own personal circumstances. However, from the discussions it seems that the rewards strategy is not the only motivator in terms of people feeling valued and recognised people have a strong emotional connection to BSix and its values, the opportunities for development, the level of empowerment and involvement.

The SLT openly encourage people to take place in the decision making process and there are numerous processes in place to ensure that this happens e.g. PACE consultations, regular meetings at various levels across the college, the Principals reviews, working groups. However, the one that people appear to use and appreciate the most is the approachability, visibility and open door policy that the SLT have. During the discussions people gave examples of how they have approached members of the SLT and either challenged decisions that have been made or have put forward alternatives that have been listened to and actioned accordingly. People specifically mentioned how they were consulted about the changes in the structure of the departments.

■ The Four Additional Questions

When appropriate following key questions were asked, they were:

■ What is the best thing about BSix?

We are on to something good and I want to be part of this and it motivates me

The SLT will take measured risks

The buzz and energy

The people and the fact that they want to improve the community

The backing of the SLT

The friendly atmosphere

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The open door policy and all staff are approachable

The people I work with and the strong sense of team across the department and the college as a whole

The students and the contact that I have and the validation I have from them

The people aspect of working here from students and colleagues

Relationships in the team, we support each other, it makes a tough job easier

The daily variances and challenges

The strength of the team and the good rapport that we have

The positive atmosphere

The investment in me and the opportunities I have been given and the belief and trust people have in me

The Students especially when they come back and tell us how we helped them and what they have achieved

The strong sense of team and we all get on and as difficult as it can get, we all have a laugh

The students and providing pastoral support, the respect that there is

The challenging students and seeing them achieve a level 1

The staff team they are open and are genuine people

The WLB that I can achieve by working here and I can really make a difference

The students even when they drive me mad

I am able to use the skills that I have and see results

The colleagues and it is fun working here

The students - I tell them I am here every day because of you and for you and they make me laugh

▪ **What is the worst thing about BSix?**

The entry criteria but due to the SLT belief that everyone can learn we take anyone and the teachers get the blame when they fail....

We take students that other colleges won't

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The space or the lack of it is getting addressed slowly but the accommodation and logistics of moving from block to block can stress the students out

Nothing and if there is I can talk to line manager

The contracted hours and being expected to stay even if there is nothing to be done

Nothing x multiple people

Lack of communication from the teaching staff to the premises team when holding functions or meetings so nothing gets organised and it makes the college look unprofessional

Workloads that come with increased expectations and with fewer resources

The hours and workload

The constant change

Student behaviour and their hormones!

Student's attendance it is the biggest frustration of the job!

The student disciplinary procedure and the stages and that it appears that no matter how badly they behave they are still here I understand the ethos of second chance but there has to be a point that it stops, as it makes us feel under valued

Not getting listened to about student enrolment when you say you cannot have that student here. This links to the OfSTED grade one that we want but until we address the attendance and lateness issues we won't achieve it but there are too many flaws in the system around red cards, the chain is too long and we need to be listened to about enrolment

The back to back lessons it puts a tremendous pressure on you

Being off loaded with tasks, we always get volunteered to stay behind...its voluntary but sort of compulsory

Rude students!

▪ What would you like to change about BSix?

Accommodation – but it is being looked at

Nothing, we liaise with teachers and things do get changed if needed

The tutorial system, the discipline procedures, there have been inconsistencies with the changes in the senior tutors

Nothing, we are fully empowered to make the changes we think are needed

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Nothing as we are listened to

More internal customer service, treat the staff as customers please

Free lunch once a month / term

To become a college of excellence when recruiting students

The speed that we pick up that a student has not attended classes

Make support staff feel more valued from the SLT, as they don't acknowledge that they know how what we do impacts on the student achievement

Long Service Awards

Increase the number of STAR awards for support staff

Improve people's level of engagement so that they can achieve more and equally the students will also be more successful by finding that one thing that will give people the emotional connection to BSix

Nothing as the Principal is really open and will listen

A more flexible approach to working hours

The back to back lessons

▪ **Why do you stay at BSix?**

The success of the college and the students

I know I make a difference and when students that have been difficult come back and are successful it makes it all worth while

Career progression I came as an NQT and have enjoyed great career development

One student came here after failing his GCSE's and is now a doctor

Another who came with no English and got 3A* and is now at Cambridge

I feel very listened to

The proactive approach to challenging behaviours to get things right

It is my dream job and the impact that I have

The complete trust that I am given

The variety, every day is different and challenging

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The challenge

Seeing students succeed and being able to contribute to their development

The students and the interaction I have with them

I love it here! It is challenging and I want to help young people to succeed

Corporate Social Responsibility I was born locally and have a strong emotional connection to the college and its ethos

I've found my niche and I like working here

I like the college, I like to teach but I am thinking of leaving as the students are not ready to learn

I enjoy the job, working in education, the students my ability to reason and support them and I try to help them to address their issues

We have a lot of freedom to take things at our own pace e.g. I am working with students on their GCSE's and I am given the freedom to work with them

I never dread coming to work

The job satisfaction and I have the opportunity for career progression

I am really happy here, the support, the staff and good resources

Job security and I like my job

The relationships across the college

I never have a day that I don't want to be here

■ Development areas for BSix to explore

To be awarded the **Gold** Standard is a great achievement for absolutely everyone at BSix. The wider framework does not have to be met in full (157 evidence requirements) to be awarded the **Gold** level, thus leaving scope should the organisation chose, at some point in the future to meet all 157 requirements of the wider framework. However, in doing so, BSix must be satisfied that there is the business case for taking this route! There must be benefits in terms of adding real value in terms of people development processes and / or organisational performance. Listed below are the areas that are either not met within the wider framework or require development these will be explored during the Improvement Planning Meeting.

Topic for Development	Evidence Requirements	Position
Business Strategy	1.4	Development point
	1.2	Development point
Learning Styles	2.10	Development point
	2.15	Development point
Learning & Development	2.3	Development point
	2.4	Development point
	2.9	Development point
	2.13	Development point
	2.14	Development point
	2.15	Not met
People Management	3.22	Development point
Reward and Recognition	6.8	Not met

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	6.9 6.12 6.14 6.18	Not met Not met Not met Not met
Involvement & Empowerment	7.19 7.13 7.14	Development point Development point Development point
Learning & Development	8.2 8.3 8.9 8.12 8.16 8.17 8.19	Development point Development point Not met Not met Not met Not met Not met
Performance Measurement	9.4 9.5 9.10 9.11 9.12 9.13 9.14	Development point Development point Not met Not met Not met Not met Not met

Topic for Development	Evidence Requirements	Position
Continuous Improvement	10.2 10.3 10.7 10.10 10.11 10.12 10.13 10.14	Development point Development point Not met Not met Not met Not met Not met Not met

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■ Next steps

The Investors in People recognition is granted indefinitely, with a proviso that reviews take place no greater than 3 years apart. From the 1st April 2012, all organisations that achieve the Investors in People accreditation is required to undertake an interaction with their Assessor to retain their accredited status, the purpose of this interaction is to build on the current good practice and to ensure that the IIP framework is still supporting the organisational objectives, the format of this interaction will be agreed at the improvement planning meeting. Reviews can be undertaken at any time and more frequent reviews are recommended to maintain levels of good practice and continuous improvement. The organisation should discuss the timing of the next review with their Assessor, using the Improvement Planning Meeting to agree the best strategy for future use of the Investors in People framework.

As a recognised Investor in People, it is a good idea to:-

- ✓ Communicate the findings of the assessment to all staff and celebrate the achievement
- ✓ Decide what actions are to be taken relating to the potential areas for improvement identified and incorporate these into existing plans
- ✓ Consider the benefits of pursuing the additional accreditation to support the organisational objectives and if this takes place within 12 months of the last day on site then it would only be necessary to seek evidence against the additional evidence requirements. This will be discussed at the Improvement Planning Meeting.

■ Customer Satisfaction Questionnaire

Both the Assessor and IBP would welcome your feedback on this review and you will be supplied with a Client Feedback Questionnaire to complete on line. We would very much appreciate it if you would complete the questionnaire after your Improvement Planning Meeting has been concluded.

Should you wish to contact a Client Relationship Manager at IBP for any reason, please telephone 0800 612 3098, use the contact option on our website www.ibp.uk.com or send an email to info@ibp.uk.com

Congratulations on your achievement!

Assessor: *Gill Atmeare*

Date: 8th April 2013

T: 0800 612 3098

E: info@ibp.uk.com

W: www.ibp.uk.com

Telephone: 07889 434059

Email Address: gill.atmeare@btinternet.com

■ Support available

Investors in People Interactive

This **free** online support tool is designed to guide you through development activities and help you maintain the benefits of using Investors in People as an organisational development tool. Obtain an on-going understanding of your organisation's current strengths and development areas by using the tool's diagnostic function which is built around 5 management practices which relate directly to the Investors in People indicators

You can also review and update your progress within the tool and access a wide range of downloads, good practice tips, templates and other resources to inspire and inform - no matter where you are on your Investors in People journey

www.investorsinpeople.co.uk/interactive

Promoting Continuous Improvement

IBP offers an integrated advice and assessment support service, workshops, surgeries and networking events to promote continuous improvement and maximise the benefits of working with The Standard. We also work with a team of highly experienced consultants to offer an extensive range of tailored business support and organisational development solutions to help improve business performance. Details of the support available to you can be found on: -

Internet:  www.inspiringbusinessperformance.co.uk
Telephone:  0800 612 3098
Email:  info@ibp.uk.com

Follow us on  or find us on 

Evidence Requirements Framework Matrix

Core Standard										
Total number of core evidence requirements assessed - 39										
Total number of core evidence requirements met - 39										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓						✓	
6	✓									
Wider Framework										
Total number of additional evidence requirements assessed - 157										
Total number of additional evidence requirements met - 133										
ERs	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core	✓	Core	✓	✓	✓	Core	✓
5	Core	✓	Core	✓	✓	✓	✓	✓	Core	✓
6	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
8	✓	✓	✓	✓	✓		X	✓	✓	✓
9	✓	✓	✓	✓	✓		X	✓	X	✓
10	✓	✓	✓	✓	✓	✓	✓		X	X
11	✓	✓	✓	✓	✓	✓	✓	✓	X	X
12	✓	✓	✓	✓	✓		X	✓	X	X
13	✓	✓	✓	✓	✓	✓	✓	✓	X	X
14	✓	✓	✓		✓		X	✓	✓	X
15	✓		X	✓		✓	✓	✓		X
16	✓	✓	✓		✓	✓	✓		X	
17	✓	✓	✓		✓	✓	✓		X	
18	✓		✓		✓		X	X	✓	
19	✓		✓		✓	✓	✓		X	
20	✓		✓		✓			✓		
21	✓		✓		✓					
22	✓		✓		✓					
23	✓		✓		✓					
24	✓		✓		✓					
25	✓		✓		✓					
26			✓							
27			✓							
28			✓							

29			✓							
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■ Quality Assurance – How the framework was met

PROFESSIONALISM - Respecting boundaries and meeting expectations

Indicator	Description	Evidence Source
1.7	Top managers make sure the organisation has a clear set of core values that support its purpose and vision	Mission statement PACE themes Virtual environment (website & Facebook) Physical environment
1.11	Top managers make sure the core values are at the heart of the organisation's strategy and govern the way it operates	Strategic objectives (QUIP) Strategy 2010-15
1.17	Managers can describe how they make sure the core values are at the heart of the way the organisation operates	Staff interviews
1.23	People believe the core values are at the heart of the way the organisation operates	Staff interviews
2.10	Managers can describe how they take account of people's different learning styles when planning learning and development	Staff Development plan Performance management records Appraisals
2.11	Managers can describe how they act as a role model for continuous learning	Talking about own professional development
2.15	People can confirm that learning and development takes account of their preferred learning style	Staff interviews
2.16	People believe they have a responsibility for their own learning and development	Staff interviews
3.9	Top managers can describe how they have created an environment where giving and receiving constructive feedback is valued	Principal's briefings (meetings schedule) Principal's Reviews Performance management 360 appraisals Joint lesson observations Governors involvement Suggestion boxes JNC
3.17	Managers can describe how they	Team meetings

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	encourage people to give and receive constructive feedback	1:1's performance management
3.25	People can describe how they give and receive constructive feedback to improve performance	Staff interviews
Indicator	Description	Evidence Source
4.1	Top managers can describe the knowledge, skills and behaviours managers need to lead, manage and develop people effectively, and the plans they have in place to make sure managers have these capabilities	Improving leaders programme Training needs recognised & supported through performance management Tom Jupp CMT leadership sessions Senior leadership Seminars Research projects CMT Away days-managers competencies Mentoring programme for new managers Code of conduct in staff handbook
4.2	Managers can describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively	Staff interviews
4.3	People can describe what their manager should be doing to lead, manage and develop them effectively	Staff interviews
4.4	Top managers can describe how they define the current and future capabilities managers need in line with the organisation's purpose, vision and values	Improving leaders programme Training needs recognised & supported through performance management Tom Jupp CMT leadership sessions Senior leadership Seminars Research projects CMT Away days-managers competencies Mentoring programme for new managers Code of conduct in staff handbook
4.7	Top managers can describe how the organisation's leadership and management strategy is linked to its business strategy and takes account of external good practice	PACE themes Strategic objectives-QUIP with Lead Senior managers Represented on external steering groups E.g. NAAMs, AoC Student Services group, CMN Network, Learning Trust Post-16 grp

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		Peer Review & Development group NL6 group Ofsted Best Practice in Urban college visit Leading workshops at SFCF conferences External visitors requests to come in to see our initiatives in practice
Indicator	Description	Evidence Source
5.1	Managers can explain how they are effective in leading, managing and developing people	Staff interviews
5.3	People can explain how their managers are effective in leading, managing and developing them	Staff interviews
5.5	Top managers can describe how they act as role models when demonstrating the leadership and management capabilities in line with the organisation's values	Reputation management e.g. supporting events Tours/patrols of building National Awards – Principal of the Year Speaking at Conferences & External events
5.6	Top managers can describe how they act as role models when working as a team and sharing knowledge	Agenda at CMT includes sharing best practice from conferences attended Speaking at Conferences & External events Steering groups
5.7	Top managers can describe how they act as role models for inspirational leadership and have an open, honest and trusting management style	Agenda at CMT includes sharing best practice from conferences attended Speaking at Conferences & External events Steering groups Staff interviews Bulletin & briefings
5.9	Managers can describe how they lead, manage and develop people in line with the organisation's values	Staff interviews
5.14	Managers can describe how top managers inspire them to lead, manage and develop people effectively	Staff interviews
5.15	Managers can give examples of how they themselves act as inspirational leaders	Staff interviews

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5.16	People can describe how their manager leads, manages and develops them in line with the organisation's values	Staff interviews
5.21	People can confirm that they respect and trust their managers	Staff interviews
5.22	People can confirm that they have confidence in the leadership and management capabilities of top managers	Staff interviews
Indicator	Description	Evidence Source
5.23	People can describe how managers inspire and motivate them to achieve their full potential	Staff interviews
7.15	People believe their managers trust them to make decisions that improve performance	Staff interviews
7.19	People can describe what gives them a sense of ownership and pride in working for the organisation	Staff interviews
8.11	Managers can describe how they make sure learning and development is an everyday activity.	Staff interviews
8.18	People can confirm that learning and development is an everyday activity	Staff interviews
10.13	People believe that managers are genuinely committed to improving the way they manage and develop them.	Staff interviews

ACCOUNTABILITY - Taking responsibility for performance

Indicator	Description	Evidence Source
1.5	People who are members of representative groups can confirm that top managers make sure there are constructive relationships with the groups and they are consulted when developing the organisation's business plan	Staff interviews JNC Service area IQRs Curriculum group Service managers group Community engagement strategy
1.13	Managers can describe the organisation's core values and what this means to the way they are expected to manage	
1.14	Managers can describe how they are involved in developing the organisation's strategy	Staff interviews
1.19	People can describe the organisation's	Staff interviews

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	core values and what this means to the way they are expected to work	
1.20	People can describe how they are involved in developing the organisation's strategy	Staff interviews JNC Representative groups (e.g. community engagement, liD, Bacc)
Indicator	Description	Evidence Source
7.1	Managers can describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision making, both individually and through representative groups, where they exist	IQRs JNC PACE meetings & consultations
7.2	People can describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the organisation, at a level that is appropriate to their role	Staff interviews
7.3	People can describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the organisation at a level that is appropriate to their role	Staff interviews Teacher learner Advocates (TLAs)
7.12	People can give examples of how they take ownership for decisions that affect the performance of individuals, teams and the organisation at a level that is appropriate to their role	Staff interviews Being a TLA/Course team leader Being on staff interview panels Participation in IQRs Sharing good practice at team meetings

ACHIEVEMENT – Taking responsibility for performance

Indicator	Description	Evidence Source
1.1	Top managers make sure the organisation has a clear purpose and vision supported by a strategy for improving its performance	Strategic objectives SAR & QUIP PACE themes Operation 84% Success Project 100%
1.2	Top managers make sure the organisation has a business plan with measurable performance objectives	QUIP PACE Curriculum Planning
	People can explain the objectives of their	Staff interviews

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1.6	team and the organisation at a level that is appropriate to their role, and can describe how they are expected to contribute to developing and achieving them	
1.9	Top managers make sure the organisation has key performance indicators to improve its performance	Strategic objectives
1.13	Managers can describe the organisation's core values and what this means to the way they are expected to manage	Staff interviews
Indicator	Description	Evidence Source
1.14	Managers can describe how they are involved in developing the organisation's strategy	Principals Reviews Departmental QUIPs Curriculum planning
1.15	Managers can describe the key performance indicators they use to improve the organisation's performance	Strategic objectives
1.21	People can describe the key performance indicators used by the organisation to improve its performance	Staff interviews
2.1	Top managers can explain the organisation's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated	Staff development plan & strategy Evaluated through performance management/1:1's Appraisals Mentoring Course reviews IQRs & MQR
2.2	Managers can explain team learning and development needs, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated	Departmental training Meetings
2.4	People can explain what their learning and development activities should achieve for them, their team and the organisation	Staff interviews
2.5	Top managers can describe the learning and development strategy they have in place to build the organisation's capability to achieve its vision	Staff development plan & strategy M-Teach CMT surgeries Senior leadership development programmes

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		TLA programme Improving leadership & PACE sessions University for teachers Principal's Question time for staff Work-shadowing Inset days Coaching research projects
2.7	Top managers can describe how they have created a culture that encourages continuous learning and promotes the development of skills and knowledge at every level	As above
Indicator	Description	Evidence Source
2.8	Managers can describe the plans they have in place to build their team's capability to contribute to achieving the organisation's vision	Staff interviews Team meetings QUIP & principal's reviews
2.12	People can confirm that their learning and development is planned to build their future capability to contribute to achieving the organisation's vision	Staff interviews
2.14	People can describe what the team learning and development activities should achieve for the team and the organisation	Staff interviews
2.17	People believe that continuous learning is at the heart of the culture of the organisation	Staff interviews
3.5	People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance	Staff interviews TLAs Peer observations Consultations on PACE
3.10	Top managers can describe how the organisation's structure is designed to achieve its strategy and make the most of people's talents	Organisational chart Departmental restructure proposals & impact (e.g. MIS, Senior tutors, student achievement centre)
3.11	Top managers can describe how the organisation's recruitment and selection strategies are linked to its business strategy and are designed to make sure there is a talented and diverse workforce that is able to achieve the organisation's vision	Recruitment process & staff involvement in this Increase in number of applicants per vacancy ...not being afraid to 'not appointment'
3.19	Managers can describe how they play an important role in recruiting and selecting people with values that match the	Staff interviews

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	organisation's values	
4.5	Top managers make sure managers are regularly reviewed against the capabilities and receive constructive feedback on their performance	Principals Reviews 1:1's Performance management lesson observations of HODS
4.6	Top managers make sure managers are provided with the help they need to develop the capabilities	Staff interviews ; CMT Away Days ; Mentoring Coaching Joint lesson observations Ofsted training ;IQRs Improving leaders
Indicator	Description	Evidence Source
4.9	Managers can describe how they are involved in defining the current and future capabilities all managers need	Staff development needs recognised through performance management
4.10	Managers can confirm that they are regularly reviewed against the capabilities and receive constructive feedback: on their performance	Principals Reviews 1:1's Performance management
4.11	Managers can confirm that they are provided with the help they need to develop the capabilities	Staff development
4.13	People can give examples of how they have been encouraged to develop leadership capabilities	Staff interviews Aspiring leaders
5.2	Managers can give examples of how they give people constructive feedback on their performance regularly and when appropriate	Principals Reviews 1:1's Performance management Lesson observations
5.4	People can give examples of how they receive constructive feedback on their performance regularly and when appropriate	Staff interviews Lesson observations
5.11	Managers can describe how they make sure people receive information, advice and guidance to help them plan and develop their career	Performance management
5.12	Managers can describe how they use coaching skills to help people achieve their potential	Staff interviews
5.13	Managers can describe how they act on feedback from all levels in the organisation to improve the way they lead, manage and develop people	Staff interviews 360 degree appraisals
5.18	People can confirm that they receive	Staff interviews

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	information, advice and guidance to help them plan and develop their career	
5.19	People can describe how their managers use coaching skills to help them achieve their potential	Staff interviews
5.20	People can confirm that they are able to give constructive feedback to their manager, and believe it is well received and acted on	Staff interviews
6.2	People can describe how they contribute to the organisation and believe they make a positive difference to its performance	Staff interviews Tutorials
Indicator	Description	Evidence Source
6.6	Top managers can describe how the organisation's reward and recognition strategy is linked to its business strategy and externally benchmarked	PSP National pay scales Consultation exercise with Unions liP liD Awards Letters to staff Star Awards Pay increments
6.11	Managers can describe how they reward and celebrate individual and team successes and achievements	Star Awards (old & new versions)
6.15	People can describe the organisation's reward and recognition strategy and what they need to do to be valued, recognised and rewarded	Staff interviews
6.17	People can describe how individual and team successes and achievements are rewarded and celebrated	Staff interviews
7.8	Top managers can describe how they have created a culture where people aim for continuous improvement	SAR QUIP Strategic objectives & targets Ofsted monitoring visit report talked about 'teachers wanting to improve'

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7.9	Managers can describe how they make sure people receive the support they need to make decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role	Staff interviews
7.11	Managers can give examples of how they have created an environment where people aim for continuous improvement and openly challenge the Wf1Y the organisation works to improve performance	1:1's Lesson observations
7.14	People can confirm that they have access to the knowledge and information and receive the support they need to make decisions and improve performance	Staff interviews
Indicator	Description	Evidence Source
7.16	People can confirm that they are committed to the success of the organisation	Staff interviews
8.1	Managers can describe how they make sure people's learning and development needs are met	Performance management Staff development plans
8.2	People can describe how their learning and development needs have been met. what they have learnt and how they have applied this in their role	Staff interviews
8.4	Top managers make sure the organisation makes effective use of internal and external resources for learning and development	Staff development plans External trainers
8.5	Top managers can describe how the organisation is flexible in the way it develops people, using innovative and cost-effective solutions that meet learning and development needs	...& internal trainers/TLA's IoE Research projects
8.7	Top managers can describe how they make sure mentoring opportunities are available	Network for black professionals Coaching Award Examples of Emil, Judy, Tom
8.8	Managers can describe how they make sure knowledge and learning is shared across the organisation	Team meetings/cascading information
	Managers can describe how they provide	Performance

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8.9	learning and development opportunities for people to achieve their full potential for mutual benefit	management
8.11	Managers can describe how they make sure learning and development is an everyday activity	Staff interviews
8.12	Managers can describe how they support people in their personal development activities and encourage them to broaden their knowledge and skills through learning	Staff interviews
8.13	People can confirm that knowledge and learning is shared across the organisation	Staff interviews
8.14	People can describe how they are encouraged to try new approaches and learn from their efforts. mistakes and successes	Staff interviews
Indicator	Description	Evidence Source
8.15	People can confirm that they are motivated to learn and enjoy putting their learning into practice	Staff interviews
8.16	People can confirm that they are well supported after learning and development activities and have clear objectives for putting the new skills and knowledge into practice	Staff interviews
8.19	People can describe how they are supported in their personal development activities	Staff interviews
8.20	People can confirm that mentoring opportunities are available	Staff interviews
9.1	Top managers can describe the organisation's overall investment of time, money and resources in learning and development	Staff development plan Staff development budget
9.2	Top managers can explain, and quantify where appropriate, how learning and development has improved the performance of the organisation	SAR TLA's Ofsted monitoring visit report (May 2012)
9.3	Top managers can describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the organisation	'moving people on' Probation records Exit interviews
9.4	Managers can give examples of how learning and development has improved the performance of their team and the	Staff interviews

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	organisation	
9.5	People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation	Staff interviews
9.6	Top managers can describe how the organisation measures and evaluates how its strategies for managing people contribute to the organisation's performance	Staff development evaluations Performance management HR issues regular item at CMT meeting
9.7	Top managers can describe the impact of their investment in people on achieving key performance indicators	Staff interviews
9.8	Top managers make sure the organisation has a flexible and effective approach to measuring and reporting the return on investment on its people strategies	HR issues regular item at CMT meeting Supervision meetings/1:1's
Indicator	Description	Evidence Source
9.9	Top managers make sure that the return on investment on its people strategies is reported clearly to all stakeholders	SAR - staff development report Reports to Governors-standards committee Return to work interviews & records
9.10	Managers can describe how they are involved in measuring and evaluating how the organisation's people strategies contribute to its performance	Performance management Staff interviews
9.11	Managers can give examples of improvements in the performance of individuals, their team and the organisation as a result of people management activities	Staff interviews
9.12	People can describe how their career prospects have improved as a result of their learning and development and the way they have been managed	Staff interviews
9.13	People can give examples of improvements in the performance of the team as a result of people management and development activities	Staff interviews
9.14	People can describe how the organisation's investment in people has improved its performance	Staff interviews

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10.1	Top managers can give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing people	Principal's Reviews Improving Leaders Ofsted training Coaching Award & Diploma
10.2	Managers can give examples of improvements they have made to the way they manage and develop people	Staff interviews
10.3	People can give examples of improvements that have been made to the way the organisation manages and develops its people	Staff interviews
10.4	Top managers can describe how the organisation has used self-review techniques to improve its strategies for managing and developing people	Self-assessment Ofsted monitoring visit report Course reviews Performance management MQR College management meetings Governors meetings
Indicator	Description	Evidence Source
10.5	Top managers can describe how the organisation has used information from external reviews, including the previous Investors in People assessment or review, to improve its strategies for managing and developing people	Inspection monitoring visit report IIP report IQRs Audits
10.6	Top managers make sure effective feedback methods are used to understand people's needs and expectations and to highlight improvements needed to the way they are managed and developed	Performance management Suggestion box JNC Online appraisal system sends automatic feedback to appraise
10.8	Top managers can describe how the organisation has used internal and external benchmarking to review and improve its strategies for managing and developing people	Achievement data & national averages ALPs Sickness/absence data
10.9	Top managers can demonstrate an improvement in people's view of how they are managed and developed	JNC PACE staff consultation Example: Management Review of Business,

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		Public Services & Health Department & subsequent creation of 2 departments with layers of management (CTL's)
10.12	People can give examples of how they are involved in identifying improvements to the way they are managed and developed	Staff interviews
10.14	People can describe improvements that have been made, as a result of their feedback. to the way the organisation manages and develops people	Staff interviews

COMMUNITY – working together for the common good of the College

Indicator	Description	Evidence Source
1.3	Top managers make sure there are constructive relationships with representative groups (where they exist) and the groups are consulted when developing the organisation's business plan	Governors JNC Service managers group Curriculum group Business Review of BPC
1.4	Managers can describe how they involve people when developing the organisation's business plan and when agreeing team and individual objectives	SAR & QUIP Staff interviews
Indicator	Description	Evidence Source
1.5	People who are members of representative groups can confirm that top managers make sure there are constructive relationships with the groups and they are consulted when developing the organisation's business plan	Staff interviews
1.8	Top managers make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources	Strategic objectives & QUIP Governors links Staff recruitment process involves staff & students
1.10	Top managers can describe how social responsibilities are taken into account in the organisation's strategy	Community engagement strategy Duty managers BSeven volunteers Winner: LSIS Social Cohesion Award '12 Widening participation in regard to course/curriculum offer

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1.12	Top managers can describe how social responsibility is part of the culture of the organisation	Community engagement strategy - with staff & student volunteers
1.16	Managers can describe the organisation's social responsibilities and what this means to the way they are expected to manage	Teaching Bacc - volunteers
1.18	Managers can describe how they make sure social responsibility is part of the culture of the organisation	Staff interviews
1.20	People can describe how they are involved in developing the organisation's strategy	Staff interviews
1.22	People can describe the organisation's social responsibilities and what this means to the way they are expected to work	Staff interviews
1.23	People believe the core values are at the heart of the way the organisation operates	Staff interviews
1.24	People believe in and share the organisation's vision and values	Staff interviews
1.25	People believe that social responsibility is part of the culture of the organisation	Staff interviews
2.3	People can describe how they are involved in identifying their learning and development needs and the activities planned to meet them	Staff interviews Performance management
Indicator	Description	Evidence Source
2.6	Top managers can describe how innovative and flexible ways of developing people are identified through internal and external sources, and how these are included in the organisation's learning and development strategy	Staff development plan TLA's Ofsted Training Coaching Improving Leaders
2.7	Top managers can describe how they have created a culture that encourages continuous learning and promotes the development of skills and knowledge at every level	Staff development TLA's Ofsted Training Coaching M-Teach Research projects "University for Teachers"
2.9	Managers can describe how they involve people in identifying the learning and	Staff interviews

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	development needs of their team and the activities planned to meet them	
2.13	People can describe how they are involved in identifying the learning and development needs of their team and the activities planned to meet them	Staff interviews
2.17	People believe that continuous learning is at the heart of the culture of the organisation	Staff interviews
3.	Top managers can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance	Performance management SAR & QUIP Whole college consultations: Professionalism and Attendance & Punctuality TLA's: Open classrooms/peer observations
5.10	Managers can describe how they encourage people to work together and share knowledge within and across teams	Staff interviews
5.17	People can describe how they work together and share knowledge within and across teams	Staff interviews
5.24	People believe the organisation has a culture of openness and trust	Staff interviews
5.25	People believe that coaching is part of the organisation's culture	Staff interviews
6.3	People can describe how their contribution to the organisation is recognised and valued	Staff interviews
Indicator	Description	Evidence Source
6.5	Top managers can describe how they involve representative groups (where they exist) in developing the organisation's reward and recognition strategy	JNC consultation Star Awards (new) volunteers on judging panel for staff Star Awards for students
6.8	Managers can describe how they are involved in developing the organisation's reward and recognition strategy	Staff interviews Star Awards
6.12	Managers can describe how they involve people in developing the organisation's reward and recognition strategy	Staff interviews

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6.13	Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation	Staff interviews Star awards
6.14	People who are members of representative groups can confirm that the groups are involved in developing the organisation's reward and recognition strategy	Staff interviews
6.18	People can describe how they are involved in developing the organisation's reward and recognition strategy	Staff interviews
6.19	People can describe how they recognise the contribution their colleagues make to the organisation	Staff interviews
7.5	Top managers make sure the organisation has effective internal communication systems to encourage knowledge and information to be shared throughout the organisation	Bulletin Briefings E-mails Plasma screens Facebook Principals blog Meetings structure/organisational planner Staff Handbook
7.6	Top managers can describe how consultation and involvement is part of the organisations culture	PACE consultation Rewards consultation Attendance & Punctuality consultation
7.7	Top managers can describe how they involve people in designing consultation arrangements	JNC
7.10	Managers can describe how they encourage knowledge and information to be shared throughout the organisation	Staff interviews
7.13	People believe that the consultation arrangements are effective and allow them to take part in decision-making	Staff interviews
Indicator	Description	Evidence Source
7.17	People can confirm that they are involved in designing consultation arrangements	Staff interviews
8.3	People who are new to the organisation. and those new to a role can describe how their induction has helped them to perform effectively	Staff interviews
8.6	Top managers can describe how they have created a culture where all learning is valued	Research projects BSeven: Extended

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		learning beyond the classroom BSix Baccalaureate 7 habits of Effective Teenagers
8.8	Managers can describe how they make sure knowledge and learning is shared across the organisation	Staff interviews
8.10	Managers can describe how they recognise and celebrate learning and development achievements	Staff interviews Staff graduation
8.17	People can describe how learning and development achievements are recognised and celebrated	Staff interviews
10.15	People believe that the organisation is a great place to work as a result of ongoing improvements made to the way they are managed and developed	Staff interviews

EQUITY - Acknowledging and rewarding effectiveness as well as challenging underperformance

Indicator	Description	Evidence Source
3.2	Top managers recognise the different needs of people and can describe strategies they have in place to make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance	1:1's Well-being Work life helpline Occupational health Performance management Training & development Working towards Investors in Diversity
3.3	Managers recognise the different needs of people and can describe how they make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance	Staff interviews
3.4	People believe managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance	Staff interviews
Indicator	Description	Evidence Source
3.6	Top managers can describe strategies they have in place to make sure recruitment and selection	Staff interviews

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	meets the needs of the organisation and is fair, efficient and effective	
3.7	Top managers can describe strategies they have in place to promote equality and manage diversity in the workplace	Investors in Diversity BSeven events – celebrating diversity
3.8	Top managers can describe strategies they have in place to support work-life balance to meet the needs of the organisation and its people	Well-being examples
3.12	Top managers can describe how the organisation's equality and diversity strategies are linked to its business strategy and applied throughout the organisation	liD linked to strategic objectives Equality & Diversity Policy
3.13	Top managers can describe how the organisation's work-life balance strategies are linked to its business strategy and applied throughout the organisation	Holidays Well-being fayre TOIL Maternity/paternity leave
3.14	Managers can describe how they make sure recruitment and selection is fair, efficient and effective	Staff interviews
3.15	Managers can describe how they value people's differences and how they are effective in promoting equality and managing diversity in the workplace	Staff interviews
3.16	Managers can describe how they make sure work-life balance solutions are effectively put into practice	Staff interviews
3.18	Managers can describe how they make sure people are given the opportunity to make the most of their talents within the organisation	Staff interviews
3.20	Managers can describe how they value diversity and create an environment where people can use their unique talents and achieve their potential	Staff interviews
3.21	Managers can describe how they value the work-life balance strategies and apply them creatively to benefit individuals, teams and the organisation	Staff interviews
Indicator	Description	Evidence Source
3.22	People believe recruitment and selection is	Staff interviews

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	fair	
3.23	People believe managers value people's differences and can give examples of how they promote equality and manage diversity in the workplace	Staff interviews
3.24	People can describe how they are supported in balancing their work and personal lives	Staff interviews
3.26	People believe they are given the opportunity to make the most of their talents within the organisation	Staff interviews
3.27	People can describe how their views are taken into account when recruiting and selecting team members	Staff interviews
3.28	People believe everyone in the organisation values diversity	Staff interviews
3.29	People believe work-life balance is valued and part of the culture of the organisation	Staff interviews
4.8	Top managers can describe how they create an environment where everyone is encouraged to develop leadership capabilities	Leadership programmes Opportunities for promotion Project leads within departments New structures: CTL's TLA's Learning Advocates Student Union Leadership training
4.12	Managers can describe how they encourage everyone to develop leadership capabilities	Staff interviews
5.20	People can confirm that they are able to give constructive feedback to their manager, and believe it is well received and acted on	Staff interviews
6.1	Managers can give examples of how they recognise and value people's individual contribution to the organisation	PSP Star awards Promotion opportunities
6.4	Top managers make sure the organisation has a clear and fair reward and recognition strategy which is used to motivate people to improve the organisation's performance	Reward & recognition review PSP
6.7	Top managers make sure the organisation has a forward-thinking benefits strategy with policies that go beyond legal	E.g. Generous allowance for maternity & paternity leave

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	requirements	Rewards structure TOIL & leave
Indicator	Description	Evidence Source
6.9	Managers can describe how they apply the organisation's reward and recognition strategy fairly	Staff interviews
6.10	Managers understand what motivates their people and take account of this when recognising and rewarding them	Staff interviews
6.13	Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation	Staff interviews
6.16	People believe the organisation's reward and recognition strategy is fair and can give examples of how they are motivated by it	Staff interviews
7.4	Top managers can describe the consultation arrangements they have in place to encourage people to take part in decision-making at both an individual and a representative level	Consultations: PACE and Attendance & punctuality Meetings/task groups – with volunteer membership invited... e.g. communications policy working group, Community strategy focus group, liD group Governors consultation & involvement re: College strategy
7.18	People believe they can challenge the Wf1Y the organisation works to improve performance and can give examples of how they or others have done so	Staff interviews
10.7	Top managers can describe the range of measures used to monitor and understand people's view of how they are managed and developed	Staff interviews JNC Suggestion box
10.11	Managers can describe how they involve people in identifying improvements to the way they are managed and developed	Staff interviews 1:1's appraisals