

**Strategy:**

The following strategy combines the Human Resource Management, Staff Development and Quality Improvement strategies to promote effectiveness and high quality while remaining efficient and financially viable. The effective leadership, management and development of staff and the implementation of strategies for continuous quality improvement will be critical to ensure the College's future success.

**Links to other policies:**

- Health and Safety Policy
- Safeguarding Children and Vulnerable Adults Policy and Procedures
- Equality and Diversity Policy
- Internal Quality Assurance of Assessment Policy
- Observation of Teaching and Learning for Continuous Improvement
- Teaching and Learning Qualifications Policy
- College Policy for Recruitment, selection and Induction of Staff
- Capability Procedure
- Staff Development system and processes

Formal Review Cycle:	<b>Annual</b>		
Latest Formal Review (month/year):	<b>2017-05</b>	Next Formal Review Due (month/year):	<b>2018-05</b>
Policy Owner:	<b>Janet Metcalfe</b>		
Impact Assessed by:		Impact Assessment Date:	

**APPROVAL REQUIRED:**

SMT Y/N	<b>Yes</b>	SMT Date approved:	<b>May 2017</b>		
Governor Y/N	<b>Yes</b>	Committee:	<b>F R I</b>	Governor Date approved:	<b>Sept 2017</b>

**PUBLICATION:**

Website Y/N	<b>Yes</b>	Intranet Y/N	<b>Yes</b>	Student VLE Y/N	<b>No</b>	Other:	
Area/s of Staff Intranet:		<b>Human Resources</b>					

## **1. INTRODUCTION AND CONTEXT**

The College's Human Resources (HR) and Quality Strategy aims to ensure that the planned activities of the College can be sustained in ways that promote effectiveness and high quality while remaining efficient and financially viable.

Although the College is facing major changes to funding over the next few years it is essential that the College continues to plan for the future and develops staff to ensure they have the skills and competencies needed to meet the needs of the students of the future and employers. In practical terms the HR and Quality Strategy has to support the College not only in the near future but also in the medium to long term. Strategies to govern the employment structure, deployment and development of the College's human resources are of major importance to the health and success of the College.

The staff employed by a service organisation, such as Craven College, directly serve the people who are its customers, so the extent to which the service provided is effective and efficient and of a high quality is derived largely from the effective leadership, development, management, and utilisation of staff.

Ownership of the College's HR and Quality Strategy will be a key factor in the College's future success. The effective implementation of the Strategy is the responsibility of all Managers concerned with the recruitment, leadership, development and management of staff.

## **2. THE MAIN HR CHALLENGE**

The future will be a very challenging one given the uncertain financial climate in which the College operates and with the potential impact of Brexit. There are also significant changes to the way apprenticeships are funded in the Apprenticeship Reform from May 2017. Overall funding is likely to be reduced and student targets are likely to change in line with changes in funding and increasing competition for 16-18 students and apprentices. There are also opportunities to be explored from the recommendations of the Government's Area Based Reviews and the possibility of merger, extension of the Craven Educational Trust to a multi Academy status and numerous other external partnership arrangements.

It is anticipated that the College will meet budget or generate a small surplus over the next 3 years, primarily arising from efficiency savings in staff costs; strict control of non-pay costs; extending income generation via external funded projects and the provision of business training services via Tyro in Skipton and Scarborough; and further expansion of apprenticeships.

The College will be required to find continuous efficiencies in staffing costs and review the possibility of savings in other non-pay areas on an ongoing basis in future years in order to enable pay awards, meet the challenge of increases in employers NI and pension contributions and sustainability. This will require a consistent whole team approach.

The College will practice vacancy management through natural wastage and continue to review staffing structures and other efficiencies, and in addition will look at opportunities for shared services and working collaboratively in joint ventures where this will result in efficiency savings. The College has supported the Academy sponsorship for Aireville School in a joint venture with the establishment of the Craven Educational Trust. This opens up further opportunities for potential shared services with The Skipton Academy and the possibility of further shared services via a Multi Academy status.

The College redesigned the curriculum management structure in June 2013 with a further enhancement in 2016 with the introduction of Centre Managers in order to strengthen support structures and streamline processes. Further changes were made to the Senior Management Curriculum structure with the appointment of the Vice Principal Curriculum and Quality in 2015.

To support continuous improvement in, maths and English and to strengthen the focus on the English and maths agenda, the appointment of a Head of English and maths was made in 2015. These curriculum structural changes have led to a more efficient operation.

There will be continued scrutiny of teaching staff utilisation, the allocation of remission and driving up average class sizes, student attendance and levels of student achievement.

The percentage of pay costs to income is 63%. Any significant reduction in expenditure is likely to be as a result of reducing staffing numbers further or altering the balance of work undertaken by different grades of staff. The College has also made a significant reduction to the SMT 8 in 2016 to 5 in 2017.

The principal HR challenge over the next three years will be to re-profile the College's staffing structure to achieve the necessary financial savings while at the same time continuing to invest in the development of staff in appropriate roles to ensure future knowledge and skills needs are met, reward and recognise staff appropriately, with particular emphasis on the "total reward package" and drive up quality standards of teaching and learning. The recommendations from the Area Based Reviews will also be taken into consideration in re-profiling staffing structures to ensure maximum efficiency.

The effective leadership, management and development of staff and the implementation of strategies for continuous quality improvement will be critical to the College's success particularly during a time of financial stringency.

As a public sector body it is also important that the College continues to demonstrate good practice in the development and implementation of relevant staffing policies and approaches and ensures that these continue to reflect current and emerging employment legislation, including gender pay gap reporting. The College should embrace flexible working as a cost effective tool to continue to enhance the engagement of staff. The health and wellbeing agenda should also feature as a high priority, particularly with increasing demands and workloads.

### **3. MANAGING CHANGE**

In order to meet the challenges ahead the College will need to manage change effectively, ensuring full commitment and a consistent approach from the management team. Trade Unions will be consulted on proposals for change at the earliest opportunity and communications between staff directly affected and indirectly affected will be handled professionally and sensitively. Relevant staff will be kept informed throughout the process of change and the timescales for both staff consultation and implementation will be reasonable, ensuring legal requirements are met.

To enhance the College operation, the College proposes to take the following actions:

- Carefully analyse and prioritise curriculum delivery with the consideration of reducing activity in non-priority /poor quality/selected high cost areas as appropriate;
- Carefully analyse and rationalise curriculum delivery in collaboration with other local Colleges, where appropriate and financially viable;
- Develop effective and efficient personalised study programmes for students to include a range of well managed e-learning, using the concept of COLA, and work experience activities as required;

- Carry out effective planning and monitoring of staff utilisation to maximise efficiency;
- Review and reduce where appropriate non pay departmental budgets;
- Review financial viability and added value of commercial aspects of the College business, e.g. commercial hair salon;
- Continually review recruitment, selection and induction procedures to enhance quality and maximise efficiency and productivity of staff;
- Continually review Performance Management and Probationary Review systems and procedures to ensure they are fit for purpose with a strong focus on improvement in learning and teaching;
- Monitor the impact of performance management procedures on improvement in staff capability and achievement of performance targets;
- Set clear objectives/behaviours for management and staff categories in order to manage performance effectively;
- Review Lesson Observation procedures, monitor and support improvement in performance and monitor impact and correlation of student progression and lesson observation grades;
- Continue to review the internal Continuing Professional Development (CPD) recording platform for efficient recording and monitoring CPD;
- Target 20:80 ratio of part time staff to salaried staff and engage instructors for practical areas as appropriate;
- Review administrative tasks of teaching staff, refocus duties on teaching and learning and deploy Business Support staff to carry out relevant administrative duties;
- Implement the role of Progress Coach across the College to support learner progression;
- Employ a number of Progress Support Assistants on a salaried basis in order to enhance progression of students and engagement with target setting and monitoring processes;
- Develop and disseminate good teaching and learning practice across the College;
- Introduce Advanced Practitioner roles to support and share good practice in teaching and learning;
- Introduce the role of Centre Manager where this is deemed appropriate to improve leadership and management of specific curriculum areas;
- Review the structure and process of lesson observations and the integration with staff development to support improvement in learner progression;
- Review the structure and roles and responsibilities of the Quality Team under the Head of Quality and the Vice Principal Curriculum and Quality;
- Review structure and monitoring of student progress in maths and English to improve success rates;

- Review the structure of Student Services to provide a cost effective, efficient support service for students;
- Rationalise and improve the College's Estate, to include staff office arrangements;
- Explore further opportunities for shared services to reduce costs;
- Streamline business processes and integrate systems using technology and extend online systems and processes;
- Seek alternative forms of funding and increase income generation and external partnerships;
- Review opportunities in line with the recommendations from the Area Review.

The prioritisation of College provision will have important implications for the employment of teaching and business support staff. However, the impact will be greater on teachers. This is because the skills of individual teachers tend to be vocationally or subject specific compared to those of business support staff, whose skills tend to be more generic and transferable. Changing needs for different teaching skills, derived from changing funding levels and priorities, require corresponding changes in nearly all aspects of HR management and development, including recruitment and selection and staff development.

Staff are the College's greatest asset, so there is a need to ensure that staffing structures and skills are fit for, and match, future purposes and the appropriate skills are retained developed. It is equally important that the management efforts and resources required to carry through changes in staffing and staff development successfully are committed by the College.

#### **4. AIMS**

The College's Human Resources and Quality Strategy, which includes Human Resource Management, Staff Development and Quality Improvement, is designed to support the College to achieve its objectives in the short and medium term and provide a positive and successful learning experience for students and an effective service to all customers. The main aims of the Strategy are to ensure that the College:

- Recruits, retains and develops an optimum number of quality staff with relevant qualifications, skills and experience;
- Has sufficient flexibility in its staffing arrangements to meet its current and future needs;
- Recognises and rewards staff appropriately, reflecting the levels of responsibility, input and output of staff and the strategic priorities;
- Supports managers and staff in meeting the challenge of change arising from national policies and legislation relating to further education and technological advances;
- Supports managers in maximising the utilisation of staff and controlling and where possible reducing staff costs;
- Supports the continuing professional development of staff to ensure that their skills and qualifications are up to date and that they are equipped to meet the changing needs of students and employers and potential changes in government priorities;
- Supports effective performance management processes;

- Supports the enhancement of employee engagement;
- Develops the leadership capability of its managers;
- Implements and develops effective arrangements to promote continuous quality improvement;
- Communicates effectively with staff and consults and negotiates on key issues with staff and their representatives to ensure positive staff relations are maintained;
- Promotes and embeds equality in all aspects of its operations;
- Provides a safe and healthy working environment for staff and promotes a positive approach to health and wellbeing;
- Recognises the duty to protect and safeguard all students, especially children and vulnerable adults.

The College will continue to seek recognition of the Investors in People quality standards with continuous improvement.

## **5. RECRUITMENT AND RETENTION**

The primary aim of the College's Human Resources Strategy is to ensure that the College secures, develops, retains and effectively manages sufficient, quality teaching and business support staff to provide high quality education and training to students and employer clients with the resources available.

The local economy remains buoyant with low unemployment. The recruitment and retention of key staff can be particularly challenging in certain skills areas. The College's Human Resources Department will continue to work closely with Line Managers to identify staffing requirements and plan recruitment strategies which ensure that appropriate staff with the relevant skills set are sourced effectively.

The College uses a range of selection methods in addition to the conventional interview approach. All teaching staff are observed teaching prior to appointment and students' views are sought during the recruitment process.

As a publicly-funded body the College has to ensure that its recruitment policies and procedures reflect good practice. The appointment of staff is the responsibility of the Human Resources Department in conjunction with Line Managers.

The HR Department will ensure that: there are up to date job descriptions and person specifications for each post, recruitment and selection procedures are followed, short-listing is monitored and in line with the job requirements, all managers involved in interviewing will have attended recruitment and selection and equality and diversity training and that pre-employment checks are made on all new staff to include Disclosure and Barring Service checks for Regulated Activity and that appropriate references are taken up.

To reflect the importance of English and maths, teaching staff and teaching support staff capability in English and maths is verified upon appointment to ensure that they are qualified to level 2 (or are required to work towards and achieve within an agreed timescale) and maintain currency in both English and maths.

## **6. FLEXIBILITY IN STAFFING**

Changing student numbers and targets, changing patterns of provision and expectations and requirements of students and employers all have implications for staffing arrangements.

One of the ways in which the College can maintain flexibility in staffing and respond to changes in demand, is to ensure that it has an appropriate ratio of salaried to temporary part time posts. To that end, the College will continue to set a target ratio of salaried to part time staff of 80%:20%, on a College-wide basis, while maintaining specific ratios by team or sector to take account of differences in staff availability and customer needs.

The Vice Principal Curriculum and Quality and the Director of Human Resources will work closely with Heads of School to ensure that there are sufficient temporary part time staff to deliver a flexible and effective service to students.

The College will continue to extend the use of instructors in specific, relevant practical areas across the College in a cost effective way, by allocating appropriate duties between lecturers and instructors. The extension of Progress Coaches will also support teaching staff with monitoring progress of learners.

## **7. CHALLENGE OF CHANGE**

Developments in technology have led to a change in students' expectations. Increasingly, students expect more flexible modes of delivery and access to learning resources via the College's Virtual Learning Environment (VLE). The College continues to support staff to develop VLE resources across the College, ensuring that teaching and learning materials are converted and enhanced and are available to students and staff electronically via the VLE. The College has invested further in technology in using ProMonitor and Markbook to monitor and support learning and using ProObserve to monitor and report on lesson observations to support improvement.

The College will continue to invest in technology and in provide training to enable staff to use ICT effectively as an integral part of teaching, learning and assessment, both inside and outside of the classroom. The Staff Development Programme supports staff who require further development to enable them to exploit more fully the opportunities which the VLE provides. The Technology Services Department, Marketing Department and the MIS Department will also continue to support staff in the wider use of web-based technology to replace paper-based systems.

## **8. UTILISATION OF STAFF AND REDUCING STAFF COSTS**

The College will be tasked to continue to reduce staffing costs. Examples of how this may be achieved include:

- Modifying study programmes to reduce face/face traditional classroom delivery, where possible, without jeopardising the quality of the delivery, e.g. blended learning, use of COLA and a combination of work experience. There is an expectation that providers will seek to increase the amount of curriculum delivered online;
- Further development of Moodle, and the use of mobile and digital technology within the classroom including the implementation of ProMonitor and Markbook;
- Inviting staff to request part-time / term time work or flexible working;
- Reviewing staffing structures;

- Appropriate use of Instructors;
- Introduction of Progress Coaches;
- Rigorous monitoring and allocation of remission;
- Considering opportunities for shared services where appropriate and where this will reduce costs;
- Management control of pay budget against actual part time pay and additional payments;
- Improved absence management with the implementation of SelectHR self service;
- Promote the health and wellbeing of staff to enhance engagement and productivity;
- Enhanced multi-skilling of business support staff to promote flexibility and provide for succession planning;
- Continue to review and analyse staff terms and conditions of employment.

The College will, at the same time, continue to seek ways to increase staff efficiency and thereby derive more output for the same costs or the same output for less cost.

The College will improve the utilisation and deployment of teaching staff to raise productivity and efficiency of the College. The College will work to improve teaching staff efficiency by ensuring that:

- Teaching staff achieve maximum teaching contact hours/staff utilisation targets;
- Increased average class size targets are met;
- Reviewing the allocation of time for quality assurance of assessment;
- Reviewing allocation of remission hours;
- Reviewing the HE uplift of teaching hours;
- Part time staff are paid at the relevant hourly rate of pay in line with their job role;
- Part time staff are paid in line with planned timetabled hours.

The College will work to improve business support staff efficiency by ensuring that all business processes and staffing levels are regularly reviewed by the relevant Line Managers through a self-assessment quality improvement process against agreed service standards.

## **9. SUPPORTING THE DEVELOPMENT OF STAFF**

As national policy, student and employer demand and patterns of provision change, the College needs to be able to respond with a range of up to date and flexible modes of staff development which reflect the needs and meet the changing expectations of students and employers.



Adapting to such changes in demand poses particular challenges for staff and managers who need to take responsibility for their own continuing professional development to be able to respond to them. A major focus of the Human Resources and Quality Strategy will be to provide advice, guidance, support and development opportunities for staff to ensure that skills and competencies are updated and enhanced.

The challenges of “enriching lives through learning”, the landmark changes in the curriculum with individualised study programmes and the raising of the participation age, the new Common Inspection Framework, enhancements in information and communications technology, further joint working with partner organisations, and the Government emphasis on supporting students to achieve high levels of English and maths will mean that staff need to continue to develop new skills and different ways of working.

Therefore, the College will provide a wide range of development activities through its annual Staff Development Programme. The Staff and Professional Development Manager will be responsible for this function and complete an annual Training Needs Analysis to identify the priority staff development needs for the College in line with College strategic priorities. Individual staff development needs will be identified through the College's performance management process.

The College will identify CPD opportunities through the lesson observation process. Options available include peer observation, sharing good practice from Advanced Practitioners, e learning modules, coaching or attendance on a staff development session from the scheduled programme, which will change to meet emerging needs and requirements of the business. Personalised support will be made available to teaching staff when a member of staff receives notification that classroom learning is below expectations.

The College will continue to improve the utilisation of tools, resources and digital/mobile technology, supported by an effective Virtual Learning Environment (VLE), which will impact positively on learning, teaching and assessment.

The College will continue to implement a comprehensive staff development programme to ensure staff have the necessary skills to exploit the VLE as a learning tool. The Head of Quality will lead the monitoring of the quality of the resources on Moodle and how they are utilised. A continued Moodle staff development programme will ensure that all new staff have the necessary skills and staff become more competent in the use of digital/mobile technology to populate a VLE which is used regularly and effectively to improve learning and teaching, and is valued by the students. The use of Moodle will be reviewed during regular, quality internal inspections and the annual performance appraisal. Where individual members of staff have been assessed as not promoting the effective use of Moodle and resources held within it by students, further support will be provided.

The College will increase its portfolio of accredited training courses on offer in its Staff Development Programme to ensure that staff not only have the necessary knowledge and skills to undertake their duties but also that they achieve nationally recognised qualifications, where appropriate and relevant to the needs of the College.

The College encourages and supports staff to undertake certificated qualifications as part of the professionalisation of the work force. Priority will be given to requests for support for fees to undertake qualifications which relate to the achievement of College strategic objectives.

All business support and teaching staff are expected to continuously update their knowledge, skills and experience in their particular subject area/specialism on an ongoing basis by undertaking relevant continuing professional development CPD. The on-going development and up skilling of staff supports future flexibility and adaptability to change, required by the College to meet future needs.

The College maintains an accurate, current staff qualifications database with particular focus on staff teaching qualifications and relevant subject specific professional qualifications to ensure that staff are fully competent to perform their respective roles to a high standard.

A priority is to ensure that all teaching staff (lecturers/instructors/Assessor Associate Tutors) have the appropriate teaching qualification in relation to their teaching and or assessing role to ensure professional, high quality standards are maintained and that CPD is monitored and recorded on an internal electronic platform. The teacher qualifications will continue to be delivered internally by the College's highly qualified and experienced staff.

In line with the Government initiative to raise standards in English and maths and embed English and maths within all teaching, a further priority will be for all staff who teach, instruct, assess or provide support for learners in literacy or numeracy, to achieve a level 2 in maths and English i.e. GCSE Grade A\*-C or equivalent and/or update the currency of English and maths qualifications every 3 years. The College will support staff in assessing individual training needs which will form part of staff CPD. The College will continue to focus on improvements in English and maths and the development of Sector champions.

The annual appraisal process is an effective performance management tool used across the College to assess further training needs in line with change and plan further training for improved performance.

To support the College's drive for continuous improvement the College will seek to enhance the capability of all staff through a rigorous performance management process. Staff who are under performing will receive support to improve and in time if insufficient improvement is made, this will be dealt with via the College's Capability Procedure. Improvement Action Plans will be agreed with staff and staff development needs identified to support improvement.

For teaching staff Lesson Observation findings (linked to the capability procedure) and for all relevant staff probationary reviews and annual performance reviews (with 6 monthly updates) will be used as tools for effective performance management. Performance will be closely reviewed and monitored on an informal basis and formally on an annual consistent basis in the form of a Performance Appraisal.

CPD will be monitored through performance management reviews and the completion of the online Continuing Professional Development Logs.

In addition to the formal staff induction training, mandatory training for all staff, as a minimum, will include: Safeguarding L1, Channel Prevent Training and Keeping Children Safe in Education update. This will be completed online, ensuring that part time staff who are not based at the College can participate in key staff development. An annual update for learning and teaching for teaching staff will be scheduled for the end of the summer term or before the start of the autumn term in locations that will facilitate attendance by all part-time teaching staff.

The College will also review the possibility of sharing staff development and continuing professional development activities with external organisations (e.g. The Skipton Academy) to maximise the best use of resources. There will also be increased access to College on-line staff development courses at the College.

## **10. DEVELOPING LEADERSHIP CAPABILITY**

The College recognises the need to develop the leadership potential of its managers if it is to continue to prosper in an increasingly complex and financially constrained environment. The College needs to identify staff potential and further develop to meet its future needs.

Performance management, succession planning and leadership development activities all contribute to the development of the leaders of the future.

All middle managers will be expected to participate in leadership development activities, which will include an accredited Leadership and Management Programme, to improve the leadership capability of the College and to ensure that managers are equipped with the necessary skills and competencies to manage resources and to motivate and develop staff.

As the recruitment and retention of key staff is critical to the success of the College, attention will be paid to personal development programmes to enhance leadership and management capability.

## **11. PROMOTING CONTINUOUS QUALITY IMPROVEMENT**

The College provides education and training to students in a variety of settings and by a variety of modes of delivery; and will ensure that all delivery operates within the framework of the College's comprehensive quality systems.

The Vice Principal: Curriculum and Quality has overall responsibility for the Quality aspects of the Human Resources and Quality Strategy. The Head of Quality leads a team of staff and is responsible for the, monitoring and reporting of quality improvement across the College, working in close conjunction with the Staff and Professional Development Manager, to promote continuous improvement across all of the College's provision. Integral to this aim is the accurate and thorough self-assessment process and the generation of effective Quality Improvement Plans which have the capacity to drive forward improvements in all teaching and business support operations. New staff will receive a detailed induction relating to this process and its importance, and all relevant staff will be supported by the Head of Quality and the quality team to generate accurate reports and effective plans, as well as the routine reporting against Key Performance Indicators as required.

The Staff and Professional Development Manager, in conjunction with the Head of Quality will review skills requirements for new staff and support the continuing professional development of all staff to ensure that the requisite skills mix is achieved for the effective delivery of services.

The College recognises the value of supportive interventions to improve the quality of learning, teaching and assessment. To support tutors, instructors and assessors to make improvements, staff may be allocated a mentor, Advanced Practitioner or coach to work with them on specific goals. In such cases, there will be an agreed target outcome, but arrangements will be confidential, and only outcomes against targets will be discussed outside of the coaching or mentoring sessions.

## **12. MEETING THE CHALLENGES OF THE COMMON INSPECTION FRAMEWORK**

The College was inspected in February 2016 against the Common Inspection Framework introduced in September 2015. Actions against the findings of this inspection are detailed in section 19.4. In addition to specific actions the College will continue to prepare its staff for future Ofsted inspections in the following way:

- Provide inductions on the CIF for all new teaching and support staff across the College, including remote centres and subcontractors;

- Introduce a range of strategies to ensure staff are prepared for an increased focus on aspects of learning, teaching and assessment e.g. embedding English and maths, planning sessions to meet all learner needs based on a robust Initial Assessment, sustainability and enterprise skills, supporting, preparing and monitoring student progression into employment or higher level study, developing resilience in students, utilising mobile and digital technology supported by Moodle, promoting UNITED Values and maintaining high expectations of behaviour and application to study;
- Offer focused staff development to support staff to meet the framework effectively;
- Develop and review position statements at key points in the year;
- Produce and maintain a pre-inspection plan to ensure as smooth and stress-free preparation for a short notice visit as possible.

### **13. POSITIVE STAFF RELATIONS**

The College has an open, friendly and transparent culture, with easy access to Senior Management. The College conducts an annual staff survey, analyses the results and benchmarks these against other Colleges. The College continues to review strategies to further enhance employee engagement.

The College seeks to maximise the involvement of staff in College operations and solicit staff feedback, views and suggestions on an ongoing informal basis, where appropriate. The College is committed to maintaining positive relationships with staff and will, therefore, ensure that staff including union representatives are kept informed of and properly consulted on changes facing the College.

In 2016 the College introduced the Staff Board where a wide representation of staff meet on a termly basis with the Principal, Director of Human Resources and other relevant members of the SMT. The purpose of the Staff Board is to ensure staff are fully involved, have a voice and the opportunity to contribute to College planning and delivery of strategic objectives; and in so doing improving communications and providing a forum for staff consultation.

Staff also have the opportunity to participate in a range of committees and other group forums. Students can also participate in a variety of committees, forums and the Student Council in order to make their views known and contribute to improvements within the College.

The College will investigate the training of mediators to support the Human Resources Department and managers in the resolution of complex internal disputes.

The Human Resource Department will monitor the level of grievances with the aim to resolve issues quickly and informally. This is reported to the Finance, Resources and Investment Committee as an HR performance indicator as part of the HR Performance Report.

The College places a high priority on maintaining positive employment relationships and recognises two main trade unions – UCU and UNISON.

The College will continue to consult with trade union representatives on matters relating to: terms and conditions of employment including pay, employment policies and any relevant changes to the organisation and the terms and conditions within the workplace.

The College will also focus on the health and safety, including safeguarding and the health and wellbeing of staff. The College has a separate Health and Safety committee with a full time Health and Safety Manager and health and safety representatives across the College to promote health and safety good practice. The College will seek to obtain national recognition for health and safety standards in the attainment of the OHSAS 18001 quality kite mark. In addition, the College has formed a Health and Wellbeing Focus Group with the aim to promote a healthier workforce through engagement in a range of health and wellbeing activities.

The College has a comprehensive Single Equality Scheme, promoting and embedding equality and diversity across the College.

#### **14. RECOGNITION AND REWARD**

The College negotiates pay and terms and conditions of employment with two Trade Unions: UCU and Unison.

The College takes into consideration the annual AOC pay recommendations from the National Joint Forum negotiations, alongside the financial position of the College and other factors in reaching a decision on whether to make an annual pay award to staff. AY2014/2015 the College awarded a 1% pay award and 0.5% thank you payment and in AY2015/2016 0.7% pay award. The College continues to support an annual pay increase for all staff on the minimum hourly rate of pay. This is part of a phased move towards the target National Living Wage of £9 per hour in April 2020.

As public sector funding reduces, there is continued pressure on Colleges to implement pay freezes, however it is the College's desire, where financially possible, and subject to Governor approval, to build up sufficient reserves and make sufficient efficiency savings to be able to afford at least the AoC recommended pay award for staff on an annual basis. However, the College has faced increased pension contribution and NI costs AY2015/2016 which has had a substantial impact on the College's financial position. It is anticipated that there will be further significant increases in pension costs in the coming years.

The College will continue to review terms and conditions to ensure that it continues to attract and retain well-qualified, experienced and motivated staff. However greater emphasis in the future will be on the "total employment benefits package" to supplement pay, which will be funded through further efficiency savings. The College consolidated the 5 efficiency days as additional leave allowance in AY2012/2013. As an additional benefit, with effect from 1 January 2013 the 4 lower points from the Lecturers' Scale were also removed therefore increasing the appointment salary of a new Lecturer to a minimum of point 5. Defined benefits pension schemes have been maintained.

The College has reviewed the performance management process, particularly in relation to staff performance appraisals in order to provide effective feedback and target setting for performance improvement and to recognise good performance. The incremental progression routes for teaching staff will also be reviewed.

The College recognises that many members of staff have domestic and other caring responsibilities and experience difficulties with traditional working patterns. The College will therefore ensure that its policies and employment practices include provisions for requests for flexible working, which may include part-time working, reduced hours or job-share in order that staff may achieve an appropriate work-life balance. The College is committed to the health and wellbeing of staff and will take all reasonable steps where practicable and support staff to maintain an acceptable work/life balance. The College will implement a Flexi-Time Policy for business support staff from AY2017/2018.

The College has a “family friendly” culture and flexible work procedures to support staff wherever possible when family difficulties arise. The College will grant special leave in emergency situations or in extenuating circumstances such as family bereavement. The College also recognises the legal provisions set out in the College’s Maternity and Paternity Policy in relation to maternity, paternity leave and adoption leave.

## **15. PROMOTING EQUALITY, DIVERSITY AND INCLUSIVENESS**

The College has responded positively to the challenges introduced by equalities legislation in relation to the Equality Act 2010, and has reviewed its policies and staff training in line with the requirements of the new legislation.

The College's approach to the elimination of unlawful discrimination and the promotion of equality is reflected in its Single Equality Scheme and supporting Equality and Diversity Policy and action plan, programme of equality and diversity training, the work of the Equality and Diversity Committee and the actions taken to assess the impact of College Policies and Procedures and implement improvements.

The College will also continue to promote equality and an awareness of the needs of different groups in the community and aim to conduct its activities in accordance with good practice.

The College's commitment to inclusiveness is reflected in the resources allocated to ensuring that students with disabilities and additional learning support requirements are welcomed and are not placed at a substantial disadvantage. The Student Services Manager and Health and Safety Manager, supported by the Student Support Services team, supports and advises staff on adjustments which may be made to support students with disabilities.

## **16. PROMOTING AND ENSURING HEALTH, SAFETY AND WELFARE**

The College recognises the importance of promoting the health and wellbeing of staff. Maintaining a safe and healthy environment for students, staff, contractors and visitors is a key statutory responsibility for the College. The College is also committed to promoting a responsible and proactive attitude to health and safety issues and embedding this within the College culture.

The Health and Safety Manager carries out a rolling programme of health and safety inspections, alongside the Quality Inspections, providing regular reports to Managers and in addition provides relevant health and safety training in line with staff needs, to ensure the College maintains a safe and healthy working environment. Health and safety and the quality of risk assessments are also monitored throughout the year through the lesson observation process.

The College will continue to review the completion and quality of risk assessments across all areas and will ensure staff are supported and further guidance and training is given in line with specific needs.

The Health and Safety Committee meets on a quarterly basis, chaired by the Vice Principal Finance and Resources. Members of the committee include the Health and Safety Manager and a cross section of Health and Safety Representatives from Teaching/ Business Support areas of the College and also representatives on behalf of students and the unions. The remit of the Health and Safety Committee is to ensure that effective Health and Safety Policy and Procedures are in place, to review procedures, to advise on progress, to receive and review inspection reports and make recommendations for improvement where appropriate.

The College has a Service Contract with Airedale Health and Well Being Department for the provision of Occupational Health Service. The College works in close liaison with the Occupational Health Service to support staff to maintain good attendance, return to work from periods of illness and promote their health and well-being.

The College will continue to monitor sickness and other absence to evaluate the effectiveness of the absence management policy and procedures.

The College is working towards the accreditation of the OHSAS 18001 standard.

## **17. SAFEGUARDING**

The College has a legal requirement to keep students safe that are under 18, and adults that may be vulnerable, and all College staff have responsibility in this area. The Child Protection Officer, supported by a Senior Manager, works with colleagues in relevant agencies to address issues relating to the protection of children and adults that may be vulnerable and provide advice and guidance to staff and students. An annual Child Protection Report is submitted to the Board of Governors for approval. All staff are required to read and understand Part 1. "Keeping Children Safe in Education" upon appointment. Relevant staff development is delivered on a three year cycle to ensure that all staff are up dated, clear of their responsibilities in this area, and have a good understanding of reporting mechanisms.

All new staff have appropriate checks made via the Disclosure and Barring Service (DBS), and the findings are recorded on the Staff Central Record. The Staff Central Record is monitored by the Director of Human Resources and audited regularly.

Safeguarding children and vulnerable adults also involves preventing them from being drawn in to committing terrorist-related activity under. **The Counter Terrorism & Security Act (2015) & The Prevent Duty** places a duty on specified authorities including Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).

The College has engaged positively with this duty and continues to promote the value of the "Workshop to Raise Awareness of Prevent (WRAP) to ensure staff have the skills and knowledge to refer any concerns appropriately. All staff complete the Channel General basic awareness training and are informed of PREVENT at induction. United values are also embedded within the curriculum.

Referral for any issue concerning potential radicalisation to extremism is managed, as any other safeguarding referral, directly to the Child Protection Officer.

## **18. QUALITY IMPROVEMENT STRATEGY**

The College aims to be an outstanding provider of high quality education and training across all its provision – FE, HE, Apprenticeships, Workplace Learning, Community Learning, 14-16, full cost, leisure, bespoke training and others. Continuous improvement and/or maintenance of high standards are essential and take into account both changes in the sector and in the needs of students, employers and other stakeholders. The changing external climate of quality in the sector, including Ofsted's Common Inspection Framework with its strong focus on developing English and Maths, QAA requirements, FE Choice and other quality requirements relating to new structures such as Academies and fulltime recruitment of 14-16, together with implementation of Area Reviews, is placing increased emphasis on consistent high quality provision and excellence from providers. The staff of the College play a key role in the drive towards excellence, and accountability and responsibility will be developed at all levels.

The key aims of the Quality Improvement Strategy are to ensure that:

- The College continues to enhance the quality of its services in the pursuit of excellence;
- The College meets the quality standards of all Awarding Organisations;
- There are quality standards for all areas of activity which are regularly reviewed, and progress against these standards is annually self-assessed;
- Quality standards reflect the requirements of the Common Inspection Framework (2015), and that the content and implications of the Framework are disseminated throughout the College at every level;
- Strong focus is maintained on developing English and maths;
- Self-evaluation for quality improvement is conducted annually for all academic and business support departments, with the production of robust quality improvement plans that can bring about improvement through frequent updating and review of their impact;
- The understanding and use of performance indicators is promoted throughout the College;
- Systematic dissemination of good practice takes place both within and across Schools and other teaching departments;
- Regular audits of all areas of activity and thematic audits of key processes are implemented;
- All College staff deliver the highest standards of customer service;
- Performance Management is used as a tool to bring about improvement.

## **19. OBJECTIVES FOR THE PLANNING PERIOD**

### **20.1. Human Resources**

- (i) Vice Principal Curriculum and Quality to support Heads of School in reducing staff costs through efficient staff deployment of teaching hours, efficient timetabling and systems of working.
- (ii) Vice Principal Curriculum and Quality to support Heads of School in planning to achieve efficiency savings by meeting staffing targets in relation to salaried /part time ratios and lecturer/instructor ratios.
- (iii) Vice Principal Finance and Resources to deliver staff development to support Heads of School in budgeting in line with requirements.
- (iv) Continually review staffing levels in the light of further efficiencies and curriculum priorities.
- (v) Review staffing structures to ensure coherence between structures and College plans and objectives.



- (vi) Continue to promote equality of opportunity by implementing, where appropriate, positive actions, to include gender pay gap reporting, to ensure that the College complies with its obligations under anti-discrimination legislation.
- (vii) Review and, where appropriate amend, Human Resources policies, procedures and training and development for Managers in line with new and emerging employment legislation and strategic priorities.
- (viii) Monitor the College's Recruitment and Selection procedures to ensure that high quality, appropriately qualified and experienced salaried and part time staff are appointed and inducted effectively.
- (ix) Evaluate the Performance Appraisal process, analyse and review the process and take appropriate action.
- (x) Evaluate the impact of the College's Performance Management procedures to ensure that the performance of new and current salaried and part time staff is monitored, measured, feedback given, support put in place for continuous improvement, and underperformance dealt with via the capability procedure.
- (xi) Track staff completion of specified mandatory training.
- (xii) Support the development of an 'appreciative culture' and the development of management behaviours that impact positively on employee engagement.
- (xiii) Continue to negotiate the terms and conditions of service of teaching and business support staff through the two Unions, to ensure that these support College objectives and take account of guidelines on public sector pay awards, competition, available funding and increasing employer costs.
- (xiv) Maintain close, positive working relationships with union representatives by meeting regularly and informing representatives on changes facing the College and its staff.
- (xv) Focus reward and recognition on communication of the "total reward package" and developing a culture to celebrate success.
- (xvi) Hold regular Staff Board consultative forums to involve staff and receive feedback on relevant College issues and strategic priorities.
- (xvii) Continue to work in close liaison with the Occupational Health and Well Being Service for staff to ensure staff absence is effectively managed and staff are appropriately supported to maintain good attendance.
- (xviii) Continue to promote the College's Health and Well Being Strategy and support flexible working and work/life balance initiatives, promote good health and maintain low levels of sickness absence.
- (xix) Improve staff office arrangements and facilities.

## 20.2. Professional Development

(Professional development and staff development activities will be subject to the availability of resources)

- (i) Monitor the position regarding English and maths qualifications of teaching and teaching support staff in line with the Teachers' Qualifications Policy and to support Government policy regarding learner attainment of maths and English GCSE of minimum Grade 4.
- (ii) Track teaching staff with English and maths qualifications to level 2; and a rolling programme of updating currency.
- (iii) Monitor the use of the internal electronic platform for staff to record CPD.
- (iv) Conduct an audit of CPD logs each year to ensure that teachers and instructors are undertaking relevant industrial/professional/technical updating by way of placements, visits and other activities.
- (v) Track Teaching qualifications to ensure that all teaching staff have an appropriate teaching qualification.
- (vi) Implement an effective staff induction programme for new part time and salaried teaching staff in conjunction with the HR Department. Monitor and measure the impact.
- (vii) Support staff to gain further professional qualifications in line with the strategic aims and objectives of the College.
- (viii) Support teaching staff who carry out assessment and/or verification of courses to attain relevant qualifications (as appropriate) to ensure the assessment and verification process is fully implemented.
- (ix) Ensure that guidance staff hold a relevant Information, Advice and Guidance qualification.
- (x) Establish a rolling programme of management training for Middle Managers to enhance knowledge and skills in managing staff, in line with specific needs.

## 20.3. Staff Development

- (i) Deliver annual training and development programmes which meet identified priorities. These will include sessions that focus on aspects of quality of learning and teaching, assessment and verification practice, equality and diversity, the inclusive classroom, classroom management, embedding English and maths, utilising support for students, embedding ICT in the curriculum, use of the Virtual Learning Environment and the use of mobile and digital technology, leadership and management development and a range of health & safety training.
- (ii) Deliver a range of mandatory programmes for specific staff groups including Heads of School, Subject Sector Leaders, Progress Coaches, Lecturers, Instructors, Technicians, business support and manual staff.
- (iii) Ensure that all new staff undertake induction training and review this with each member of staff in accordance with the Recruitment and Selection Policy.

- (iv) Provide leadership and management development opportunities for all Managers.
- (v) To develop the course VLEs to support learning, teaching and assessment. Ensure all training materials for mandatory courses are available on the VLE and in alternative formats for staff e.g. Distance learning tutors who may not have access to the VLE.
- (vi) Identify suitable staff and provide training to act as nominated links/mentors for new staff, identified during the induction process.
- (vii) Identify suitable staff to act as Advanced Practitioners to support staff and share good practice.
- (viii) Identify suitable staff to act as English and maths champions to support the embedding of English and maths and support their development.
- (ix) Monitor staff development records, ensuring these are up to date and comprehensive for all staff.
- (x) Monitor and support teaching staff who are "at risk" with Grade 3 or below teaching observation grades through use of a rigorous and timely action plan, with follow-up in appraisal.
- (xi) Implement more cost effective ways of delivering staff development.

#### **20.4. Quality Improvement**

- (i) Support Schools and departments to increase the number of outstanding teachers achieved in the College lesson observation programme.
- (ii) Align the College lesson observation profile more closely to the criteria detailed in the Common Inspection Framework and ensure that all teaching staff understand what outstanding teaching looks like and the importance of planning to meet all students' needs based on a robust initial assessment.
- (iii) Support Schools and departments in achieving quality targets on student retention, achievement, attendance, high grades and value-added, teaching and assessment and progression.
- (iv) Capture planned and actual destinations of students from all funded and HE provision, with a strong focus on employment linked to curriculum.
- (v) Conduct internal quality inspections of identified curriculum and support teams in the College on an annual risk assessment basis.
- (vi) Conduct quality inspections of sub-contracted provision on at least an annual basis.
- (vii) Conduct audits of identified business processes or key issues e.g. deployment of an effective VLE, safeguarding employee checks.
- (viii) Review Service Standards for all areas of activity which impact directly on the student experience to ensure that they are robust and meet the needs of students.
- (ix) Support teaching staff to improve the student experience through lesson observation and walkthroughs followed by rigorous and timely action planning and monitoring.
- (x)

- (xi) Implementation of Performance Management through appraisal and capability procedures to ensure that rapid and effective action is taken to drive forward improvement.
- (xii) Support Progress Coaches to provide effective tutorial support through individual tutorial observation and feedback.
- (xiii) Support teaching and business support staff in promoting and improving the self-assessment process.
- (xiv) Review self-assessment reports to ensure that Key Performance Indicator data and other evidence has been sufficiently analysed to inform effective action planning for quality improvement.
- (xv) Link objectives in all Quality Improvement Plans to the College's strategic objectives.
- (xvi) Monitor the impact of quality improvement plans regularly and frequently throughout the year, with formal reporting of progress at regular intervals.
- (xvii) Support teaching areas to engage students in improving the quality of their learning.
- (xviii) Support teaching areas in obtaining and using feedback from students, employers and other stakeholders to inform quality improvement.
- (xix) Monitor the effectiveness and quality of teaching materials on Moodle, through quality audit and lesson observation and provide training and development to support staff in improving the quality and diversity of materials.
- (xx) Facilitate staff development sessions on quality improvement issues to support staff in identifying and meeting quality improvement targets.
- (xxi) Ensure all quality policies and procedures are reviewed regularly so that they are up to date and reflect good practice and are included on the College's intranet.
- (xxii) Ensure that good practice is disseminated and implemented.

## **20.5. Health and Safety**

- (i) Carry out regular quality inspections of College premises and practices to ensure that they meet health and safety standards and where deficiencies are identified take steps to ensure these are rectified.
- (ii) Provide regular advice and guidance to managers and staff on maintaining a safe and healthy working environment.
- (iii) Implement applicable new health and safety legislation.
- (iv) Provide a training and development programme for staff covering areas requiring statutory compliance: Fire Safety, Manual Handling, Risk Assessment, Food Hygiene & Safety, COSHH, Display Screen Equipment, Accident Investigation, IOSH Managing and Working Safely.
- (v) Support teaching staff with the delivery of specific health and safety units to students.

- (vi) Deliver health and safety induction training and develop online health and safety training.
- (vii) Monitor Lone Working and implement a personal safety training programme for relevant business support and teaching staff.
- (viii) Disseminate good practice regarding the integration of health and safety and environmental issues into the curriculum.
- (ix) Support mandatory fire evacuation drills for all centres every 10 weeks.
- (x) Work in close conjunction with the College health and safety representatives to promote good practice across all areas of the College. Maintain a health and safety schedule for monitoring the premises and activities of all sites on an annual basis.
- (xi) Maintain a health and safety schedule for monitoring work placement providers to ensure that they meet College standards.
- (xii) Conduct annual reviews of all health and safety service standards.
- (xiii) Conduct relevant maternity risk assessments and VDU risk assessments for identified staff.
- (xiv) Complete regular reviews of all College risk assessment documents and procedures, ensuring these are compliant and effective.
- (xv) Investigate all accidents and provide recommendations where applicable and report to the Health and Safety Executive any accidents coming within the scope of the RIDDOR Regulations 1995.
- (xvi) Review and update health and safety procedures as required and ensure that these are included on the College's intranet.
- (xvii) Work towards accreditation of the OHSAS 18001 standard.