

COMMERCIAL IN CONFIDENCE



INVESTORS IN PEOPLE

**POST RECOGNITION REVIEW
REPORT**

**For
THE LEIGH TECHNOLOGY ACADEMY**

Visit Dates 28th, 29th and 30th April 2009

Prepared by

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APPENDIX:

A summary of the findings against each of the Evidence Requirements of the Standard.

1. Introduction

The Leigh Technology Academy is a centre of educational excellence serving the whole community of Dartford. Students meet and work together in a well-ordered and harmonious community. The Academy is a high-performing organisation which takes students of all abilities. Its success is built on the traditional values of pride, respect and hard work in a modern, hi-tech learning environment and its performance is regularly rated among the top ten state Academies nationally for value added.

Opening in 1990 as one of only fifteen City Technology Colleges across the country, The Leigh has been at the forefront of education and constantly looking for new ways to make learning exciting and powerful. Since being established as a City Academy in September 2007 the Leigh Technology Academy now works more closely with other local schools, while retaining its independence and own unique culture. The Leigh is committed to helping each individual achieve more than she / he thought was possible.

Some key features of the Academy's unique brand of learning include:

- A 4 College structure – small Academies model
- Vertical Tutoring – students from Years 7 to Post 16 meet each day as a tutor group
- Personal Tutoring and the development of each student's emotional intelligence
- Two year Key Stage 3
- Strong Vocational Curriculum offered by every Learning Area
- Strong community, national and international partnerships
- Large group teaching
- Innovative use of ICT

2. Strengths and areas of good practice

I was yet again impressed with the strength of evidence which exists to support the Evidence Requirements of the Standard. The Academy is a remarkable community of people and the culture underpinning the Investors in People Standard remains embedded, indeed, the Academy is clearly an example of good practice and this is something that other organisations can learn from.

The Academy is a remarkably innovative organisation and has a very clear vision for its future success which is openly shared and understood by everyone. People work together well and associate strongly with their respective Colleges and teams, and there is a clear sense of belonging. People at all levels demonstrate an extremely high level of personal commitment to ensure that students maximise their personal potential; I frequently came across instances where the contribution they make is clearly well in excess of what would normally be expected.

People are enthusiastic about their jobs and the Academy, and referred to the strong personal support they received for their learning and development. They described the existence of an open and supportive style of management throughout the Academy which has a sharp focus on achievement. People identified that one of the great strengths of the Academy was the quality of the coaching and mentoring support which exists at all levels and the range of learning and development opportunities made available to them. I was impressed with the significant level of financial resources which continue to be allocated to meet the needs that have been identified.

Diversity is managed very well and I found many examples of excellent learning and development opportunities being provided at all levels in the Academy.

There is great energy within the Academy and people have a strong desire to perform well in everything they do, people at all levels are innovative and share a common vision for success, everyone is very proud of the local and national recognition of the Academy's achievements.

3. Feedback against the agreed objectives

Leigh Technology Academy has been focused on continuing to improve the effectiveness of the processes it uses to underpin the Evidence Requirements of the Investors in People Standard and was keen to gain feedback about their effectiveness, which has been outlined against each of the Evidence Requirements.

4. Opportunities to improve

Introduction

The Academy has robust processes in place to ensure that people's learning and development needs are dealt with effectively and the main development issue is to make sure they are applied consistently for all staff and continue building on what has been achieved to date, and it is against this background that the following areas for further development should therefore be considered.

Consistent application of the Core Processes Underpinning the Standard

The core processes the Academy uses for planning, actioning and evaluating learning and development are clearly defined and understood but they were some areas where they were not being implemented effectively. It will be important to make sure that these processes are consistently applied for everyone within the Academy, particularly for those people who work laterally across the organisation.

HR Support

There will be a significant workload within the Academy associated with the provision of appropriate and effective HR support and this has already been recognised as evidenced by the planned appointment of a Human Resources Professional. It will be important to make sure that whoever is appointed to this role is competent to provide the necessary balance of proactive and reactive HR support which reflects the needs of four autonomous Colleges within the overall framework of the Academy and which is innovative with a sharp focus on performance improvement and change management.

Innovative Approaches to Learning and Development

The Academy is very innovative in everything it does and as such is "writing the rules" in a number of areas such as team teaching. This means that there are frequently no ready made sources of learning and development available and it will be useful to explore the use of techniques such as Action Learning which have been developed by organisations managing rapid changes in methodology and technology.

Recruitment and Succession Planning

The Academy is well aware of the importance of succession planning and has maintained a close focus in this area since the last IIP Review. It will be important to maintain this focus, particularly as there is a high level of staff turnover, albeit for

positive reasons.

Management Development

The quality of management and leadership in the Academy is excellent and it was clear that people feel very well motivated and supported with a clear understanding of what they are expected to achieve. The Principals are highly motivated and adopt an open and consultative approach in managing their people and are very visible within their respective Colleges; sustaining the effectiveness of this group and maintaining a focus on its wider development needs will continue to be a key factor in ensuring the ongoing success of the Academy. People have high expectations as a result of the open and participative style of management which exists and the role of middle and first line managers will continue to be a significant factor in maximising people's individual contribution. Ensuring that people in these roles continue to be fully supported will also be important, particularly with respect to the development of leadership and facilitation skills. Formal training provision will continue to be an obvious option but the strength of coaching and mentoring within the Academy is excellent and continuing to encourage people in more senior and experienced managerial roles to share their considerable expertise will be particularly beneficial for new first line and middle managers.

Changes to the Standard

The introduction of "New Choices" provides more flexibility for organisations to tailor the Investors in People Review process to their specific needs, e.g. using elements of profile, and it will be useful to understand more about these options through the QSE Website. www.qse.org.uk

External support

The Academy invests considerable resources to make sure that people's learning and development needs are met but it's useful to consider the opportunities for maximising external support without compromising the focus on the Academy's overall objectives.

It could be helpful to use **liP Interactive**. This is a free, online business support tool that is designed to help identify strengths and development areas against the Investors in People Standard, and has links to free information and resources including a library with many guides, examples and templates that can be downloaded and customised. This includes advice on areas such as Strategic Planning, Effective Management, Developing People, Culture and Communication, and Managing Performance, which link directly to the Investors in People Standard. Visit www.investorsinpeople.co.uk to register and use this service.

Visiting Quality South East's website on a regular basis also provides the opportunity to maintain a view of the developments around the Investors in People Standard and for details of **workshops and events** across the region. Visit www.qse.org.uk for further information.

5. Conclusion

Following this visit I am pleased to confirm that Leigh Technology Academy continues to meet the requirements of the Investors in People Standard.

The maximum period between Post-Recognition Reviews is three years. However, it is Quality South East's policy to maintain contact with you between reviews. This is done via regular e-bulletins, and contact from Quality South East and by me as your

Assessor. The first contact will normally be in about six months' time, principally to find out how you are progressing with the suggested opportunities to improve and to see if you need any further support.

Planned date for next contact by your Assessor: November 2009

Signed: **John Baker**

Investors in People Assessor

Date: 8th May 2009

APPENDIX: Summary of findings against each Evidence Requirement of the Standard

Developing strategies to improve the performance of the organisation.

An Investor in People develops effective strategies to improve the performance of the organisation through its people.

1. A strategy for improving the performance of the organisation is clearly defined and understood.

1.1 Top managers make sure the organisation has a clear purpose and vision supported by a strategy for improving its performance.

The CEO and College Principals work to a clear set of established principles which are: a passion for learning; a commitment to trying new ways to inspire and motivate young minds and a dedication to helping each student fulfil their potential, by encouraging them to explore all that life has to offer. The Academy Mission is to maximise the aspirations and attainments of all students and provide them with practical, relevant and flexible skills. People at all levels are very clear about what the Academy is trying to achieve and how they are expected to contribute to the process of performance improvement within their respective Colleges.

ER Met

1.2 Top managers make sure the organisation has a business plan with measurable performance objectives.

Each College has a specific improvement plan focused on the academy's overall priorities which are: the raising of standards in the sixth form, and in English and mathematics for students in Years 7 to 11; improving the quality of teaching and learning, and the quality of provision and outcomes for the most able students. An example of one specific objective is to ensure that a greater proportion of students, than the 40% in 2008, leave Year 11 with good GCSE grades in both English and mathematics in order to improve students' future prospects.

ER Met

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.

This Evidence Requirement is not applicable to this organisation.

ER Met

1.4 Managers can describe how they involve people when developing the organisation's business plan and when agreeing team and individual objectives.

People in managerial roles described a number of ways in which people are involved when developing the various plans within the Academy as well as individual and team objectives, they described how they carry out regular performance management reviews, etc., to agree individual objectives which are linked to the Academy's overall objectives and those of their respective colleges, departments and teams. They also described how people had a range of other opportunities to contribute their ideas and suggestions for improvements. One person described how, "Everyone gets a chance to be involved when the plans are reviewed, we have meetings and look at what's already been achieved and what remains to do in future, everyone gets the chance to contribute to the content of the plans". Another said, "...it's important that everyone knows exactly what's being planned so they can contribute their ideas and suggestions, we have regular meetings and they give people the chance to talk about our objectives, I think people definitely get the chance to have their say".

ER Met

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.

This Evidence Requirement is not applicable to this organisation.

ER Met

1.6 People can explain the objectives of their 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.

People were able to explain the overall aims and objectives of the Academy, their respective Colleges and teams in an appropriate way. One example was the way in which people were able to explain the importance of team teaching and how this required them to work together and how the outcomes of their efforts impacted on the Academy's overall performance. Another concerned the need to meet specific targets for academic achievements and the clear understanding people had about what this meant in terms of the need to support each other, and perform as individuals. People were very aware of the impact of their individual contributions. Someone described how, "It's in everyone's interest to meet the targets, and we all ultimately share in the benefits of that". Someone else said, "We all interface directly with our students so we have to know what the objectives are, the performance and reputation of the Academy and our individual colleges is important, we need to achieve". Another said, "Everyone knows what we're trying to achieve and we know exactly how we need to perform".

ER Met

2. Learning and development is planned to achieve the organisation's objectives.

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.

The College Principals and others in senior management roles were clear about the strategic learning and development needs of their respective Colleges and were particularly focussed on making sure that the opportunities for learning and development were appropriate and flexible. The main focus for learning and development within the Academy is to ensure that people are fully equipped to carry out their respective roles and this is achieved by the use of a combination of in house and external learning and development activities. People in senior managerial roles also described how they are actively involved in coaching people and providing direct support for their learning and development in the workplace; they were very clear about how the learning and development which was taking place impacted on the achievement of the Academy's key objectives. A range of formal and informal evaluation processes exist to establish the impact of people's learning and development at individual, team and organisational level such as post course evaluation forms. The Academy is also the lead school in the Kent and Medway Training Consortium for teachers. I was impressed with the very substantial budget of £xxx, xxx which has been allocated to meet the direct costs associated with people's learning and development.

ER Met

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.

People in managerial roles were clear about the needs of their respective teams and able to describe a range of learning and development activities which had taken place to meet them. Examples included the arrangements that had been made for people to develop their individual specialisms and the way that appropriate support and coaching had been arranged. Another is the way that specific development opportunities are made available to enable people to maximise their personal potential. People in managerial roles were also able to describe how they were actively involved in carrying out performance management reviews and other less formal one to ones, as well as providing direct coaching support for their people. These processes also facilitate the planning and evaluation of learning and development activities against specific team objectives

ER Met

2.3 People can describe how they are involved in identifying their learning and development needs and the activities planned to meet them.

People were able to confirm that they had a clear understanding of what their learning and development was intended to achieve for themselves, their respective College and the Academy as a whole. People described how they took part in performance management reviews with their respective managers to identify their personal learning and development needs, and they also described how provision subsequently took place. One person described how, *"My performance review gave me the chance to talk about the training I needed and we discussed the best way to achieve it, we agreed that I should spend some time with.....and the coaching I've received has been really useful"*. Someone else described how, *"I talked to about what I needed to do and we agreed it was best to attend the course that I'd found"*. Some people indicated that there was inconsistency in the way that reviews were

carried out but having explored these examples in more detail I was satisfied that people had still been able to discuss their learning and development needs and the way in which they would be met, albeit in a less formal way.

ER Met

2.4 People can explain what their learning and development activities should achieve for them, their team and the organisation.

People were clear about what their learning and development activities should achieve and described how they were able to discuss the expected outcomes before any provision took place. One person described the way in which they had been encouraged to develop personally by taking on a wider range of work and how this in turn had created more flexibility within their team and improved the overall quality of teaching. Another described how they had attended a course set up by the local authority, how this had resulted in an improvement to their own performance, the achievement of individual students and how it had impacted on the overall level of achievement within the Academy as a whole. The expected outcomes of specific training and development activities are also discussed between individuals and their respective manager before they take place and the impact is evaluated afterwards using evaluation forms, one to one discussions and observation of people's performance. The outcomes of external training and development activities are also shared during staff meetings and INSET sessions etc.

ER Met

3. Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.

3.1 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.

The CEO, College Principals and others in senior managerial roles encourage people to contribute their ideas and suggestions for improvement and to express their opinions on a range of issues in a variety of ways. A range of meetings are held at team and organisational level and during these people are encouraged to contribute their ideas for improving the performance of the Academy, their Colleges, and respective teams. Performance reviews and other ongoing one to ones also encourage people to share their ideas and get feedback about the impact of their respective contributions at individual and team level, as well as how they can improve their personal performance. People in senior managerial roles are also actively involved in training others as well as providing direct coaching and mentoring support.

ER Met

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

The Academy has a robust equal opportunities policy and a clearly demonstrated commitment to provide everyone with appropriate support for their learning and development which is widely understood. I was impressed with the significant level of resources that the Academy continues to invest in ensuring that people's needs are fully met.

ER Met

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.

People in managerial roles were able to describe how they were effective in making sure that people had fair access to the necessary support for their learning and development. The people that I interviewed were able to give examples of learning and development activities their people had taken part in and described a range of ways in which their needs had been met which included external provision, in house courses, a range of seminars, visits to other school's and institutions, individual CPD activities, coaching etc., they also described how people had been encouraged to take on specific pieces of work to aid their personal development. One person described how they felt by saying, *"The needs that come out of the performance management review process are collated by.....and provision is planned on the basis of its importance"*. Another said, *"It's not just one group of people who get the opportunity, some people obviously need more than others but we get the resources we need to meet the needs of our people"*.

ER Met

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.

People were very clear that there is a genuine commitment to them as individuals and that their needs were dealt with fairly. One person described their feelings by saying, *".....gives me a lot of support, and I know people in other Colleges get the same. I think everyone is treated fairly"*. Another said, *"you only have to look around to see how ... and.... are involved in supporting people, they're always very visible and they talk to us all the time, we all get managed as equals."* Someone else said, *"We do a lot of training, I went toto learn aboutand it's made a big difference to the way I deal with those situations when they arise "*.

ER Met

3.5 People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance.

People were able to provide a number of examples of how they have been encouraged to improve their own and other people's performance. One was the way in which someone described how they had been actively supported in their career development after they had been able to talk about their personal aspirations; another was the way in which people described how they had been consulted on a number of specific issues during regular and ad hoc meetings. One person summed up their feelings by saying, *"I've been able to have a say in what I will be doing and we're encouraged to contribute in that way"*. Another said, *"I definitely get that sort of encouragement, I get asked what I think and I feel that I'm listened to"*. Someone else said, *"We all get the chance to be involved and have our say, they're good like that."*

ER Met

4. The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.

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.

The CEO and College Principals were very clear about the knowledge skills and behaviours required by people in managerial roles and the way in which they are expected to perform in the way they support their people. There is an expectation that managers will have a wide range of management and leadership skills which are appropriate to their level of responsibility. People in managerial roles receive formal learning and development support through initiatives such as Leadership Pathways. The careful consideration which is given to the appointment of people in managerial roles is also a good indication of the understanding which exists of the need to ensure that managers have the necessary skills, knowledge and attributes to lead manage and develop their people effectively. They also have a clear expectation that people in managerial roles provide support for people's learning and development and are actively involved in providing them with coaching and mentoring support. The CEO has recently been appointed a National Leader of Education and the Leigh Technology Academy a National Support School; he now provides input into many programmes for the National College of School Leadership and has also written many articles on aspects of educational leadership and innovation, including the book, 'The Head Teacher in the 21st Century.

ER Met

4.2 Managers can describe the knowledge; skills and behaviours they need to lead, manage and develop people effectively.

People in managerial roles were able to describe how they were expected to support their people. They identified that they achieved this by having a clear understanding of what they were expected to achieve within their respective areas of responsibility and adopting a style of management which is focused on encouraging people to accept ownership and responsibility for what they do. They were able to give examples of their specific involvement in managing and developing people by describing how they were involved in setting up and running team meetings, carrying out performance management reviews and informal one to ones, dealing with issues of poor performance in a positive and supportive way and being actively involved in the training of their people etc. They identified how they had become equipped to do this by using the skill and knowledge they had acquired earlier in their careers or by more recent formal learning and development initiatives such as learning pathways.

ER Met

4.3 People can describe what their manager should be doing to lead, manage and develop them effectively.

People were very clear about the way that managers should perform to provide them with effective support. They described how they expected them to have good leadership and communication skills and the ability to provide them with clear direction for their efforts, feedback about their performance and support for their learning and development. People described how this was achieved using processes such as performance management reviews, various meetings and one to one contact on a day to day basis; they also identified they expected managers to be able to motivate individuals and teams, and provide coaching and mentoring support for their learning and development. People were very complimentary about the abilities of managers and felt that there was a very open and supportive environment which encouraged them to work together in support of the Academy's overall strategies and

key objectives.

ER Met

Taking action to improve the performance of the organisation.

An Investor in People takes effective action to improve the performance of the organisation through its people.

5. Managers are effective in leading, managing and developing people.

5.1 Managers can explain how they are effective in leading, managing and developing people.

People in managerial roles described a number of ways in which they are effective in leading, managing and developing their people. Someone gave an example of how they had identified a number of specific pieces of work within their area to enable one of their people to demonstrate their potential and how they had supported them by providing mentoring support. Someone else described how they had encouraged the members of their team to contribute their ideas and suggestions for improving performance and how they encouraged people to accept more ownership and responsibility for what they do. People in managerial roles also described how they were responsible for making sure the core processes the Academy uses for managing its people such as performance management reviews and induction were implemented effectively.

ER Met

5.2 Managers can give examples of how they give people constructive feedback on their performance regularly and when appropriate.

People in managerial roles identified that the core process for providing people with feedback about their performance was performance management. They identified that people were encouraged to evaluate their own performance prior to reviews taking place and how this formed the basis of further discussion during the review itself. However people in managerial roles identified that providing feedback was something that was taking place all the time in the day to day working environment. One person summed up their feelings by saying, *“feedback is something that goes on all the time really, we have regular meetings and we discuss how we’re performing as part of that, but I’m always talking to people on an individual basis as well.”*

ER Met

5.3 People can explain how their managers are effective in leading, managing and developing them

People were able to provide examples of how their managers were effective in supporting them. One concerned the way in which someone described the personal coaching they were receiving from their manager to help them with their professional development. Another was the way that one manager was actively involved in providing direct support in helping someone achieve a professional qualification. One person summed up their views by saying, *“I feel I get the support that I need, ...gives me direction and is available whenever I want to discuss anything”*. Someone else said, *“..... is very experienced and things are OK like that, there’s been a lot of pressure over the last year or so and I think managers have done very well under the circumstances”*.

ER Met

5.4 People can give examples of how they receive constructive feedback on their performance regularly and when appropriate.

People described how managers were responsible for implementing performance reviews consistently and how these was supplemented by frequent informal one to ones and regular communication about what was happening in the Academy and their respective Colleges. People described how these processes enabled them to receive regular and constructive feedback about how they were performing. One person described how, *"We have regular reviews and they give me the chance to reflect but feedback is something that goes on all the time."* Another said, *".... and I spoke about this when we last met and I've been able to do more work in that area which has been really beneficial to me, I get a lot of feedback from all sorts of other sources as well, things are very open here."* Some people indicated that there was some inconsistency with the frequency that performance reviews were carried out but having explored these examples in more detail I was satisfied that people had still received feedback about their performance.

ER Met

6. People's contribution to the organisation is recognised and valued.

6.1 Managers can give examples of how they recognise and value people's individual contribution to the organisation.

People in managerial roles were able to give a number of examples of how they recognise and value people's contribution. One person described how they openly shared people's personal successes within their team. Someone said, *I have to exercise a balance, it's important to recognise what people do as individuals, but it's also important to recognise the team's achievements as well".* Another described how they used individual one to ones with their people to provide them with personal feedback about their contribution and the value which is placed upon it.

ER Met

6.2 People can describe how they contribute to the organisation and believe they make a positive difference to its performance.

People were able to describe how they contributed to the overall success of the Academy and their respective Colleges. One person summed up how this was done by saying, *"I get direct feedback from and that's very important to me and the rest of the team".* Someone else said, *"I've been allowed to use my previous experience and that's meant I've been able to make a bigger contribution".* Another said, *"I have contact with lots of people in different ways and they form an opinion of the Academy through me, if I mess up it reflects badly on everyone".* "Someone else said, *"We talk about that sort of thing at my review, but I know the effect I have all the time, I'm always getting that sort of feedback".*

ER Met

6.3 People can describe how their contribution to the organisation is recognised and valued.

People were positive about the way their contribution was recognised and valued. One example was the way that someone described how they received regular feedback about their contribution through the performance review process and ongoing one to one's, another was the way people described how they received praise for their specific achievements at the time they were recognised. Someone described how, *"....tells me when I do well, everything's very open it's a no blame culture here. It's amazing compared to what I've experienced before, we're definitely valued".* Someone else said, *"We do get feedback, they definitely show their*

appreciation to us as individuals but we all get feedback, we all work together as a team and everyone knows what people are achieving all the time."

ER Met

7. People are encouraged to take ownership and responsibility by being involved in decision-making.

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.

People in managerial roles were able to describe how they promoted a sense of ownership amongst their people and involved them in the decision making process. The way that a number of people have been encouraged to develop their personal roles on the basis of their successful performance is one good example of how managers involve their people and encourage ownership and responsibility. People in managerial roles were also able to describe how the nature of people's jobs meant that they needed to have autonomy and clear accountability for what they do and how this naturally meant that in many instances people are required to assume high levels of responsibility for decision making.

ER Met

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.

People were positive about their involvement and were able to confirm the examples identified above, people felt they did receive encouragement to be involved in the decision making process. An example was the way that someone described how their manager involved them in day to day decision making process within their respective teams by saying, *"We sat down and talked about it, we all had a chance to have our say, and that meant that everyone signed up to the decision, we all have a shared understanding of what we're trying to achieve"*. Someone else said, *"We were involved in the decision about what we should do, we were able to make our views known and they took account of what we said"*. A number of people also described how the nature of their respective jobs meant that they have a great deal of personal responsibility for what they do which involved them in making appropriate decisions.

ER Met

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.

People were very positive about the encouragement they received. One example was the way that someone had been encouraged to take ownership and responsibility a new initiative. Another was the way in which someone else was able to describe how they had been encouraged to be actively involved in looking at ways to improve levels of academic achievement with one group of students, Someone said, *"has always encouraged me to take on new challenges and additional responsibilities, I've always been encouraged to accept responsibility for what I do, I wouldn't be in the profession otherwise"*. Someone else said, *"I think we get plenty of opportunity to take ownership for what we do, some people are willing to take on more than others, but we do all get the encouragement"*.

ER Met

8. People learn and develop effectively.

8.1 Managers can describe how they make sure people's learning and development needs are met.

People in managerial roles were able to provide me with examples of how they made sure that people's learning development needs were met. These included a range of external courses, individual development activities, coaching and mentoring, and individual tuition in the workplace. People in managerial roles also described how they were involved in agreeing clear objectives for formal training activities as well as evaluating the impact of the outcomes. They also described how they were actively involved in ensuring that the induction of new starts was carried out effectively and that people's initial job training needs were met. The way in which the needs of teachers who are new to the profession receive support is particularly impressive

ER Met

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.

Everyone was able to confirm that they had taken part in some form of learning and development and how this had impacted on their role. One example concerned the need for someone to attend a course in their specialist professional area and the way in which appropriate provision was arranged with an external provider. The person concerned was able to describe how they had been able to extend their knowledge base and how this had subsequently enabled them to improve the quality of their work. Another example concerned someone who had received training in the use of a new piece of software and how their increased knowledge enabled them to improve the quality of their work, which in turn improved the overall effectiveness of their team. Someone else summed up their feelings by saying, *"When I came back from the course I led a session for everyone else and that helped me gain much more knowledge about how we could apply the learning in our team"*. Another said, *"The work I did was really helpful, it gave me much more of an understanding of what I could with the package and I can do things much more quickly now, It's made life easier for me and I now have time to do more things"*.

ER Met

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.

Those people who had recently joined the Academy were able to confirm how they had gone through a well structured period of induction and initial job training. They described how this had given them the opportunity to gain an excellent understanding of what the Academy was trying to achieve and understand the way in which it was structured and how they were expected to contribute to its success. One person described how, *"I was pleased with the amount of time that was spent in meeting my needs and making sure I had a good understanding of what the Academy is trying to achieve, since I've started I've had regular meetings with... and everything's been very thorough"*.

ER Met

Evaluating the impact on the performance of the organisation.

An Investor in People can demonstrate the impact of its investment in people on the performance of the organisation.

9. Investment in people improves the performance of the organisation.

9.1 Top managers can describe the organisation's overall investment of time, money and resources in learning and development.

The CEO and College Principals were able to describe the resources allocated to meet people's learning and development needs and between them were able to explain how the Academy had budgeted £xxx,xxx to meet the direct costs of learning and development provision in meeting the needs that had been identified, they also described how the indirect resources associated with in house training, lost time, travel, accommodation etc, are included within general overheads. I was impressed with the very substantial level of financial resources which continue to be invested to support people's learning and development. Records of the training and development activity which takes place are kept within each College.

ER Met

9.2 Top managers can explain, and quantify where appropriate, how learning and development has improved the performance of the organisation.

The CEO, College Principals and others in senior managerial roles were clear about how learning and development has improved the performance of the Academy and their respective areas of responsibility. Someone was able to quantify the resources involved in supporting the development of people in managerial roles while another was able to describe the benefit of a piece of training by saying, "*since this training was carried out we've seen a significant improvement in performance, which has had a beneficial impact on the College and the Academy as a whole*". Someone else said, "*..... has become much more proficient and it's shown in their overall effectiveness.*" Another said "*the feedback in this area has been very positive and that reflects the investment we've made in their training.*"

ER Met

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.

A good example to support this Evidence Requirement is way in which the Academy has achieved ongoing improvements in its performance as a result of the sound skill and knowledge base which has been developed as a result of the investment that has been made in people's learning and development. Another is the way in which people are encouraged to take advantage of learning and development opportunities to enable them to maximise their personal potential. They were also able to describe how managers had regular contact with all their people and how this enabled them to discuss the outcomes of development activities and how they impact on people's performance, they also described how this information was captured and analysed, and in turn used to inform the Academy's future strategy for improving its performance.

ER Met

9.4 Managers can give examples of how learning and development has improved the performance of their team and the organisation.

People in managerial roles were able to give a number of examples of how learning and development had improved the performance of their teams and the Academy as a whole. One was the way in which someone's performance had improved because they had gone through a period of classroom observation and coaching to help them become more proficient in team teaching and how this in turn had resulted in an improved performance in their subject area and the achievement of individual pupils. Another was the way that someone described how one person had attended an

external course and had led a session for their colleagues afterwards. They described how the person concerned had benefited personally as a result of making the presentation and how others had benefited by expanding their knowledge base.

ER Met

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.

People were clear about the impact of their development on the Academy's performance. One person described how, *"the learning and development I've done means I'm already getting better results in that area, I understand what the problems are and that's good for everyone, not just me"*. Someone else said, *"My development has achieved a lot, it's meant that the quality of the teaching we do has improved and results have improved as well"*. Another person said, *"When we go on a course or seminar we talk to our colleagues about what we've learnt when we get back, everyone benefits from that."*

ER Met

10. Improvements are continually made to the way people are managed and developed.

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.

The CEO and College Principals were able to give a number of examples of how they had made improvements to the way they manage and develop people as a result of evaluation. A good example is the introduction of the four College structure which encourages staff to work together more effectively in raising levels of student attainment. Another is the decision to introduce team teaching to enable teaching staff to work together with more focus to improve the quality of teaching and learning.

ER Met

10.2 Managers can give examples of improvements they have made to the way they manage and develop people.

The above examples also apply to this ER but an additional example is the way that people in one area have been encouraged by their manager to accept more responsibility for decision making and have been given the authority to do so. Another concerned someone who described how they had created the opportunity for someone to widen their skill base and how they had become more involved in coaching and mentoring the individual concerned.

ER Met

10.3 People can give examples of improvements that have been made to the way the organisation manages and develops its people.

People provided a number of examples of how the Academy had improved the way in which it manages and develops its people. One person referred to the way in which the level of support they received for their training and development had improved by saying, *"the support here is good so it's difficult to improve on that, they're on top of everything, as soon as something changes they're ready for it"*. Another said, *"I don't think there's any one thing that sticks out, it's an innovative place so we're all used to improving things, I think everything just gets better bit by bit across the board."*

ER Met