

LEADERSHIP AND MANAGEMENT POLICY

Issued by Gemma Kemp Last Review: November 2024 Review date: November 2025

Our Vision

We aim to be a respected provider of high-quality training and consultancy that makes a real difference to individuals and teams.

Our Mission

- To work with preferred partners to deliver high quality training and consultancy for individuals and teams
- To create a team environment where all staff are able to contribute and reach their potential
- To enable young people (who may have run out of options) to start/develop a career in construction
- To make a profit and be able to re-invest in the company for the future

Our Core Values

- Honesty and integrity
- Responsibility and accountability
- Teamwork and collaboration
- Personal development

Strategic Aim

To promote workplace learning to learners and employers to support the development of construction apprenticeships in companies of all size ranging from 1 to 1000's of employees.

Service Aim

To ensure learners develop skills that will enhance their future career and life prospects.

Key Policy Criteria

Leaders and managers strive to continually develop and improve the apprenticeship provision to meet business priorities and to ensure all compliance requirements are met under the following criteria:

- Quality Assurance Statement
- Common Inspection Framework
- Leadership and Management

Quality Assurance Statement Aim

- To ensure that our learners are at the centre of all our activities
- To ensure we offer an effective and high-quality education
- To develop the principles of lifelong learning and independent study
- To ensure there are checks in place to maintain the standard of delivery and assessment required to gain approval to deliver qualifications
- To ensure appropriate staff are recruited and developed through continuous professional development (CPD)

How we do this

- By ensuring there is an internal process in place to monitor delivery of taught programmes, in order to confirm that there is consistency and that the quality meets all funding and awarding body

standards

- By ensuring that individual learners are registered to the correct programme within agreed timescales, that valid learner certificates are claimed in agreed timescales and that there is a secure, accurate and accessible audit trail.
- By ensuring that assessment methodology is valid, reliable, free from bias, meets awarding body standards and does not advantage or disadvantage any group of learners or individuals and that there is an accurate and detailed recording of assessment decisions.
- By providing and implementing an internal Quality Assurance policy that details the validity of the IQA process, provides accurate and detailed recording of IQA decisions and is an open, fair and free from bias process that meets awarding body standards.
- By providing and implementing an appeals policy that enables learners to enquire, question or appeal against an assessment decision published; standardises and records any appeal; facilitates a learners' ultimate right of appeal to the awarding body, where appropriate; protects the interest of all learners and the integrity of the qualification and is open, fair, and free from bias
- By providing and implementing an assessment policy and complaints, compliments and feedback procedure that describes procedures that identify and minimise the risk of malpractice by staff or learners
- Respond to any incident of alleged malpractice promptly and objectively
- Standardise and record any investigation of malpractice
- Ensure that malpractice procedure is open, fair and free from bias, and meets awarding body and funding standards
- Impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- Protect the integrity of Salutem Ltd and qualifications
- By ensuring that there is an internal mechanism to audit all quality assurance procedures, identify areas for improvement and provide feedback of audit outcomes
- By committing to a recruitment and selection policy and process that is safe, fair and fits with the values, resulting in the selection of the most suitable person for the job based on skills, experience and qualifications
- By supporting its staff to continually improve and develop their skills and ensuring that all validated copies of qualification certificates are scanned and securely stored centrally along with CV's
- Evidence of appropriate levels of occupational competence and current/relevant experience are kept
- Teaching observations are conducted, and feedback is provided on performance with action plans for improvement documented and actioned
- Salutem is able to recognise and change to external forces
- A Self-Assessment Report (SAR) is produced annually, and a Quality Improvement Plan (QIP) is updated accordingly throughout the year to ensure continuous quality improvement

Common Inspection Framework

Ofsted requirements are embedded into our policies and procedures to ensure it meets the five categories

- Safeguarding – comprehensive policy and procedures; mandatory training for all staff and learners as well as embedding of safeguarding into the curriculum
- Leadership and Management – see additional detail below
- Teaching, learning and assessment – robust IQA and CPD processes – see additional detail below
- Personal development, behaviour, and welfare – CPD process and regular 1:1 and team reviews
- Learner outcome – central tracking process and annual alumni contact– additional detail below

Leadership and Management

The Ofsted Education Inspection Framework [Education inspection framework - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Ofsted-Education-Inspection-Framework-2019.pdf) states the following:

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time
- leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling (there is no legal definition of 'off-rolling'; however, we define 'off-rolling' as the practice of removing a learner from the provider's roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner – off-rolling in these circumstances is a form of 'gaming')
- leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services
- leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload
- leaders protect their staff from bullying and harassment
- those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners
- leaders have created an open and positive culture around safeguarding that puts pupils' interests first. This means they:
 - protect pupils from serious harm, both online and offline
 - are vigilant, maintaining an attitude of 'it could happen here'
 - are open and transparent, sharing information with others and actively seeking expert advice when required
 - ensure that all those who work with learners are trained well so that they understand their responsibilities and the systems and processes that the provider operates and are empowered to 'speak out' where there may be concerns
 - actively seek and listen to the views and experiences of learners, staff and parents, taking prompt but proportionate action to address any concerns, where needed
 - have appropriate child protection arrangements, which: identify learners who may need early help, and who are at risk of harm or have been harmed – this can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm; secure the help that learners need and, if required, refer in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners
 - are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review

Inspectors will always report on whether arrangements for safeguarding learners are effective.

Salutem has the following evidence to support EIF leadership and management requirements:-

- Quality Improvement Plan, minutes of team and board meetings, appraisal process
- Staff recruitment and induction policy and procedure, teaching observations, portfolio sampling, Scheme of Work and lesson plans, the QIP and CPD activities for all staff
- The QIP and SAR are reviewed every month, the Quality process is implemented throughout the year, annual learner voice survey and employer survey, regular 12-week reviews with learners and employers and all feedback is discussed at monthly team meeting. We also have a complaints, compliments, and feedback policy.
- Training resources, lesson plans, the QIP, embedding of maths and English into the curriculum
- Sign up process, our process for engaging with employers
- Centralised learner tracking and monthly discussion of all learners at team meeting. IT resources and policy
- Wider learning programme that includes past students returning to talk to current cohorts along with careers advice sessions in one-to-one tutorials
- Centralised learner tracking, alumni board, invitations to past learners to return and share their experience with current students.
- Safeguarding policy, prevent policy, IT policy, training resources, schemes of work, lesson plans and complaints, compliments, and feedback policy
- Prevent and British values policy, training resources, schemes of work, lesson plans, additional learner support
- Close links with the Regional HEFE and police prevent team
- Salutem apprenticeship continuity plan, regular board meetings and leader and management training



Signed by Malcolm McDermott
Director