

# LEADERSHIP AND MANAGEMENT POLICY

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*Issued by Gemma Kemp Last Review: November 2023 Review date: November 2024*

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## **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 and 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

**Ofsted Requirement** – set ambitious targets which are reviewed and communicated to staff, learners, employers and other partners (as applicable) and how these impact on improving the quality of provision and outcomes for all learners is evident.

**Salutem Evidence** – Quality Improvement Plan, minutes of team and board meetings, appraisal process

**Ofsted Requirement** – Strive to secure and sustain improvements to teaching, learning and assessment through high quality professional development, including developing management and leadership capacity and robust performance management to tackle weaknesses and promote good practice across all types of provision.

**Salutem Evidence** – 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

**Ofsted Requirement** – Adopt rigorous self-assessment, including through the use of the views of learners, employers and other stakeholders, to secure sustained improvement across the provision

**Salutem Evidence** – The QIP and SAR are reviewed every month, the Quality process is implemented throughout the year, annual learner voice survey and employer survey, regular 10-week reviews with learners and employers and all feedback is discussed at monthly team meeting. We also have a complaints, compliments, and feedback policy.

**Ofsted Requirement** – Give strategic priority to the development of English and maths to ensure that learners improve their levels of skills in these subjects compared with their starting points

**Salutem Evidence** – Training resources, lesson plans, the QIP, embedding of maths and English into the curriculum

**Ofsted Requirement** – Collaborate with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities

**Salutem Evidence** – Sign up process, process for engaging with employers

**Ofsted Requirement** – Monitor the progress of groups of learners so that none is disadvantaged or underachieves

**Salutem Evidence** – Centralised learner tracking and monthly discussion of all learners at team meeting. IT resources and policy

**Ofsted Requirement** – Strive to ensure learners receive thorough and impartial careers' guidance to enable them to make informed choices about their current learning and future career plans

**Salutem Evidence** – wider learning programme that includes past students returning to talk to current cohorts along with careers advice sessions in one to one tutorials

**Ofsted Requirement** – Monitor the progression and destination of learners (including whether learners enter secure and sustained employment) and use this information to improve provision

**Salutem Evidence** – centralised learner tracking, alumni board, invitations to past learners to return and share their experience with current students.

**Ofsted Requirement** - Promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages and disabilities and sexual orientations (and other groups with protected characteristics), and strive to ensure all learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider

**Salutem Evidence** – safeguarding policy, prevent policy, IT policy, training resources, schemes of work, lesson plans and complaints, compliments, and feedback policy

**Ofsted Requirement** – Aims for the provision to prepare learners for successful life in modern Britain and to promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different backgrounds, faith, and beliefs

**Salutem Evidence** – Prevent and British values policy and training resources, schemes of work and lesson plans.

**Ofsted Requirement** – Strives to prepare disabled learners or those with special educational needs to become more independent in everyday life

**Salutem Evidence** – Prevent and British values policy, training resources, schemes of work, lesson plans, additional learner support

**Ofsted Requirement** – Provides effective safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty

**Salutem Evidence** – Safeguarding policy, Prevent policy, training resources, schemes of work, close links with the Regional HEFE and police prevent teams

**Ofsted Requirement** – Aim that the provision for all learners is maintained over time and that leaders take action to ensure this

**Salutem Evidence** – Salutem apprenticeship continuity plan, regular board meetings and leader and management training



Signed by Malcolm McDermott  
Director