



Human Resources Strategy

January 2017 – December 2019

**The Conservatoire for Dance and Drama
Tavistock House
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Introduction

This is the Conservatoire's fourth human resources strategy. Each school has its own particular history and methods of managing human resources, found to be appropriate to their varying sizes, methods of operation and stages of development.

The strategy is focused on the effective management and development of the staff of the Conservatoire and its eight schools. The strategy is intended to address the objectives of the Strategic Plan 2013-2018, the Provisions of the UK Quality Code for Higher Education and the criteria for the award of Taught Degree Awarding Powers as well as prepare for the introduction of the Teaching Excellence Framework.

It may be amended when a new Strategic Plan is developed for the years 2019 – 2024. It is supported by and supports the Equality Action Plan, the Widening Access and Success Strategy and the Learning, Teaching and Assessment Strategy.

Context

- Established in 2001, the Conservatoire for Dance and Drama is a higher education institution dedicated to professional training in dance, drama and circus arts. The Conservatoire is comprised of eight leading schools, which are:

- Bristol Old Vic Theatre School (BOVTS)
- Central School of Ballet (CSB)
- The National Centre for Circus Arts (The National Centre)
- London Academy of Music and Dramatic Art (LAMDA)
- London Contemporary Dance School¹ (LCDS)
- Northern School of Contemporary Dance (NSCD)
- Rambert School of Ballet and Contemporary Dance (Rambert School)
- Royal Academy of Dramatic Art (RADA)

Teaching and learning takes place within the schools, which have industry-standard facilities. Students are selected by the schools and entry is highly competitive. The Conservatoire has approximately 1,070 home/EU undergraduate and postgraduate students, with a further 240 international students, making a student body of around 1,310. The Conservatoire schools collectively offer 29 higher education programmes and a diverse range of short courses, preparatory programmes and professional training. The schools employ a total of 675 staff of which 336 are involved in teaching activities.

The Conservatoire has prime responsibility for the stewardship of public funds provided by HEFCE. This involves both establishing its own direct governance and employment practice, and also ensuring that the same is observed within its schools. This encompasses ensuring that employment practices within the schools meet the standards expected of a Higher Education Institution.

- As the Conservatoire has expanded, collaborative ways of working have evolved and continue to do so. A balance has been struck between preserving the individuality and independence of the Schools and promoting areas of joint working where such working is useful and appropriate for them.

¹ London Contemporary Dance School is a department of the Contemporary Dance Trust (within The Place).

- The Conservatoire is unique in having the capacity to draw on the shared experience and expertise of the staff across its eight schools to enhance the quality of its provision. This is achieved through the various committees and working groups in which all the schools are represented. In addition, a large number of professionals from the industry are brought in to direct or choreograph productions or to conduct masterclasses. This ensures that students are exposed to a wide and up to date range of experiences within the learning environment. Professionals from the industry are also brought in to talk to students about various aspects of careers in their chosen art form.
- The Conservatoire networks effectively with other similar organisations and is a member of Conservatoires UK and of the Leadership Foundation for Higher Education.
- While good progress has been made since 2012 towards achieving the objectives of the third HR strategy, some of those objectives have not been achieved, and have therefore been carried forward into this strategy.
- Each school continues to retain its own terms and conditions of employment, appropriate to their location and the market conditions for dance, drama and circus which differ widely from one another. The Conservatoire has produced a number of policy documents for itself as an employer of a small staff team and for the institution as a whole which have an impact on HR management and development.
- The mission of the Conservatoire is:

‘to harness the Conservatoire’s unique power of eight school to enhance the learning of student artists and performers and help them shape the future of their art forms’.

The aim of this human resource strategy is to further the achievement of the mission through all the staff employed in the Shared Services Team and its eight schools.

- The Conservatoire’s Strategic Plan states that The Conservatoire ‘will establish specific training routes to support its staff in developing their professional practice as teachers and as managers’. Specifically, Objective 6 is ‘To support and enable teaching staff to pursue professional qualifications in teaching, including the development of such awards by the Conservatoire’. This strategy is aimed at furthering that objective.
- The Strategic Plan also includes objectives on research and scholarly activity. Specifically these are: Objective 8 is ‘To provide time, support and use of appropriate funding (such as Higher Education Innovation Fund) to encourage research, scholarly activity and dissemination’. Objective 9 ‘to build an organisational ethos and capacity for staff so that they become more research-active and to support staff in successfully applying for research projects.’ As the Research Plan is developed, measures will be put in place to check on progress.
- The Quality Code for Higher Education, Indicator 7, states that ‘Higher education providers ensure staff who enable students to develop and achieve are appropriately qualified, competent, up to date and supported’. This encompasses all staff, working in their different capacities, whose aim is to enable students to develop and achieve throughout the learning cycle. This includes staff working in admissions, teachers, administrators, library staff, and those concerned with student welfare and career guidance.

The Human Resources Strategy

Scope

- The Conservatoire's human resources strategy operates both for itself as an employer of a small administrative team and also for adopting procedures for assisting its schools in observing, maintaining and disseminating good practice in human resource management.
- The Conservatoire's schools are legally autonomous institutions. As individual organisations, they engage staff and carry responsibility for delivering the education and training programmes. Each school needs to seek an individual balance to address its specific staff needs and skill requirements. Different market conditions exist in London than in Leeds and Bristol for staff, including teaching, support and administrative staff. There are also substantial differences between the dance, drama and circus worlds, although all have similar legal responsibilities.

Vision

- The vision for human resources is to ensure that all the employed teams in the various parts of the Conservatoire and its schools comprise staff of the highest calibre, who are successful in their work, secure in their achievement, flexible in approach, well motivated and satisfied in their career aspirations.
- The Strategy will sit alongside and support the individual action plans within the schools. It is recognised that the achievement of this vision has a direct impact on the quality of the student experience where the calibre of staff at all levels and the strength of their commitment to the development of students is of paramount importance.

Objectives

The Conservatoire's objectives for its human resources strategy are to either develop or to maintain and improve its human resource practices and to ensure that achievement of the objectives encompasses all its staff.

Specifically, these are by December 2019:

1. the Conservatoire will have embedded sound and resilient human resource management arrangements for the Conservatoire's directly employed staff and for its schools which exemplify best practice and which are applied to all its staff including visiting professionals;
2. the Conservatoire will have embedded mechanisms which encourage and support the development of all its staff to enable them to perform at the highest level and to develop their careers while encouraging staff to maintain professional contacts and memberships (where applicable);
3. the Conservatoire will have systems which ensure that equality of opportunity is embedded for all staff and that under-represented groups are attracted to the Conservatoire for the development of their careers within the Conservatoire;
4. the Conservatoire will have extended the achievement of shared working among schools, thus achieving the sharing of good practice and providing value for money.

Objective 1

Sound and Resilient Human Resource Management Arrangements

- 1.1 Job evaluation has been completed across most of the Schools and Shared Services and pay bands put in place. Reorganisation and restructuring has meant that some schools have not yet instituted a pay banding structure. As jobs change over time and new jobs are created, job evaluations should take place in order to keep banding structures current and ensure that the results of equal pay audits are not compromised.
- 1.2 The introduction of comprehensive induction programmes and effective appraisal systems has been achieved in some schools and for some staff. Some schools have performance review systems in place for teaching staff whether through appraisal or through Department Heads observing classes. Others have, or are in the process of introducing, peer observations. Organisational performance for the Conservatoire generally and schools specifically, is measured primarily by success in training artists. Accordingly, appraisal systems relate individual performance for most staff to this objective. In some of the schools, there is as yet not a clear link between HR policies, practices and strategies and organisational strategies.
- 1.3 The fast rate of change in employment legislation and the lack of HR resource in some schools makes it difficult for schools to ensure that their policies and procedures are up to date, comprehensive and reflect best practice.
- 1.4 The use of staff surveys and other structured means of upward and downward communication such as briefings has been patchy. It is particularly important in times of rapid change that frequent and accurate communication through the schools is maintained.
- 1.5 The small size of the schools means that there are many key posts where expertise is held by only one person. This creates vulnerability to loss of knowledge where staff leave or should they suffer from long term sickness. Systems need to be developed to ensure resilience.
- 1.6 All the schools and shared services have developed effective health and safety policies and procedures, critical in the physical disciplines taught in the Conservatoire. These are kept current by frequent review.

Areas for development:

- Ensure that job evaluations are kept up to date as jobs change or new ones created and that pay bands are kept current.
- Develop mechanisms to ensure that all staff receive comprehensive induction programmes which cover the role of the Conservatoire and the demands of working in higher education.
- The extension of effective performance review systems to cover all levels of staff and which discuss career aspirations and development needs linked to organisational needs.
- The further development of systems for keeping under review HR policies and procedures to ensure they are comprehensive, up to date and are adhered to.

- The further development of processes for staff surveys, regular staff briefing and other means of communication, either face to face or by electronic means, and the provision of the means by which staff can respond to the information given them, would greatly increase the effectiveness and sense of engagement of staff as well as providing feedback to management.
- The development of systems to ensure that vulnerability to loss of knowledge possessed by key staff is minimised by the production of written processes and other information to ensure smooth transitions.

Objective 2

Staff Development and Progression

- 2.1 The small size of the schools and the shared services limits the opportunities for staff development and progression. This could cause good staff to be lost or to feel frustrated and demotivated by a perceived lack of recognition. However, the development of pathways for teaching staff to gain professional qualifications and the recognition of Continuous Professional Development should go some way towards enabling teaching staff to progress in their careers. For support staff, the provision of greater development opportunities should also help increase motivation and retention.
- 2.2 The Conservatoire is committed to providing a range of flexible continuing professional development (CPD) opportunities to support both full and part-time staff as practitioners, teachers and those engaged in supporting students by other means.
- 2.3 The schools employ a significant number of freelance staff as teachers, directors and choreographers who bring industry perspectives to the schools and ensure the currency of the training. However, not all of these professionals are fully conversant with the demands of higher education and action needs to be taken to fill this knowledge gap.
- 2.4 All the schools now have budgets, of varying size, for training and developing their staff.
- 2.5 The management of the performance of individual staff members remains, as in most organisations, an area of difficulty for many managers. Management training and the consequent building of confidence in the management of people will make this less difficult in the future.
- 2.6 Successful cross school management training has taken place each year for both new and experienced managers. There is demand for further training in this area.

Areas for development

- Increase the proportion of teaching staff with membership of the HEA or other routes to the acquisition of professional qualifications such as Pg Cert.

- The identification, development and review of relevant development activities for administrative and support staff using performance appraisals to discuss development needs
- The development of appropriate frameworks for all staff who teach to ensure they are fully conversant with the demands of teaching, supporting and marking students within higher education.
- The management of the performance of individual staff members by managers who feel confident in their own judgements and abilities as managers. To further this objective, further cross school training in the skills of managing people to be arranged by Shared Services
- The effects of training and development activities on the performance of the individual, the team and the organisation need to be evaluated and recorded in a structured way.
- Continue to ensure that all Designated Safeguarding Officers, SPOC's and other staff working with students are appropriately trained.

Objective 3
Equality and Diversity

- 3.1 A great deal of work has been done in the development of policies and practices to promote diversity across the Conservatoire for both its staff and student populations. This needs to be continued and kept under review to ensure their currency and that they remain embedded.
- 3.2 Although some equalities information is collected on staff, a more comprehensive and common approach still needs to be developed in order to provide a means of measuring progress.
- 3.3 Training on a variety of Equality and Diversity issues has taken place either within schools or on a cross school basis such as 'Supporting Staff with SpLD's and on using Learning Agreements for students.
- 3.4 Widening Participation initiatives are resulting in an increasingly diverse student body. If those students are to succeed in their studies, staff need to be trained in how to provide the best means of support.
- 3.5 It was felt that rather than seek to set targets in relation to protected characteristics, it would be more productive to find positive means to increase the proportion of staff, particularly in teaching, to more closely reflect the composition of the student body. Areas of particular difficulty are the recruitment of teaching staff from BAME backgrounds and women in some technical theatre roles other than the traditional female roles such as costume.

Areas for development

- Develop a comprehensive and common approach to recording equalities information at all stages of the employment relationship: recruitment, promotion, training and development and reasons for leaving in order to measure progress.
- Continue to provide training and development activities both within and across schools on equalities issues. In particular, to provide training for staff on how to support students from diverse backgrounds, for example with the provision of training on 'unconscious bias'.
- Investigate means to improve the proportion of staff with protected characteristics, particularly those from BAME backgrounds in order to more closely reflect the composition of the student body.

Objective 4

Shared Working and Value for Money

- 4.1 Since its inception the Conservatoire has grown, changed and evolved. There has been a significant change in the leadership structure and further changes have stemmed from there. The perception of the Conservatoire by its schools is now one where there is appreciation of the wider benefits of the support of the Conservatoire and where the development of mechanisms for shared working to provide value for money and the sharing of good practice have evolved.
- 4.2 The senior teams of the Schools have been closely involved in the development of the Conservatoire. Staff involvement has increased through conferences, training events, joint performances and projects.

Areas for development

- Where appropriate, to utilise expertise from within schools to lead activities on behalf of the Conservatoire as a whole.
- Greater use of working groups, conferences and joint projects to share good practice amongst the schools.
- Use of the Conservatoire's joint financial and human resources to provide cost effective training and development for staff across the schools.

Monitoring and review

- 3.6 The strategy covers a three year period, from 2017 - 20 and incorporates targets which can realistically be achieved during that period. As noted above, the targets within the Strategy have been agreed with all eight Conservatoire schools. Some schools are further ahead in progress against the targets, but all agreed the actions listed and targets set are achievable for all Conservatoire schools and the Conservatoire itself over the three year period. By June 2017 all schools will have developed their individual action plans for the implementation of the strategy.

3.7 The strategy will be reviewed annually. Progress will be reported on a regular basis to the Conservatoire Leadership Board and the Conservatoire's Nominations and Remuneration Committee. Progress on the Staff Development aspects of the strategy will also be reported to the Academic Board and the Learning and Teaching Committee.

Julie Amber
December 2016

Progress on Action Plan 2012-2015

1 Remuneration and Fair Employment				
Action	By when	Accountability	Actions/Process	Update as at July 2016
<i>Job Evaluation and Equal Pay</i>				
1.1 Complete evaluations in remaining schools	June 2012	HR Manager		Rambert has decided to undertake the process. Evaluations almost complete.
1.2 Complete equal pay audits	June 2012	HR Manager		Equal pay audits have been completed in all schools where the evaluation process has been completed.
<i>Pay Structures</i>				
1.3 Develop pay bands and publish in each school	June 2012	Principals	HR Manager working with Principals on the results of JE in those schools still to complete	To be completed once evaluations are complete

Equality and Diversity			
1.4 Continue to support schools in developing a consistent and common approach to recording equalities information for staff during the application process and for employment (i.e. recruitment, promotion, development, resignation, retirement etc.)	2013/14	HR Manager, HR Group, Principals	Not complete. Some schools record and report this information whilst others do not
1.5 Provide guidance to affiliate schools on updating staff handbooks to provide information on policies and best practice in supporting staff from protected groups in accordance with equality legislation	2014/15	As above	Completed in some schools
1.6 Continue to provide opportunities for staff development on equalities issues to include training on issues as they affect the support of students and as they affect the support of staff	2012-15	E&D Manager	Ongoing Latest training was held in June 2016 on Supporting Staff with SpLD's
1.7 Develop policies and procedures for staff retirement which meet legal requirements and reflect best practice for the centre and affiliates	Sept 2012	HR Manager, HR Group	Complete

2 Staff recruitment and retention				
<i>Policies and procedures</i>				
2.1 Ensure staff policies and procedures are up to date, comprehensive and relevant and conform to best practice in order to attract and retain high calibre staff	2013	School principals and HR Manager	Schools to check their policies and procedures and where necessary update and supplement with the assistance of CDD HR Manager where required	HR Manager has worked with some schools on their policies and procedures. Updates on legislative changes with advice on their implications for organisational policies and procedures is given at termly HR Group meetings or when a change in legislation is announced.
2.2 Ensure that in particular, Redundancy, Disciplinary and Grievance procedures cover all levels of staff and that the roles of Boards and Chairs in such procedures are clear	2013	As above	As above	As above

<i>Promotion and Career Progression</i>				
2.3 Develop pathways for teaching staff who undertake CPD to progress in their careers	Ongoing	LQAC CLB	A framework for staff development has been agreed and the Learning Teaching and Assessment Strategy further develops this strand	Not complete
3 Size and Composition of the Workforce				
<i>Diversity Targets</i>				
3.1 Establish reasonable and proportionate targets in relation to protected characteristics	2013/14	E&D Manager HR Manager E &D and HR Groups	Discussions and questionnaires for staff in all schools	It is now felt that it would be more appropriate to determine positive actions rather than set targets in relation to protected characteristics

<i>Expertise</i>				
3.2 Identify and use specialist expertise within schools to lead appropriate projects and activities on behalf of the centre	Ongoing	CDD staff		Not only should expertise within schools be used on behalf of the centre but between schools in order to share expertise and reduce costs
4 Staff development and Skills needs				
4.1 Identify, develop and review relevant staff development activities for teaching, administrative and support staff	Ongoing	Academic Registrar, LT & R Advisor, School HR Managers	CDD monitors schools' professional development activities	Almost half of teaching staff across the Conservatoire do not hold teaching qualifications
4.2 Use of performance review systems by managers to determine the development needs of all shared services staff and all staff regularly working in schools for over 20 hours a week, not solely those on permanent contracts and including management, administrative, support and teaching staff	Ongoing	School and Shared Services managers	LT&R advisor is seeking to embed reflective practice to capture knowledge	Dr Jennifer Leigh of the University of Kent has been contracted to undertake work in this area
4.3 Use the Conservatoire's joint financial and human resources to provide cost effective training and development opportunities	Ongoing	Schools and Shared Services Managers	Some staff across affiliate schools are taking advantage of the mentoring scheme. This provides opportunities for development for both mentors and mentees.	The mentoring scheme began in April 2011 with staff across the schools and shared services team being trained as mentors. The scheme

4.4 Develop processes for the evaluation of the effects of training on the performance of the individual, the team and the organisation	Ongoing	Schools and Shared Services Managers	Set clear objectives for all training undertaken against which to evaluate the effects on individuals and teams	<p>continued until the autumn of 2013 when the number of staff asking to be paired with a mentor dried up.</p> <p>Since 2013 a budget has been allocated for cross Conservatoire training. This has been used for a number of management training courses attended by most of the schools.</p> <p>This should be done through appraisal and other management tools. CDD HR Manager is not aware of evidence that this is being done in any consistent way.</p>
5. Leadership, Involvement and Change Management				
<i>Leadership and Management Development</i>				
5.1 Institute people management training across the Conservatoire	Jan 2013	CDD HR Manager to organise	2 schools have undertaken this. Achieve network efficiencies and sharing of experience by cross-affiliate training	Ongoing. Four management training courses have been organised with excellent feedback.

<i>Staff involvement</i>				
5.2 Continue to carry out staff surveys to provide information on staff satisfaction taking action where appropriate	Ongoing	Schools	Most schools have undertaken these and taken action on the results where appropriate	HR Manager is unaware of whether this has continued on a regular basis.
5.3 Develop processes for staff briefing, either face to face or through electronic or other means to keep staff informed of developments within the school and in their areas of work and provide opportunities for upward feedback	Ongoing	Schools and Shared Services	Practice varies between the schools. Most have regular staff meetings and/or electronic newsletters. However, in some schools the dissemination of information can be patchy and there are not always formalised opportunities for upward feedback	This continues to be the case.
6. Occupational Health, Staff Welfare and Health and Safety				
<i>Occupational Health and Staff Welfare</i>				
6.1 Review policies for sickness and absence and ensure provisions are in accordance with best practice	Dec 2012	Schools and Shared Services		Some schools have reviewed their provisions.
6.2 Make provision for and implement pension arrangements in accordance with the Pensions Regulator's Auto-Enrolment Scheme	J July 2014 - March 2015 (depending on number of employees)	Shared services and School FD's		Complete

7. Performance Management				
7.1 The further development and updating of schools' own HR strategies linked to CDD and schools' own corporate strategies	Ongoing	Schools		NSCD has an HR Strategy RADA's is out of date CSB have HR objectives contained within their corporate objectives
7.2 Fair and confident management of the performance of teams and individuals	Ongoing	Schools	The provision of management development opportunities to develop confidence and competence in dealing with performance issues.	Four management development courses have been held since 2013/14

Action Plan 2017– 2020

Objective 1 Sound and Resilient Human Resource Management Arrangements				
Objective	Accountability	Stakeholders	Actions/Process	Key Performance Indicators
<i>Job Evaluation and Equal Pay</i>				
1.1 By Dec 2017 all schools will have up to date and complete pay bands which are audited and kept current beyond the life of the current strategy	Principals	Schools/Shared Services HR Managers	Embed systems to ensure evaluations and pay bands remain current Ensure that as roles change or new roles are created, evaluations take place to ensure the established pay bands remain relevant and are audited for equal pay issues.	Termly audit of currency of systems and then annually
<i>Induction to Higher Education</i>				
1.2 Develop mechanisms to ensure that all staff receive comprehensive induction programmes which cover the role of the Conservatoire and the demands of higher education.	Principals	Schools/Shared Services Managers and HR Managers	All new school staff in teaching or support roles visit the Shared Services Office and are briefed by appropriate managers. By August 2017 a checklist will be compiled and from September 2017 and onwards all new staff will receive induction programmes appropriate to their roles.	80% of new staff will have received induction programmes from September 2017

<i>Performance Review Systems</i>	Accountability	Stakeholders	Actions/Process	KPI's
<p>1.3 Extend performance review systems to cover all levels of staff and which discuss career aspirations and development needs linked to organisational needs. By March 2018 staff will have received some form of performance review and from there on repeated on an annual basis.</p>	Principals	Schools and shared services	Appraisals, teaching observations and peer reviews, as appropriate to the school and role of staff member.	80% of staff will have a current performance review by March 2018
<i>Review of HR Policies and Procedures</i>				
<p>1.4 Further development of systems to ensure HR policies and procedures are comprehensive, up to date and are adhered to. By April 2017 all schools will have comprehensive HR policies and procedures.</p>	Principals	Schools and shared services	Shared Services HR Manager to continue to update schools on changes to employment legislation and exemplify best practice.	Annual audit of HR policies and procedures

<i>Internal Communications</i>	Accountability	Stakeholders	Actions/Process	KPI's
1.5 By September 2017 all schools will have in place processes for upward and downward communication.	Principals	Schools and shared services	<p>Further development of processes for both upward and downward communications to facilitate the sense of engagement with organisational objectives for staff.</p> <p>More structured use of mechanisms for internal communication through staff surveys, team briefings and individual 1:1's</p>	<p>Annual staff surveys that measure staff engagement with organisational objectives with results acted on.</p> <p>Year on year improvement in staff satisfaction with internal communications.</p>
<i>Resilience</i>				
1.6 Minimise vulnerability to loss of knowledge possessed by key members of staff. Develop systems to capture knowledge possessed by key members of staff by the production of manuals and briefing notes to ensure smooth transitions.	Principals	School and shared services managers	Key functions to produce centrally held briefing notes, detailing key processes and contacts by December 2018	All key functions are covered and manuals/briefing notes kept up to date

Objective 2 Staff Development and Progression	Accountability	Stakeholders	Actions/Process	KPI's
<i>Professional Recognition for Teaching Staff</i>				
2.1 Increase the proportion of teaching staff with membership of the HEA or other routes to professional qualifications.	Principals. Academic Board	Shared Services HR Manager, LT QAC,	Develop frameworks for teaching staff, appropriate to the experience of the teacher and the resources of the school, leading to professional recognition. Shared Services will monitor schools' professional development activities.	HESA return shows year on year increase in percentage of teaching staff possessing professional teaching qualifications. This is currently 33.6%.
<i>Encourage and support staff to develop their engagement with research</i>				
2.2 Increase the proportion of staff engaged in research activities	Principals, Academic Board	Research and Ethics Committee	Encourage and support staff who are interested to develop their engagement with research as a means to their career and professional development.	Measures to be determined as part of developing a research plan
<i>Development of Support Staff</i>				
2.3 By December 2017 all support staff will have had their learning needs assessed and where appropriate arrangements made	Principals	School managers of support staff HR Managers	Identify, develop and review appropriate development activities for support staff to enable them to support students. Through appraisals and 1:1	Annual audit of development activities undertaken by support staff shows year on year percentage increase.

to meet those needs by the end of 2018.			meetings, identify learning needs, make provision to meet needs and evaluate the results of the learning.	
<i>Other teaching staff</i>	Accountability	Stakeholders	Actions/Process	KPI's
2.4 Develop appropriate frameworks for all staff who teach to ensure they are fully conversant with the demands of teaching, supporting and marking students within higher education.	Principals	LTQAC Academic Board	Schools develop handbooks outlining what is expected of visiting professionals and containing grading criteria and learning outcomes for students. By the end of 2017 all schools will have produced such handbooks and arranged procedures for briefing visiting professionals before they commence their contracts.	Dec 2017 and annually check handbooks are in place and are updated when necessary to ensure currency.
<i>Management Development</i>				
2.5 Managers are confident and competent to manage staff effectively. Achieve cost efficiencies and sharing of experience by participants through cross-school training.	Principals	Shared Services HR Manager to organise. Line managers to identify needs and monitor line managers' performance.	Continue with people management training across the Conservatoire. Two management training courses to be arranged in 2017 and further people skills training in subsequent years	Annual check on appraisals of line managers demonstrate increased competence in this area.

<i>Evaluation of Development Activities</i>	Accountability	Stakeholders	Actions/Process	KPI's
<p>2.6 Review the effects of training on the individual, the team and the organisation.</p> <p>Appraisals and 1:1 meetings should discuss how the learning is applied and how it helps the achievement of organisational objectives.</p>	Principals	Line managers at all levels for the staff they manage.	Appraisal/performance review discussions record this information and the results used to inform further investment in training. All information is recorded by Summer 2018.	Annual check that performance review discussions record this information.
<i>Designated Safeguarding Officers, SPOC's</i>				
<p>2.7 All staff are fully trained by April 2017 and ongoing for new staff.</p> <p>Continue to ensure that all Designated Safeguarding Officers, SPOC's and other staff working with students are appropriately trained.</p>	Principals	Schools and Shared Services	Keep under review the training provided to ensure that new staff receive training at the start of their employment and are fully conversant with Vulnerable Persons policies.	Quarterly check that no existing or new staff with SPOC or DSO roles have not received training.

Objective 3				
Equality and Diversity				
Accountability	Stakeholders	Actions/Process	KPI's	
<i>Recording Equality Information</i>				
3.1 Develop a comprehensive and common approach to recording equalities information at all stages of the employment relationship: recruitment, promotion, training and development and reasons for leaving in order to measure progress.	Principals	Schools' HR Managers and Shared Services Equality and Diversity Committee	Work with Shared Services Data Analyst and School HR Managers to develop the means of achieving this objective.	By December 2017 the database for recording will have been set up. By August 2018 Shared Services and School HR Managers will have recorded a year's data and by August 2019 be able to report year on year data
<i>Equality and Diversity Training</i>				
3.2 Share equality and diversity training both within and across schools, particularly with the aim of training staff to support students from increasingly diverse backgrounds.	Principals	Schools, Shared Services HR Manager, Widening Access Co-ordinator	Discussions with Equality and Diversity Committee and Widening Participation group to determine needs. Provide session on Unconscious Bias at Staff Conference April 2017 followed by further training as required.	Staff from a diversity of backgrounds feel fully welcome and included in school activities.

<i>Under-represented groups</i>	Accountability	Stakeholders	Actions/Process	KPI's
3.3 Investigate means to improve the diversity of staff in order to more closely reflect the composition of the student body.	Principals	Equality and Diversity Committee, Shared Services HR Manager, Schools	Discussions with committees to devise an action plan	Action plan for improving representation to be complete by December 2018
Objective 4. Shared Working and Value for Money				
<i>Utilisation of Expertise</i>				
4.1 Utilise expertise from within schools to lead activities on behalf of the Conservatoire as a whole.	Principals	Conservatoire committees and working groups.	Where projects have been identified, to determine where particular areas of expertise lie and utilise the skills and knowledge of those members of staff to the benefit of the whole. For example, working group to develop Safeguarding Policies. Maintain and widen the pool of school staff who can lead projects.	Develop and maintain a pool of school staff who can lead projects on behalf of the whole Conservatoire.

<i>Cost effective training and development</i>				
<p>4.2 Use the Conservatoire's joint financial and human resources to provide cost effective training and development across the schools.</p>	Principals	Shared Services HR Manager, committee members, project leaders	Continue to run cross school training courses in such areas as management development, organised and paid for by Shared Services. Where members of staff possess areas of knowledge which would be of benefit to the whole, to utilise that knowledge to run development activities.	By December 2019, the number and type of cross-school development activities will have increased from approximately 6 events in 2016 to 12.