

Table of Contents

Table of Contents	1
Foreword	5
Section One - People Plan 2021-2025	6
Introduction How we have developed our plan	7
Our Commitment to People	8
External Influences	8
Our Key Aims	10
How do we intend to achieve our aims?	11
Maturity Models	12
What does success look like?	13
Maturity Models - Measures of Success	13
Section Two - Key Activities	14
People Activity - Data	15
Where we have come from: People Plan 2017 - 2021	15
Achievements	16
Measures of Success	16
Current Maturity Model Levels	16
Where next?	17
Proposed Activities	18
Measures of Success	18
Maturity Model Aspiration Levels by 2025	18
People Activity – Sense of Belonging	19
Achievements	20
Measures of Success	20
Current Maturity Model Levels	20
Where next?	21
Proposed Activities	22
Measures of Success	22
Maturity Model Aspiration Levels by 2025	22
People Activity – Employee Experience	23
Where we have come from: People Plan 2017 - 2021	23
Achievements	24
Measures of Success	24
Current Maturity Model Levels	24
Where next?	25
Proposed Activities	26
Measures of Success	26
Maturity Model Aspiration Levels by 2025	26
People Activity – Leadership	27
Where we have come from: People Plan 2017 - 2021	27
Achievements	28
Measures of Success	28
Current Maturity Model Levels	28
Where next?	29
Proposed Activities	30
Measures of Success	30
Maturity Model Aspiration Levels by 2025	30
People Activity – Talent Management and Career Succession	31
Where we have come from: People Plan 2017 - 2021	31
Achievements	32
Measures of Success	32
Current Maturity Model Levels	32
Where next?	33
Proposed Activities	34
Measures of Success	34
Maturity Model Aspiration Levels by 2025	34
People Activity – Learning Environment	35
Where we have come from: People Plan 2017 - 2021	35
Achievements	36

Measures of Success	36
Current Maturity Model Levels	36
Where next?	37
Proposed Activities	38
Measures of Success	38
Maturity Model Aspiration Levels by 2025	38
People Activity – Contractual Flexibility	39
Where we have come from: People Plan 2017 - 2021	39
Achievements	40
Measures of Success	40
Current Maturity Model Levels	40
Where next?	41
Proposed Activities	42
Measures of Success	42
IT and supporting processes	42
Outcomes for job applicants	42
Wellbeing of existing teams	42
Maturity Model Aspiration Levels by 2025	42
Section Three - Overview of the Key Activities for the People Plan 2021-2025	43
Data	44
Sense of Belonging	45
Employee Experience	46
Leadership	47
Talent & Career Management	48
Learning Environment	49
Contractual Flexibility	50
Appendix 1	51
Recruitment (Internal and External)	52
Level 4 - Optimised Recruitment	52
Level 3 - Integrated Recruitment	52
Level 2 - Standardised Operational Recruiting	52
Level 1 - Reactive Recruiting	52
Leadership Development	53
Level 4 - Strategic Leadership Development	53
Level 3 - Focused Leadership Development	53
Level 2 - Structured Leadership Development	53
Level 1 - Inconsistent approach to Leadership Development	53
Learning Organisation	55
Level 4 - Organisational Capability Development	55
Level 3 - Talent and Performance Improvement	55
Level 2 - Training and Development Excellence	55
Level 1 - Incidental Training	55
Blended Learning	57
Level 4 - Learning Environment	57
Level 3 - Learning on Demand	57
Level 2 - Integrated and Aligned	57
Level 1 - Traditional Learning Offer	57
Performance Management/People Development	59
Level 4 - Responsive People Development	59
Level 3 - Purposeful and Integrated Performance Management/People Development	59
Level 2 - Traditional People Development	59
Level 1 - Fragmented Performance Management/People Development	60
Employee Recognition and Engagement	61
Level 4 - Strategic & Pervasive	61
Level 3 - Aligned & Reinforced	61
Level 2 - Standardised	61
Level 1 - Inconsistent and ad hoc	61
Talent Management including Succession Planning and High Potential Management	62
Level 4 - Transparent Talent Systems	62
Level 3 - Integrated Succession Management	62
Level 2 - Standardised Talent processes	62
Level 1 - Fragmented replacement planning	62
Equality Diversity & Inclusion	64
Level 4 - Leading from the Front	64
Level 3 - Integrating Inclusion	64
Level 2 - Valuing diversity	64
Level 1 - Legislative and Policy Compliant	64
Employee Wellbeing	66
Level 4 - Wellbeing as social responsibility	66
Level 3 - Wellbeing as a corporate strategy	66
Level 2 - Wellbeing for personal improvement	66
Level 1 - Wellbeing as a benefit	66

HR Analytics	67
Level 4 - Predictive Analytics	67
Level 3 - Advanced Analytics	67
Level 2 - Advanced Reporting	67
Level 1 - Operational Reporting	67



People Plan 2021-2025

Working together towards
a safer Kent and Medway



Kent Fire &
Rescue Service

together

Foreword

Dear colleagues

In developing this new People strategy we have recognised how much great work has been done by everyone to make KFRS a great place to work. My thanks for that sustained effort which has seen achievements in so many areas.

The link between how we feel at work and how we best serve our customers is clear so we will continue in this next strategy period to work together to keep improving across a range of maturity areas which are detailed in this plan.

Your participation and voice is so critical to our success so please keep feeding in your ideas and commitment.

Kind regards

Ann Millington
Chief Executive - Kent Fire and Rescue Service

Section One - People Plan 2021-2025

We aim to improve organisational performance by ensuring that everyone has the right skills, capabilities and involvement to make life safer for the people of Kent.

Our 'people plan' delivers a structured approach to achieve this objective. The plan highlights the key areas we will focus on over the next four years and how we will support everyone in developing their potential and maximising their contribution.

The plan has been designed to support the organisation's overall Customer Safety Plan and to work in conjunction with all other organisational strategies and plans.

Delivery of this plan will ensure that the highest standards of leadership and management are in place to sustain a motivated and engaged workforce. We believe this will foster an organisational culture which truly embraces the diversity and individuality of people and the need for inclusiveness.

Through capable, motivated and resilient people, we will fulfil our statutory obligations in meeting the needs of the communities of Kent and Medway.



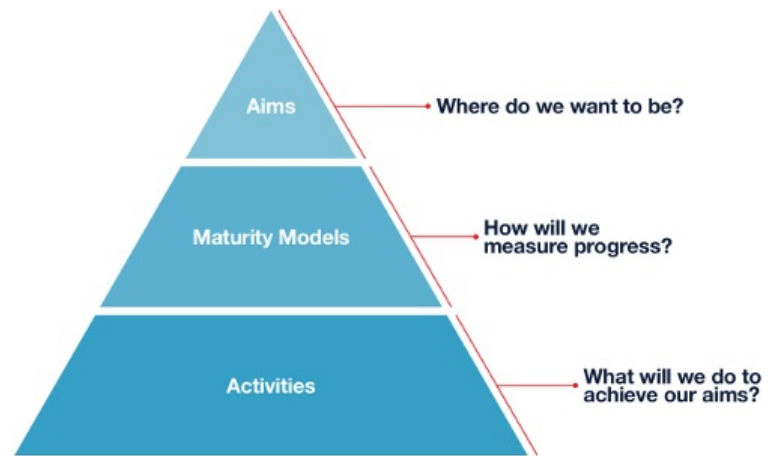
Introduction

How we have developed our plan

How we have developed our plan Whilst writing this plan the world is in unprecedented times. The Covid pandemic has affected everyone and will continue to have a significant impact on the way in which we all work.

In developing this plan we have considered this external environment, as well as the other challenges the organisation faces, in deciding priorities and key people activities over the next four years.

Our plan focuses on our key 'people' aims, the activities we will undertake to achieve these objectives and how we will measure progress (by using 'maturity models') over time.



Our Commitment to People

We are committed to supporting the well-being, development and reward of our people by providing a workplace where there is equality of opportunity, valuing of diversity and the promotion of a culture of inclusion and belonging.

Inclusion is at the heart of our 'people plan'. It is our aim to fully use people's skills and talents by creating an open and inclusive workplace culture so that everyone can work together with dignity, respect and truly feel valued.

We want a work environment where our people are treated as individuals, not stereotyped or classified into a single social categorisation. We will therefore support and promote all aspects of our people to ensure that everyone has the equality of opportunity, perform to their best ability, are able to develop and to be themselves.

Through our recruitment strategy we will ensure that our processes are fair, objective and bias free. Our aim is to recruit and retain a diversity of applicants, who will bring with them a wealth of experiences and thinking.

Our leaders will be central to creating an open and inclusive culture. We will develop and support them to be successful, competent and professional leaders, who will create an environment where others are able to express themselves, be free to voice their opinions and to be themselves.

We will support all colleagues through learning and awareness to eliminate bias and prejudice in the workplace and give everyone the skills to robustly challenge and manage inappropriate behaviour.

Inclusivity means not 'just we're allowed to be there,' but we are valued. I've always said: smart teams will do amazing things, but truly diverse teams will do impossible things.

Claudia Brind-Woody, Vice President & MD for Global Intellectual Property Licensing, IBM

Diversity is what happens when you have representation of various groups in one place. Representation is what happens when groups that haven't previously been included, are included. Intersectionality is what happens when we do everything through the lens of making sure that no one is left behind. More than surface-level inclusion, or merely making sure everyone is represented, intersectionality is the practice of interrogating the power dynamics and rationales of how we can be together

Alicia Garza, American activist

If you haven't got the best talent you're not going to be the best, if you're not representing properly the available pool of talent then you're missing an opportunity

Alex Wilmot-Sitwell, Partner at Perella Weinberg Partners

Good leadership requires you to surround yourself with people of diverse perspectives who can disagree with you without fear of retaliation.

Doris Kearns Goodwin, Biographer and Historian

Our plan we will therefore support a workplace that:

- Encourages a sense of belonging, so that everyone feels able to come to work and be themselves.
- Support everyone's well-being and dignity, where there is no fear of bias or prejudice, so that everyone feels safe and accepted.
- Reflects the community that we serve.
- Allows everyone the opportunity to voice their concerns, thoughts and challenge without reprisal.
- Supports a culture of positive psychological well-being.
- Gives a sense of value and respects where everyone feels rewarded, developed and appreciated.
- Supports and develops everyone to understand the value of equality, diversity and inclusion.
- Encourages the involvement of everyone in the design and development of their work environment.
- Develops managers to be able to promote and encourage inclusion within the workplace.



This commitment is the foundation of our plan

External Influences

There are many external influences that will impact on the world of work over the next four years.

- Economy: The UK faces a long road to recovery in the wake of the Covid-19 pandemic. There is likely to be significant pressure on public funds in a post Covid world. For us this will mean how we can best deliver our services whilst looking after our workforce. We will need to be transparent regarding the budgetary pressure we face as an organisation and encourage involvement in designing new ways of working.
- Technology: There is a major push towards a digital approach to service delivery and self- service. We now need to build on what we have learnt through Covid to explore how technology could support our customers and create efficiencies.
- Environmental pressure: The reduction of our carbon footprint through our working practices e.g. reducing commute with home working and better use of technology.
- Societal differences are increasing and are exacerbated by rising unemployment (particularly younger and older), aging population, digital divide and various community cohesion issues. We need to be conscious of these divides and recognise them in the delivery of our services.
- Well-being issues are becoming more complex in a challenging world. Access to healthcare will be difficult over the next few years. We therefore need to factor into our planning how we might bridge that gap.
- On-going changes in Pension legislation could have an effect on establishment numbers. This may result in a loss of expertise in a short period and require greater investment in recruitment.
- The nature of work itself and its balance with life are being tested by changing aspirations of new generations. Covid has shown that we can work differently.

Our Key Aims

In considering our commitment to people and these external influences, we have identified six key aims within our plan. We believe that identifying these priorities we will help create the workplace we are driving to achieve.

1. To attract, identify, retain and develop high performing employees in order to best serve our customer.
2. To enable the development of high performance culture in which everyone is supported, rewarded, developed and managed effectively.
3. Together continue to cultivate an environment of positive health and good wellbeing, where people are engaged and valued for what they do.
4. To develop and support the growth of leaders to facilitate transformational change.
5. Embed a supportive culture which is inclusive, positive, and fair which enables people to reach their potential.
6. To support a work environment which promotes flexibility and harnesses the benefits of using the latest technology.



How do we intend to achieve our aims?

In order to deliver these aims over the next four years we have identified a series of key people activities. These will support some, or all, of the aims either directly or indirectly.

- **Data:** to improve the collection and use of data to support workforce development. Creating business focused analysis of data to identify trends, areas for improvement and support performance.
- **Sense of Belonging:** to further develop our workplace to support well-being, improve employee engagement and eliminate bias or prejudice specifically in recruitment and promotion processes.
- **Employee Experience:** to promote diversity of thinking, encourage a culture of open debate, creativity and collective problem solving. To take the next steps towards engagement/participation so there is joint ownership of change.
- **Leadership:** to continue to advance our leaders as role models who promote a culture of inclusion, professionalism and ownership. Through a coaching and continuous dialogue feedback enable everyone to have a voice, own their learning and focus on customer needs.
- **Talent & Career Management:** to enhance our current processes so that they support effective workforce planning and provide a variety of opportunities for all colleagues to develop their potential.
- **Learning Environment:** to support the learning of all by expanding our blended learning approach, building on professionalism and encouraging individual ownership of learning.
- **Contractual Flexibility:** to explore how contractual flexibility could promote and encourage greater empowerment, support improved well-being and attract a greater diversity of applicants.



In the second section of this plan, these activities will be explored in more detail. We will examine what has already been and then identify specific pieces of work that will be undertaken in the next four years so that we can achieve our overarching aims.

An integral part of our plan will be how we measure 'success' and assure ourselves that we have met our aims. To do this we will use our newly designed 'maturity models'.

Maturity Models

There are ten 'maturity models' (Appendix 1). These models will:

- Enable us to develop a 'gap analysis' against recognised widely accepted models of best practice.
- Provide a roadmap to becoming a leading practice organisation.
- Allow measurement and benchmarking of internal progress.
- Assist our explanations of these organisational concepts to all colleagues, leaders, volunteers and Members.

We have developed our models through a consultation process where everyone was invited in be involved. The consultation focused on:

- Validating the language within the models ensuring common understanding and relevance.
- Collectively evaluating the organisation's current level of competence/maturity in each specified area.
- Collectively identifying the organisational aspiration level over the next 1-4 years, which then drives the key aims and activities of our 'people plan'.

Looking forward we intend to use these maturity levels to measure the success of the 'people plan' over the next four years.

So how does this all come together? Remember our triangle?

Our activities and our maturity models will support us achieving our aims. The work we undertake will enable us to get to the next maturity model level which in turn supports us to achieve our overarching strategic aims.

What does success look like?

Through consultation we have agreed our current and aspired levels within the Maturity Models. These levels will be one of the main ways by which we will access the success of this plan. This table details these levels.

Maturity Models - Measures of Success									
Recruitment	Leadership	Learning Organisation	Blended Learning	Performance Management	Employee Engagement	Succession Management	Equality, Diversity	Well Being	People Analytics
4	4	4		4	4	4	4	4	
3	3	3	3		3			3	3
				2		2	2		
			1						1

2025 2021

Maturity Models - Measures of Success

Year	Recruitment	Leadership	Learning Organisation	Blended Learning	Performance Management	Employee Engagement	Succession Management	Equality, Diversity	Well Being	People Analytics
2025	4	4	4	3	4	4	4	4	4	3
2021	3	3	3	1	2	3	2	2	3	1

Section Two - Key Activities

People Activity - Data

Improve the collection and use of data to support workforce development. Creating business focused analysis of data to identify trends, areas for improvement and support performance.

Where we have come from: People Plan 2017 - 2021

There was not a specific strategic objective in the People Plan 2017-2021 regarding data. Although a number of planned activities did focus on data collection and started to consider how this data could be used to support workforce planning and development.

We have evaluated our current position within the People Analytics Maturity level as being level 1 (operational reporting).

We recognise that there is lots more to do here and this is why we have set this as one of our primary objectives for the 2021-2025 plan.



Achievements

Introduced:

- Corporate Absence Review Board to give strategic overview of long and short-term absence.
- Cancellation reporting and Expiry Tracking to ensure our employees core skills are current.
- Annual checks in place to ensure no-one is out of ticket for any skills.
- Moodle Reporting is done regularly to track employee progress on online content.
- A trauma tracker to record exposure to potential traumatic events and identify early support.
- A monthly operational establishment planning group – quarterly reporting to establishment of 2 year rolling operational recruitment
- Talent Benchmarking Review (TBR) process.

Published:

- Gender Pay Data government guidelines.
- Ethnicity & Disability pay data before mandated by government.
- Awareness campaigns to improve declaration of personal data.
- Internal surveys e.g. continuous dialogue, role of a manager

Improved service delivery:

- People Impact Assessments (PIA) to support organisational change, policies development and project development.
- Use of third-party provider data to manage and support organisational change & development.
- Introduction of weekly crewing meetings to evaluate future availability and reduce overtime.

Measures of Success

- Maintained sickness absences - Local Performance Indicator within target for the 5-year period
- Gender pay for March 19 and March 20 showed a marginal advantage for women
- 10% uptake of Employee Assistance Programme (EAP) Helpline support, of which 94.9% is counselling calls – 58% mental health related
- On average 12% of successful wholetime applicants were female

Current Maturity Model Levels

Recruitment	3
Learning Organisation	3
Talent Management	2
Equality, Diversity & Inclusion	2
Wellbeing	3
People Analytics	1

Where next?

We want our data to identify that we:

- support organisational change
- help us to understand our customer's needs (internally & externally)
- improve our employees' wellbeing
- create a safe and inclusive workplace
- support everyone to maintain their competency

We believe this will support us to:

- Be transparent in the make-up of our workforce.
- Integrate talent management and career succession into our establishment planning.
- Support cultural change.
- Empower leaders to make objective and informed decisions to identify and implement change.
- Support all employees to know what they need to do to perform to their full potential.
- Inform recruitment, induction and retention.
- Support organisational and individual learning.
- Observe trends and produce detailed reports.



Proposed Activities

To develop:	<ul style="list-style-type: none">• Definition of the organisational data requirements for People and Learning functions to support organisational improvements and decision making.• A tool or tools by which managers can view and analyse people-related data to support:<ul style="list-style-type: none">• wellbeing• performance management• rostering/workforce planning• training expired or current• decision making• improved productivity and performance• competency• A tool or tools by which the organisation can ensure Working Time Compliance for its workforce.• A process by which we can measure return on investment and expectations from learning programmes to support performance.• An evaluation process by which to measure the effectiveness of positive action activity.• Explore how to embed social mobility into our monitoring and procedures e.g. recruitment.
To improved service delivery:	Implementation of Time & Attendance system * Development of an improved Training Recording/Booking System

Measures of Success

- Increased application for wholetime and on-call roles from women & other under-represented groups.
- Increased uptake of Employee Assistance Programme (EAP) in under-utilised services.
- Improved disclosure of personal data from % to %
- Less than 5% expired for skills at any one time.

Maturity Model Aspiration Levels by 2025

Recruitment	4
Learning Organisation	4
Talent Management	4
Equality, Diversity & Inclusion	4
Wellbeing	4
People Analytics	3

People Activity – Sense of Belonging

To further develop our workplace to support well-being, improve employee engagement and eliminate bias or prejudice specifically in recruitment and promotion processes.

Our previous plan focused on creating a great place to work by:

- Developing cultural values and behaviours to support inclusive and fair practice.
- Together creating a work environment that enables us to be able to bring ourselves to work.
- Diversifying our teams to better represent our communities through fair and inclusive recruitment practices.
- Embedding an understanding of the impact on people of our activities and practices through People Impact Assessments (PIA).
- Improving internal awareness and ownership of Equality, Diversity and Inclusion (EDI).
- Providing comprehensive wellbeing support.
- Creating an environment where individuals can seek support for health and wellbeing concerns.



Achievements

Introduced:

- Inclusion Officer role
- Wellbeing Manager role
- Associate Training Coaches
- Wellbeing Champions/Allies network
- 24/7 out of hours Wellbeing support through Welfare Support Officers
- LGBT Network of models and allies

Published:

- Financial Wellbeing Framework
- Oscar Kilo wellbeing accredited
- Internal and External Customer Promise

Improved service delivery:

- Embedded the use PIAs into projects, work activities and change processes
- Created On-Call and Wholetime (WT) Liaison role in Learning and Development to enable support where needed
- Included EDI as a specific question within all recruitment interviews to support the embedding of organisational EDI understanding
- Restructure of the role of volunteers to focus on how they will best support service delivery

Training and awareness:

- Online Suicide Prevention training for all employees
- Monthly Inclusion awareness programme
- Review of learning activities to include customer awareness activities
- Managers trained in Mental Health First Aid were able to provide day-to-day support to their teams

Measures of Success

- 10% uptake of Employee Assistance Helpline support, of which 94.9% is counselling calls – 58% mental health related.
- More realistic training using live external facilities such as water and live fire venues.
- Developed PIAs for key operational activities which were adopted nationally.
- Developed Equality of Access Case studies which were adopted nationally.
- Trained 102 in Mental Health First Aid.

Current Maturity Model Levels

Recruitment	3
Leadership Development	3
Learning Organisation	3
Blended Learning	1
Performance Management	2
Employee Recognition & Engagement	3
Talent Management	2
Equality, Diversity & Inclusion	2
Wellbeing	3
People Analytics	1

Where next?

Our focus will be:

- Continue to develop all teams' understanding and awareness of Equality, Diversity and Inclusion.
- To ensure that all people processes are free from bias, are objective and fair.
- Build our employee brand to reflect who we are so that applicants consider us as a good employer or our workforce to be more representative of the communities we support.
- For our leaders to role model inclusive behaviours, encouraging their teams to have a voice.
- Together creating a workplace where everyone feels valued and has a sense of belonging.
- Continue to remove stigma of mental health through education and support.
- Challenging any unacceptable behaviour and irresponsible use of social media.
- Adapting our working environment and practices to support a multi-generational workforce.



We believe this will support us to:

- Improve productivity, motivation and efficiency.
- Improve the diversity of the organisation
- Reduce sickness
- Continue our zero tolerance to bullying & harassment
- Increase individual's resilience and psychological wellbeing
- Create customer focused service solutions

Proposed Activities

Research on:	<ul style="list-style-type: none"> • The impact on long term injuries to consider if these have resulted in long term medical conditions.
Policy development and implementation	<ul style="list-style-type: none"> • Implement the Youth Engagement and Employability Framework. • Embed the Financial Wellbeing Framework. • Drug & Alcohol Policy including addition support for addiction. • Equality, Diversity & Inclusion Policy. • Training and awareness programme to support Domestic Violence policy. • Delivery of the Neurodiversity Commitment.
Improve Service Delivery	<ul style="list-style-type: none"> • Embed the new employee brand into people focused working practices and processes. • Continue to embed PIA and Equality of Access into service delivery, including a robust monitoring and evaluation process. • Evaluate the organisation's understanding of inclusion to support the development an on-going learning strategy for inclusion. • Enhance the modular firefighter programmes to enable individuals to perform better and sooner. • Identify and remove potential barriers in our recruitment process. • Further develop our internal networks to support an integrated approach to support creating an inclusive culture. • Create communities that enable learners to solve problems together. • Recruitment of further volunteers who will be selected to support specific service delivery teams. • National project to identify and remove potential barriers to under-represented groups through recruitment.

Measures of Success

- Gender Pay – to demonstrate no significant gender pay issues.
- Introduce pay monitoring against disability and race.
- Equal Pay – shows no significant equal pay issues.
- To successfully achieve the following awards:
 - Stonewall index
 - Chartered Institute of Personnel & Development (CIPD) Wellbeing award
 - Reaccreditation of Oscar Kilo
- Maintain sickness levels at or below organisational target of 3.5 shifts.
- A robust process in place to monitor, review and evaluate the success of the PIA action plans.

Maturity Model Aspiration Levels by 2025

Recruitment	4
Leadership Development	4
Learning Organisation	4
Blended Learning	3
Performance Management	4
Employee Recognition & Engagement	4
Talent Management	4
Equality, Diversity & Inclusion	4
Wellbeing	4
People Analytics	3

People Activity – Employee Experience

To promote diversity of thinking, encourage a culture of open debate, creativity and collective problem solving. To take the next steps towards engagement/participation so there is joint ownership of change.

Where we have come from:

People Plan 2017 - 2021

Employee Experience was not defined as a specific strategic objective in the previous People Plan and separate work streams which now form part of this objective, were previously headed as Wellbeing, Cultural Values and Behaviours.



Achievements

Introduced:

- Annual resilience and wellbeing conferences.
- Menopause awareness workshops.
- Safeguarding training for all teams.
- Carried out a number of surveys to gauge colleague satisfaction – feeling valued, continuous dialogue, reward & recognition.
- Confidential line to the Advisory, Conciliation and Arbitration Service (ACAS) to discuss any bullying and harassment concerns.
- Online induction programme to welcome new employees.
- L&D Professionalisation Programme created to develop L&D professionals.
- Liquefied petroleum gas (LPG) Training Facility at Ramsgate.
- Associate Training Coaches to provide closer station support.
- Modular trainee Firefighter course to get learners to stations sooner.
- Employee Forum to represent views of those in Corporate Teams.

Achieved:

- Supported NFCC with Equality Impact Assessment (EIA) training and development of the national EIA template.

Published:

- Code of Ethical Conduct.
- Provisions for Carers (Carers Agreements).
- Enhanced maternity and paternity provisions.
- Speak Up Policy to encourage everyone to freely raise issues and offer feedback.
- Portfolio of Covid-19 policies supporting employees and managers.

Improved service delivery:

- Services people impact assessed and actions taken to mitigate any discriminatory factors.

Measures of Success

- Response to employee surveys provided evidence that most felt valued and that they were receiving regular feedback.
- Wellbeing provision was rated very highly by the HMICFRS during the pandemic.
- All L&D colleagues able to access courses as part of the professionalisation programme.
- At least one associate training coach has been assigned to most stations.
- New wholetime pathway has been received well, with stations taking ownership of their trainees' development.
- All recruitment continued during the pandemic, and process were modified to ensure candidate safety.
- ACAS wellbeing line was contacted by 4 individuals, no specific issues raised.
- Very low level of formal grievances and bullying cases.

Current Maturity Model Levels

Recruitment	3
Leadership Development	3
Learning Organisation	3
Employee Recognition & Engagement	3
Equality, Diversity & Inclusion	2
Wellbeing	3

Where next?

Employee Experience will focus on reinventing our workplaces and how we interact in the post-pandemic reality. Hybrid working i.e. working across different locations including home, is going to become more of a norm. We will therefore need to ensure that all elements of the employee experience can be delivered in person and virtually, supported by the appropriate skill sets, internal processes and technology.

We want our learning facilities to provide the best possible experiences; whether that is simulated or live. This will enable us to continue to train as we respond.

We will focus on maintaining employees' engagement and our culture through the development of solutions which offer instant feedback, recognition and promote communications between teams working remotely.

We believe this will support us to:

- Develop hybrid work solutions balancing personal preferences and needs with teams' objectives
- Maintain employee satisfaction and engagement levels and reduce workplace stress
- Enable new and existing employees to learn by experience and from mistakes.
- Develop trust and ability to effectively manage teams working according to a hybrid model
- Improve resilience and wellbeing
- Encourage employee involvement through participation and consultation.
- Improve diversity of thinking and contribution



Proposed Activities

Develop:	<ul style="list-style-type: none"> • Culture of open debate, creativity and collective problem solving e.g. Action Learning Sets, informal resolution. • Environment where everyone has a voice and can contribute their ideas. • Implement new License to Recruit Programme to ensure we operate fair and bias free practices. • Reward and Recognition Framework. • Develop employee led support groups and forums around under-represented groups in the workforce. • Introduction of a Conflict Resolution framework to support early and informal intervention. • Programme to ensure that there is greater involvement in projects from all teams. • Workplace stress assessment. • Research potential wellbeing concerns in under-represented groups. • Investigate the impacts of Long-term impact of Covid on operational fitness and health. • 'Just culture' approach to learning from genuine mistakes and ownership.
Improved Service Delivery:	<ul style="list-style-type: none"> • Introduction of elements of Employer Brand to support our recruitment and positive action e.g. moments that matter. • Improve learning at the point of need resources, enabling individuals to get what they need when they need it. • Ashford Live Fire Facility and new learning facilities to provide a better simulated and live experience to train new employees.
Research:	<ul style="list-style-type: none"> • The impact of disturbed sleep in shift workers. • Explore the use of Chat-bot technology to support customer experience.

Measures of Success

- Significant transition of office based colleagues to hybrid contracts which will include home working.
- Earlier workplace conflict intervention will seek to eliminate formal grievance and bullying claims.
- Increased application for wholetime and on-call roles from women & other under-represented groups.
- Robust evaluation of learning to support future design and delivery of training.

Maturity Model Aspiration Levels by 2025

Recruitment	4
Leadership Development	4
Learning Organisation	4
Employee Recognition & Engagement	4
Equality, Diversity & Inclusion	4
Wellbeing	4

People Activity – Leadership

To continue to advance our leaders as role models who promote a culture of inclusion, professionalism and ownership. Through a coaching and continuous dialogue feedback enable everyone to have a voice, own their learning and focus on customer needs.

Where we have come from: People Plan 2017 - 2021

We want the best leaders, but recognise that all the answers, including best practice can't be gained from just looking inside our organisation.

The People Plan focussed on the creation of leaders, and the early stages of development of them. We have now created a stable foundation on which to develop our leadership as an organisation, including the integration of refined leadership roles such as that of station leaders.

We have started our leadership development journey with dedicated programmes that are starting to now be rolled out on a larger scale.



Achievements

Introduced:

- 5 Level Inspiring Leadership Programme to support leaders at all levels.
- Bite sized leadership development content.
- Bursary Scheme launched to enable people to achieve qualifications they have not been previously able to.
- LinkedIn Learning launched in October 2020, enabling online access to leadership development content.
- Talent Benchmarking Review process.
- Continuous Professional Development Days for those on the Flexible Duty System, sharing learning and best practice across command groups.

Published:

- Managers Online Toolkits to support with regular people challenges.
- Senior Management Code of Ethical Conduct that all Heads of Department, Area Managers and above have signed.
- Officers Framework, together with leadership expectations for newly promoted Station Managers.
- Supervisory Managers guide for newly promoted Crew Leaders.

Improved service delivery:

- Fire Futures and Corporate Team Seminars now monthly and online to share information better.
- Manager's discussion topics shared monthly with managers to support the debate of corporate messages through team meetings and professional challenge.

Measures of Success

- Bursary Scheme launched in 2018. A budget of £65K is allocated year on year.
- 123 people have been through Core Leadership Programme and 21 through Advanced Leadership Programme since its 2019 launch.
- 232 have accessed LinkedIn activities over the first 8 months of its introduction.

Current Maturity Model Levels

Leadership Development	3
Learning Organisation	3
Blended Learning	1
Performance Management	2
Talent Management	2
Equality, Diversity & Inclusion	2
Wellbeing	3
People Analytics	1

Where next?

We want our leaders to:

- Be ready and capable to do the job, own their role and know what is expected as a leaders.
- Take ownership of own development needs.
- Be the right people with the right skills.
- Be flexible and meet future challenges and plan for it.
- Create an environment where everyone can thrive.
- Support their teams to take responsibility for their own engagement with the organisation.

We believe this will support us to:

- Further develop our culture to be no blame, open and challenging, where no discussion topic is taboo, and curiosity is encouraged.
- A culture of positive psychological wellbeing.
- Develop leaders who own and encourage inclusion in the workplace.
- Develop leaders who are successful, competent and professional.



Proposed Activities

- Widening the Inspiring Leadership Programme to support all leaders, managers and remote/distanced people leadership.
- Continue to embed a culture of continuous dialogue, performance management and coaching.
- Use Leadership behaviours framework for coaching.
- Further encourage a culture of open debate, creativity and collective problem solving of current and future challenge, using Action Learning Sets, conferences etc.
- Encourage ownership of learning by individuals through support being available via learning platforms and materials.
- Leaders are developed as workplace assessors to coach, support and measure employee performance.
- Enhance leader level learning on operational, professional and people skills.
- Leaders encourage self-led learning by all.
- Promote diversity of thought through role modelling and develop understanding through the leadership framework.
- Focus on how meetings are facilitated to hear everyone's voice.
- Introducing monthly CPD webinars for all Incident commanders to share learning, best practice and support station based training.
- Develop programme of learning to support better organisational and governance skills for leaders e.g. budget management, project & programme management/sponsorship, report writing.
- Review our Leadership Behaviours to embed inclusion, our culture, remote work, building team trust and emotional intelligence.
- Support development of skills necessary to manage and develop remote and hybrid teams.

Measures of Success

- Introduce Action Learning Sets programme.
- Implemented the Coaching & Mentoring programme in full by end of 2022.
- All station leadership teams will have undertaken workplace assessor training by 2023.
- 21 in the Advanced Leadership Programme.
- 20% of those who have been on the Inspiring Leadership Programme to be promoted within a year.
- Revised Leadership Behaviours Framework published and embedded into recruitment and selection processes.

Maturity Model Aspiration Levels by 2025

Leadership Development	4
Learning Organisation	4
Blended Learning	3
Performance Management	4
Talent Management	4
Equality, Diversity & Inclusion	4
Wellbeing	4
People Analytics	3

People Activity – Talent Management and Career Succession

To enhance our current processes so that they support effective workforce planning and provide a variety of opportunities for everyone to develop their potential.

Where we have come from: People Plan 2017 - 2021

During the period of this People Plan we have put in place a structured process by which to effectively manage our workforce planning.

At the centre of this work has been the introduction of a Talent Benchmarking Review (TBR) process, which involves a career aspiration conversation with everyone at least once a year. Therefore, giving us a better, timely understanding of our workforce pressures and requirements.



Achievements

Introduced:

- Talent Bench Review being used for operational teams to identify those are ready for promotion or with support those that could be promoted.
- An annual career aspiration conversation which seeks to understanding future development needs and to anticipate future workforce pressures.
- Modularised trainee development course to take a more vocational approach to developing firefighters and getting resource to station sooner.
- Development posts in place across the organisation to enable individuals to gain experience at crew leader level.
- Review of station-based roles e.g. expectations, viability of Station leader model, work with operational managers and roll out of new Integrated Learning Assurance Model (ILAM).

Published:

- Online induction programme for corporate teams

Improved service delivery:

- Introduction of central team who closely monitor operational workforce levels, feeding theses directly into Establishment Group.
- Achieved Institute of Fire Engineers corporate membership.

Measures of Success

- Talent Bench Review process fully embedded for operational teams and is successfully supporting the promotion process.

Current Maturity Model Levels

Recruitment	3
Leadership Development	3
Learning Organisation	3
Talent Management	2
Equality, Diversity & Inclusion	2
Wellbeing	3

Where next?

We want our talent management & career succession to:

- Enable us to attract, select and retain high performing individuals.
- Develop the right skills at the right time to enable us to maintain critical roles across the service.
- Identify those individuals with potential early so they can be supported to develop and meet their career aspirations.
- Support us to proactively manage career succession and workforce planning.
- Developing a culture where together everyone undertakes self-led learning throughout their career.



We believe this will support us to:

- Create a positive working culture where individuals perform to the best of their ability because they are valued, developed and competent and feel they belong.
- Create an effective workforce planning process which reduces establishment overheads e.g. reduction in overtime
- Plan for the loss of knowledge either through retention or career succession that identifies risk critical position.
- Create workplace where barriers are identified and removed to ensure the right leaders are come through.

Proposed Activities

- Review of non-operational Talent Benchmarking through consultation with stakeholders.
- Continued support for all to gain professional membership e.g. Institute of Fire Engineers
- Licence to recruit training rolled out to make recruiting clearer and simpler.
- Integrated induction programme that is applicable to all teams.
- Enable individuals to self-develop, keep their skills up to date and own their own learning.
- Develop a Talent Management Framework which includes secondments, career progression roles and an accelerated career pathway.
- Develop a specific programme to support Corporate Teams career progression.
- Embedding of continuous performance conversations and performance management, whilst hybrid working.
- Improved collation of data to measure and evaluate talent management processes.
- Considering how we build and use talent pools.
- Review customer journey of career pathways to ensure better customer experiences.

Measures of Success

- All new entrants have been through the on-line induction programme.
- Professional memberships (such as IFE, CIPD, CIPR) will be an integral part of job descriptions, and an essential requirement of people performing well in their role.
- All colleagues who require professional body membership in their role have been offered this opportunity.
- All managers directly involved in recruitment will have completed the License to recruit course by 2023.

Maturity Model Aspiration Levels by 2025

Recruitment	4
Leadership Development	4
Learning Organisation	4
Talent Management	4
Equality, Diversity & Inclusion	4
Wellbeing	4

People Activity – Learning Environment

To support the learning of all by expanding our blended learning approach, building on professionalism and encouraging individual ownership of learning.

Where we have come from: People Plan 2017 - 2021

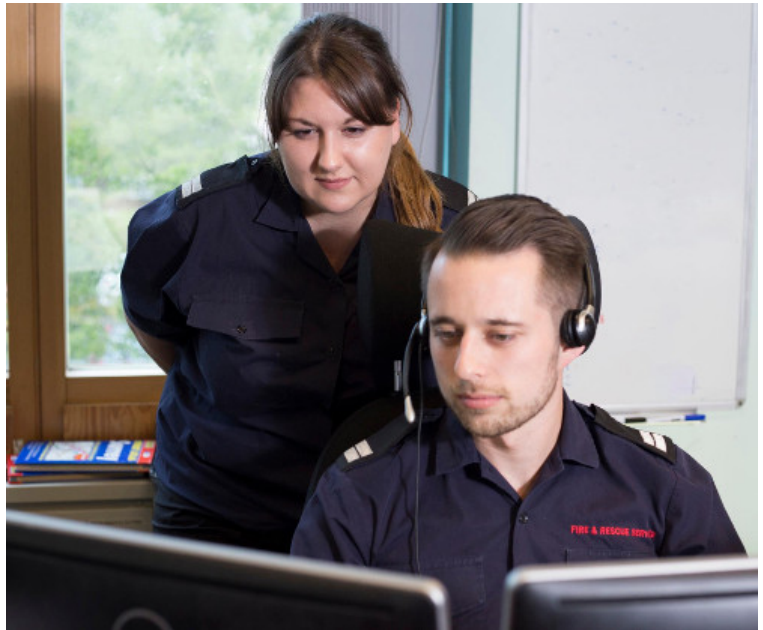
During this period of the People Plan we have created a wider blended learning environment in which to support learning beyond the classroom.

Started creating a supportive learning environment ensures that people learn safely and without fear to be the best they can be.

We have created opportunities where skills can be practiced regularly as this will support them being remembered and applied. Through this, we recognise that sometimes people may make mistakes, but this is okay, if they are continuing to develop.

Multiple routes of learning have been created to encourage individual ownership whether through external professional qualifications achieved through the bursary scheme. Or smaller scale Continuous Professional Development events and in-the-moment learning through webinars.

With the creation of a no-blame debrief environment; learning environments have begun to be created that allow open, honest critical reviews of activities and how we can improve.



Achievements

Introduced:

- Debrief process to identify what can be done better next time at incidents.
- Supporting the introduction of the Integrated Learning and Assurance approach (ILAM).
- Benefits mapping for projects. To provide a supportive framework for project managers to prevent repeating mistakes.
- 4 Continuous Professional Development (CPD) days per year for corporate teams.
- Improved Blended Learning platform on Moodle.
- Talent Benchmarking Review to identify those ready for promotion or with potential – individual development plan to support this progression.
- Professional pathways e.g. Learning & Development and building safety.
- Alignment to Fire Standards across all learning programmes.
- Implementation of new Moodle and learning design tools.
- A better approach to evaluation of learning.
- Review of learning materials to consider impact on customers in delivery.

Improved service delivery:

- Ops Assurance feedback continuously highlights both developmental and good areas of learning.
- Learning & Development commissioning process to manage work priorities for the team.

Measures of Success

- Introduction of case studies and real life scenarios to learning in ensure that customer experiences is forefront in our learning materials
- We have provided a simple authoring tools to enable all that work in KFRS to participate in developing online learning.
- We have introduced two online learning platforms to support self-led and group led learning (Moodle and LinkedIn Learning).
- £60k is used each year to support applications to the bursary scheme.

Current Maturity Model Levels

Leadership	3
Learning Organisation	3
Blended Learning	1
Performance Management	2
Employee Recognition & Engagement	3
Wellbeing	3
People Analytics	1

Where next?

We want our learning environment to be:

- Supportive and recognising continuous professional learning throughout our career.
- Enabling individuals to stay current in their knowledge, and own their development and learning.
- Available for all to access, across multiple platforms and multiple media.
- Performance is self and peer assessed, with regular feedback supporting both individual and team development.
- Poor performance is identified, interventions used in the early stages and coaching is used to support.
- Future focussed, calling upon both tried and tested methods, but also utilising the latest technology and trends, to ensure we get the right learning at the right time.



We believe this will support us to:

- A culture of learning, in which people hold accountability for what they are learning and remaining current.
- A variety of blended by default learning solutions, where all learners can access what they need without necessarily needing to attend a face to face course.
- An environment in which people are aware of their performance and are not afraid to ask for feedback.

Proposed Activities

- All learning programmes are blended by default.
- Embedding new technology in how we develop and deliver learning e.g. VR.
- Incident Command Simulation becomes more commonplace and varied.
- Wider assessment opportunities that are inclusive by design which enables individuals to learn and be tested in varied ways.
- Continue to recognise neurodiversity in learning and provide varied support mechanisms for all employees.
- Upskilling individuals to be competent when using technology.
- Coaching & Mentoring is embedded in the leadership programmes and available to support under-represented groups.
- We actively use case studies to learn from other organisations inside and outside of the fire sector.
- Inclusivity and customer service is integrated within all learning programmes to ensure the learning environment is supportive of all.
- Seeking feedback as a result of large-scale programmes such as recruitment, promotion/development processes to embed and do better.
- Utilise People and Talent Bench data to provide evidenced based feedback on performance.
- Evaluation is used at multiple levels to ensure effective customer service delivery and feedback is actionable.
- Development pathways are built to enable clearer pathways for all teams.
- Further roll out of professionalism and competency frameworks.
- Support managers and individuals to be able to work effectively in a remote workplace.

Measures of Success

- All operational individuals are current in their pathway with ILAM or in a development plan.
- Completion of mandatory learning packages are at 95% or higher. With people actively owning their own learning.
- Online Self-led learning is adapted to meet needs (including re-procurement of platform in December 2023).
- Self-Led Learning is actively undertaken, with over 95% of the users accessing online learning.
- All recently promoted leaders in the last six months have been on a stage of the Inspiring Leadership Programme.

Maturity Model Aspiration Levels by 2025

Leadership Development	4
Learning Organisation	4
Blended Learning	3
Performance Management	4
Employee Recognition & Engagement	4
Wellbeing	4
People Analytics	3

People Activity – Contractual Flexibility

To explore how contractual flexibility could promote and encourage greater empowerment, support improved wellbeing and attract a greater diversity of applicants.

Where we have come from: People Plan 2017 - 2021

Our objectives focused on implementing new solutions for the stations, including new duty system, management structure and review of On Call pay.

We also introduced new approaches to our established recruitment processes, for example opening traditional firefighter roles to more diverse groups of non-operational applicants or

introduction of market premiums for difficult to recruit and specialist roles.



Achievements

Introduced:

- First Wholetime recruitment campaign since 2007.
- Flexible Rostering Duty System.
- Review of Flexible Rota System.
- Enhanced pay and leave provisions for parents.
- Carers Agreements.
- Secondment opportunities to partner organisations e.g. South East Coast Ambulance Service, National Health Service.
- Homeworker Agreements outlining terms and conditions changed during the pandemic.
- Station Leader structure
- Operational Group structure.

Reviewed:

- On Call pay elements which have been simplified and consolidated.
- Pay levels and market forces affecting recruitment to specialist roles within the IT team.
- All operational roles and requirements (new Job description/ Person Specification).

Improved service delivery:

- New duty system for the shift stations, station and Group structures support organisational objectives such as reduction of overtime and resilience.
- Conversion of firefighter roles into Corporate Team terms and conditions to encourage greater and more diverse applicant pool.
- We can offer competitive terms and conditions to attract applicants to specialist roles e.g. IT.

Measures of Success

- All stations now operate under the Flexi-Rostering Duty System which has enabled a reduction of establishment across wholetime stations without impact on service delivery.
- Carers Agreements have be introduced.
- Continued transition of roles with no operational requirement being converted to corporate team’s terms and conditions.

Current Maturity Model Levels

Recruitment	3
Leadership	3
Learning Organisation	3
Blended Learning	1
Employee Recognition & Engagement	2
Equality, Diversity & Inclusion	2
Wellbeing	3

Where next?

We want to embrace opportunities arising from the post-pandemic reality, to incorporate our learning during this period to move away from our current traditional work structures e.g. office based.

We will achieve this through working together in our teams to co-design new working contract which encourage flexibility and hybrid/remote working. These contract will remain service delivery focused and will be designed to meet both organisational and team needs.

Through greater flexibility we will be able to consider individual wellbeing and caring needs, encourage a wider pool of job applicants and adapt our working environment and practices to support a multigenerational workforce.

We will also continue to improve our understanding of equality, diversity and inclusion to identify proactive steps we can take to address any disadvantage or improve customer's experience.

We believe this will support us to:

- Creating a more flexible culture
- Our competitiveness on the job market
- Perception of the Service as a progressive and modern employer
- Quality of sensitive data we collate and its use to support our EDI policy and commitments
- General wellbeing and engagement levels



Proposed Activities

Develop IT and processes to support:	<ul style="list-style-type: none">• Transition to a paperless workplace• Removal of time-consuming paper based transactions• Increased focus on customer needs• Give individuals space to own their learning and get involved with other activities e.g. projects
Redesign our working environment to:	<ul style="list-style-type: none">• Create supportive & empowering line management• Improve home/work flexibility & balance• Support changing caring demands• Improve wellbeing and work-life balance
Improve our understanding of:	<ul style="list-style-type: none">• Social mobility• Design of flexible jobs• Management of people with diverse needs in different locations• How to foster engagement, wellbeing and inclusion for all employees in the hybrid work environment
Review:	<ul style="list-style-type: none">• Ongoing review of on-call contractual and pay arrangements• Senior managers benchmarking exercise• Job evaluation process• Performance related pay

Measures of Success

IT and supporting processes

- All hybrid teams have paperless solutions in place
- People Impact Assessments will be carried out on all key People/recruitment processes and solutions

Outcomes for job applicants

- Improved customer satisfaction / feedback from new employees
- Improved diversity of applicants appointed by the service e.g. from under-represented minorities e.g. disabled, social mobility

Wellbeing of existing teams

- Improved engagement e.g. measures relating to satisfaction with hybrid solutions in place such as line management, feedback, objectives setting, productivity levels, satisfaction
- Improved wellbeing e.g. measured by reduction in workplace stress reported

Maturity Model Aspiration Levels by 2025

Recruitment	4
Leadership	4
Learning Organisation	4
Blended Learning	3
Employee Recognition & Engagement	4
Equality, Diversity & Inclusion	4
Wellbeing	4

Section Three - Overview of the Key Activities for the People Plan 2021-2025

Data

Data - The collection & analysis of data to improve workforce planning & development.

Key Activity	21/22	22/23	23/24	24/25
Develop a clear definition of the organisational data requirements for People & Learning functions to support organisational improvements and decision making	✓			
Create a mechanism by which managers can view and analyse people related data to support the monitoring of the following: wellbeing, performance management, workforce planning, training, decision making, performance and competency	✓	✓	✓	
Create mechanism by which managers can view and analyse people related data to support diversity and inclusion	✓	✓		
Develop a mechanism by which the organisation can monitor and ensure Working Time compliance for our workforce	✓			
Create a means by which to evaluate and measure the effectiveness of positive action activity		✓		
Create a process by which to measure the return on investment and expectations from learning programmes to support performance	✓	✓	✓	
Explore how to embed social mobility into our monitoring and recording processes		✓		
Procurement and Implementation of the Time & Attendance system	✓	✓		
Development of a an improved Training Recording and Booking system		✓	✓	

Sense of Belonging

Sense of Belonging - To continue to develop our workplace to support wellbeing, improve employee engagement and eliminate bias or prejudice specifically in recruitment and promotion processes.

Key Activity	21/22	22/23	23/24	24/25
Research into the impact on long term injuries to consider if these have resulted in long term medical conditions	✓	✓		
Implement training and awareness programme to support the roll out of the Domestic Abuse Policy	✓	✓		
Develop and implement a Youth Engagement and Employability Framework	✓	✓		
To implement the Financial Wellbeing Framework through a financial education programme	✓			
Develop a Drugs & Alcohol Policy and introduce addition support regarding addiction		✓	✓	
Implementation of the Neurodiversity Commitment	✓	✓		
Embed the new Employer Brand it into people focused working practices and processes	✓	✓		
Continue to embed PIA and Equality of access into service delivery by introducing a robust monitoring and evaluation process	✓	✓	✓	
Evaluate the organisations understanding of inclusion to support the development an on-going learning strategy for inclusion	✓	✓	✓	
National project to identify and remove potential barriers to under-represented groups through recruitment	✓			
Develop and implement Equality, Diversity & Inclusion Policy	✓			
Further develop Employee Forums to support an integrated approach to creating an inclusive culture	✓	✓	✓	
Continue to enhance the modular firefighter programmes to enable individuals to perform better and sooner	✓	✓		

Employee Experience

Employee Experience – To promote diversity of thinking, encourage a culture of open debate, creativity and collective problem solving. To take the next steps towards engagement/participation so there is joint ownership of change.

Key Activity	21/22	22/23	23/24	24/25
Roll out Action Learning Sets post pilot	✓			
Review Recruitment process to ensure they met organisational needs		✓		
Develop and Implement the Reward and Recognition Strategy	✓			
Introduction of Conflict Resolution Framework to support early and informal intervention		✓		
Run Workplace stress assessment and identify going organisational needs to support reduction of stress in the workplace	✓	✓		
Carry out research into wellbeing in under-represented groups and identify any on-going specific wellbeing support needed for these groups	✓			
Review positive action activities to support the embed the employer brand and support the delivery of the Equality, Diversity and Inclusion Policy		✓		
Research into the impact of disturbed sleep in shift workers and roll out findings through wellbeing programme	✓			
Explore the introduction of chat-bot technology to support service delivery with People and Learning functions		✓		
Investigate the impacts of Long term impact of Covid on operational fitness and health. Develop educational and support programme	✓			
Develop “just culture” approach to learning from genuine mistakes and ownership		✓	✓	

Leadership

Leadership – To continue to advance our leaders as role model who promote a culture of inclusion, professionalism and ownership. Through a coaching and continuous dialogue feedback enable everyone to have a voice, own their learning and focus on customer needs.

Key Activity	21/22	22/23	23/24	24/25
Further develop the Inspiring Leadership Programme to support all leaders & managers	✓	✓		
Introducing monthly CPD webinars for all Initial commanders to share learning, best practice and support station based training	✓			
Continued support and monitoring of continuous dialogue to ensure these are embedded into the organisation		✓		
Develop programme of learning to support better organisational and governance skills for leaders e.g. budget management, project & programme management/sponsorship, report writing	✓	✓		
Review our Leadership behaviours to embed inclusion, our culture, building team trust & emotional intelligence		✓		
Support the development of skills necessary to manage and develop remote/hybrid teams	✓	✓		
Promote diversity of thought through role modelling and developing greater understanding through the leadership framework	✓	✓	✓	
Enhance leader's level of learning on operational, professional and people skills	✓	✓		
Develop leaders to be workplace assessors to coach, support and measure employee performance		✓	✓	

Talent & Career Management

Talent & Career Management – To enhance our current processes so that they support effective workforce planning and provide a variety of opportunities for all colleagues to develop their potential.

Key Activity	21/22	22/23	23/24	24/25
Review non-operational TBR process, designed through consultation with stakeholders, and implement	✓			
Develop an integrated induction programme that is similar for all colleagues, regardless of corporate team or firefighter		✓		
Develop and implement Talent Management Framework		✓		
Develop and implement an accelerated progress pathway			✓	
Develop process by which to build and support talent pools		✓		
Develop a specific programme to support Corporate Teams career progression		✓		
Implementation of the License to recruit programme ensuring all recruitment managers have completed the course		✓	✓	
Embed professional body membership into development plans and job requirements		✓		
Review customer journey of career pathway processes to ensure better customer experiences		✓	✓	

Learning Environment

Learning Environment – To support the learning of all by expanding our blended learning approach, building on professionalism and encouraging individual ownership of learning.

Key Activity	21/22	22/23	23/24	24/25
All learning programmes will be blended by default.			✓	
Upskill individuals around digital natives, digital literacy and utilising technology to enable flexibility.	✓	✓	✓	✓
Coaching & Mentoring is embedded in the leadership programmes and available to support under-represented groups.		✓		
To create development pathways to provide clearer pathways for all colleagues.		✓		
Embed professionalism and competency frameworks cross all teams.	✓	✓		
Develop structure whereby organisation can better learn through case studies from inside and outside of the fire sector.	✓	✓		
Further development of the evaluation of learning through different sources to ensure effective customer service delivery and feedback is actionable.	✓	✓	✓	
Explore how we use technology to develop and deliver learning.	✓	✓	✓	✓
Continued use of curated and external learning platforms.	✓	✓	✓	✓

Contractual Flexibility

Contractual Flexibility – To explore how contractual flexibility could promote and encourage greater empowerment, support improved well-being and attract a greater diversity of applicants.

Key Activity	21/22	22/23	23/24	24/25
Support the organisation's transition to a paperless workplace		✓	✓	
Review design of workplace and contractual offer to support home/work flexibility	✓	✓		
Review People and Learning processes to redesign to improve customer experience and accessibility to People services	✓	✓		
Reviewing caring provisions to ensure provide equality of opportunity to access	✓			
Improve the organisation's awareness of social mobility to ensure this understanding is embedded into our working practices	✓	✓		
On-going review of on-call contractual and pay arrangements	✓			
Review of senior managers benchmarking exercise	✓			
Review of job evaluation process			✓	
Explore performance related pay			✓	
Support managers and individuals to be able to work effectively in a remote workplace – through learning and coaching programmes	✓	✓		

Appendix 1

Recruitment (Internal and External)

Level 4 - Optimised Recruitment

- Recruitment seen as a vehicle for enhancing FRS performance – always looking to find the best skills with a focus on future needs.
- Analysis of external issues in the market especially for hard to find skills.
- Investment in new recruitment products & services.
- Training to build strategic skills needed to provide a strong internal market.
- Focused and repeated training of selecting panels with focus on any bias and mechanisms for triangulation of evidence. Interviews not the sole basis for selection.
- A culture of positive action in recruitment, where appropriate, is embedded.
- Inclusion is integral to the core competence sought and the processes for recruitment and selection used.
- Attraction and brand building is a long term commitment with regular activity.
- Applicant process is customer friendly and designed to meet their needs.
- Induction embedded, with full participation.
- Proactive work with new starters on any reasonable adjustments they need to perform as their best.

Level 3 - Integrated Recruitment

- Balance between internal talent management and selection and seeking diversity.
- Continuous work on the Brand of the FRS in its community to attract the best applicants.
- Successful social media campaigns.
- Constant positive action to attract diverse people to the FRS using a range of different programs.
- Diversity of attraction methods, including social media, to appeal to a broad audience.
- Robust programs to attract a diversity of candidates.
- Diversity of thinking is understood and the need to seek different experiences/skillsets.
- Embedded behavioural and ethical competencies through-out process.
- Recruiting manager led – competency tested through robust training.
- Linked to workforce and succession planning – proactive not reactive.
- Good analytical data to support future planning.
- On-line central induction process, supported by line managers, but not always completed.

Level 2 - Standardised Operational Recruiting

- Processes & technology standardised across the organisation.
- Beginning to establish strong relationship with recruiting managers.
- Effective assessments of candidates against job requirements. All adverts assessed for subtle gender bias using Gender Decoder: find subtle bias in job ads (katmatfield.com)
- Induction line manager led.

Level 1 - Reactive Recruiting

- Recruiting is often done locally by HR generalists who are “order takers” for recruiting managers, where positions are posted on an as needed basis.
- Minimal recruitment compliance standards met – no real processes defined.
- No meaningful induction process.

Leadership Development

Level 4 - Strategic Leadership Development

- Championed by the senior team, methods and learning content are wide ranging and bespoke to meet individual needs but focused on meeting service needs.
- On-going development is considered natural by people and not just part of lead up to and undertaking of new roles.
- Future skills analysis are regularly considered and integrated into learning programmes and other organisational forms of learning.
- Talent management is integral to business planning.
- Information and the WHY of decisions is transparent to all staff and engagement in decision making encouraged.
- Decision making is structured to happen at the appropriate level of management so it empowers and builds trust.
- Constructive challenge and diverse views are proactively sought in meetings and other engagement mechanisms.
- Decisions are widely debated, with ability to change end result.
- Significant level of coaching carried out at all levels. Mentoring is available to all where it can add value.
- Good support for all individuals as they navigate personal change curve during change and underlines need for leadership at all levels.
- Wellbeing of self and others seen as a valued part of leadership.
- Leadership style which is consistent with empowering and supporting people is widely adopted and adapted with feedback from different sources.
- Ethical considerations are integral to decision making.

Level 3 - Focused Leadership Development

- Senior Team statement about need for all staff to adopt leadership skills is communicated at all levels, and widely adopted.
- Culture setting and role modelling is evident.
- Strategy development and future focus is a part of the organisational debate.
- The NFCC leadership behaviour framework has been adopted/adapted and is used in supporting development.
- Core progression pathways are understood in the organisation and training is available for specific areas e.g. budget skills, project management for differing levels within the organisation.
- Multiple sources of Leadership content available, with some bespoke routes to current and future skills required.
- Lack of development is challenged and plans put in place to support individuals to develop.
- Individuals encouraged to seek professional memberships and appropriate qualifications.
- Difficult decisions are undertaken regularly, with plans to improve communicated.
- Leadership style development is a regular debate and reinforced in different ways.
- Rank pulling actively discouraged and individuals coached away from inappropriate/ abuse of power.
- Secondment, working with partners in projects, collaboration are all encouraged to build broad leadership skills.
- Exposure to significant projects, reporting to senior teams and members is encouraged to build skills and confidence.
- Governance skills such as budget management, project and programme management/ sponsorship, report writing are a part of core learning for leaders at appropriate levels of content.
- Strong emphasis on team management, team meetings, open discussions on various topics across the FRS.

Level 2 - Structured Leadership Development

- Learning content available with context added.
- Leadership development material able to be accessed by all.
- Development is actively recognised as key to progression.
- Developing individuals to become better managers, with some future skills identified.
- Senior team statement permeates all levels, but only partially adopted.
- Empowering/coaching leadership styles are used, but with some inappropriate command and control style still present.
- Decisions are debated.
- Learning material is available, but is generic in approach.
- Only people who are current managers can access leadership material.
- Basic skills covered to bring people up to current requirements.

Level 1 - Inconsistent approach to Leadership Development

- Some content available, but limited numbers able to access.
- Benefits are for employees and not aligned to organisational progress.
- Undertaking leadership development has no bearing on progression.

- Set people defined as leaders.
- Limited uptake, difficult decisions passed off.
- Leadership by fear, or command and control prevalent as major or only style.
- Decisions not debated.

Learning Organisation

Level 4 - Organisational Capability Development

- Organisational performance systematically analysed using continuous learning feedback along with other aligned processes.
- Cultural feedback sought on a regular basis through different mechanisms.
- Talent management is used actively by individuals and line managers.
- A learning environment which supports open dialogue about mistakes/lessons learnt without fear leading to innovation and efficiencies.
- Projects and programmes have engagement at their core so diverse ideas are part of options appraisals and implementation of actions.
- External ideas and ways of working are researched and collaboration/expert opinion sought where possible to develop richer views of issues. People are encouraged to research.
- The organisation embraces trial and error, piloting and learning lessons with staff before wide implementation – listens to internal and external customers.
- Operational assurance mechanisms are working well with a positive loop of continuous learning from incidents back to policy, practice, NOG amendments and the learning for crews and incident commanders.
- FRS has sustained continued enhancement of National Operational Guidance (N.O.G.), Joint Operational Learning (JOL) and National Operational Learning (NOL) leading to local
- and national learning materials, research and interactive learning products.
- The Community Risk Management Planning (CRMP), internal systems and products are designed wherever possible based on customer engagement and understanding of diverse
- needs. This requires cultural commitment and skills building.
- Formal feedback mechanisms between senior team meetings and each team meeting so flow of information and consideration of issues.
- Evolving governance arrangements based on continuous feedback from internal and external audits.

Level 3 - Talent and Performance Improvement

- Talent development is aligned to organisational goals.
- Ways to improve people, performance or processes are sought.
- Processes and technology are becoming aligned to help the service understand and apply what is needed and when.
- Data needs are understood and used to manage organisational and workforce improvements.
- Behavioural, leadership and technical skills development is broadly available.
- Organisation wide learning from complaints or compliance issues with a QA process in place.
- Performance support to improve people, performance or processes is available and used at all levels.
- Mistakes/things not going to plan are spoken about, and ways to improve are sought through different forms of engagement. Commitment to removing fear of opening up about issues, mistakes etc.
- Some mandated requirements, but mostly individuals own their own learning.
- Talent Management is actively used by line managers and often by individuals.
- Speaking up and raising concerns is encouraged and seen as evidence of high employee engagement.

Level 2 - Training and Development Excellence

- Behavioural, Leadership and Technical skills development is available.
- Programme-focussed, little opportunity is available outside of large scale learning programmes.
- Talent management, or development is inconsistently applied. With some confusion as to what is insufficient or too much development compared against what should be performance management.
- Mistakes are only spoken about in a negative context, with little opportunity to improve.
- Mistakes/things not going to plan are smothered and not fed up into project discussions.
- Learning progress is limited unless mandated.
- Limited blended programmes available.
- Localised learning from internal/external complaints or compliance issues.

Level 1 - Incidental Training

- Generic off the shelf courses are only routes available.
- Emerging need for professional training.
- Talent management and development are not applied by managers.
- No challenge to leadership approach, or only challenge in emergencies.
- Mistakes are hidden for fear of repercussions.

- Some mentoring and apprenticeship schemes in place.
- Learning progress is non-existent unless mandated.
- Catalogue of stock courses; one size fits all.
- No quality assurance process which involves people or learning from internal or external complaints or compliance issues.

Blended Learning

Level 4 - Learning Environment

- Learning strategy central to organisational performance with aligned funding which is interrogated for return on investment & return on expectations.
- Learner-centric environment with bespoke opportunities and identification of individual barriers to learning and appreciation of need for neuro-diversity support.
- Recognised prior learning or activity is another way of passing an assessment or course.
- Informal coaching, mentoring peer and line manager support is used widely to meet immediate need.
- Learning Management System (LMS) reporting is proactive and drives learners.
- Material created or found by others becomes part of learning & organisation development content.
- Commissioning for bespoke learning has process in place and transparent to all, organisation learns from approved and unapproved commissions.
- Bespoke learning material widely available, not 'one size fits all.'
- Internal customer feedback essential to design of learning.
- Individuals own their own learning and actively seek out other things to learn.
- Demonstration of competence through a range of methods i.e. incidents, exercises, desktops, eLearning.
- Alternative learning beyond core competencies of role is actively recommended, able to learn all areas available to organisation.
- Evaluation is planned and widely advertised, commissionable both inside and outside of learning & organisation development. Benefits realised are implemented across all activities.
- All Individuals own their learning and this is a cultural feature which is reinforced.
- All learning has inclusion content aligned and integrated. Quality assurance framework in place and embedded. Evidence of being a 'learning organisation' for example a clear learning loop in place from incident debrief to future training.

Level 3 - Learning on Demand

- All courses recognise prior learning or activity but completion leans more towards formal course attendance.
- All material is accessible informally by individuals. But only formal routes achieve standard to pass.
- Strong focus on behaviour and soft skills development.
- Learning Management System (LMS) used, reporting is reactive to requirements.
- Informal learning routes such as coaching, ad-hoc webinars & 1-2-1 activities are being used.
- Individuals own their own learning, but only look for other things to learn on the advice of others.
- Commissioning process in place, with active working on viable options. Approval process is clear but not always transparent.
- Bespoke learning materials widely present. Adaptation is possible, but limited.
- Recommended learning drives equal amounts to mandated learning.
- Evaluation is undertaken at multiple levels. Centrally led, with some benefits. Mostly kept to course specific.
- Learning is unrestricted and freely available, able to learn wider skills.

Level 2 - Integrated and Aligned

- Some courses recognise prior learning, integration of some approaches such as coaching, mentoring and line manager or peer development routes, but mostly formal classroom or course attendance approaches.
- Learning & available material is equally met by informal routes as well as formal. Some waiting lists present with main needs met via face to face courses.
- Learning Management System (LMS) used, with reporting available centrally and locally upon request.
- Some informal learning routes are recognised, but engagement is limited. Only centrally led ones are considered official.
- Individuals do not own their own learning in some cases, only stick to the core requirements of their role.
- Learning material is a mix of externally and internally sourced, some overlaps.
- Commissioning process in place, works go through an approval process. Communication is on an ask basis.
- Equal amounts of bespoke and stock material. Bespoke learning options are limited in scope. Learning material is actively managed and removed when out of date.
- Learning is not restricted, but topics are limited. Individuals have some scope to learn beyond role.
- Evaluation occasionally ventures into behavioural evaluation, but is more commonly available at lower levels. Centrally run and scheduled. Some improvements identified but limited review.

Level 1 - Traditional Learning Offer

- Learning routes are common, but with limited variety. All courses follow same linear narrative.

- Learning & available material are limited outside of courses.
- Learning Management System used, but with inconsistent central reporting.
- Informal learning routes such as coaching, mentoring and peer support are used, but not organisationally recognised.
- Soft skills development is being supported.
- Learning material developed is varied, with some external curated resources.
- Some learning is bespoke, but mostly one size fits all. Limited take-up.
- Some mandated learning - Individuals do not own their own learning.
- Learning is in some cases restricted, but can learn about limited other topics within remit of role.
- Evaluation is occasional, low level, reactive and limited. Descriptive, no post-evaluation improvement.
- Learning routes are limited to formal, one or two approaches. Likely Instructor Led. Inflexible.
- No understanding of Neuro diversity and other reasonable adjustments needed for learners.
- Inclusion content is separate from other learning content.
- Learning is time restricted with waiting lists and defined course start & finishes. Learning material only available on course.
- Funding is not thought through for learning activity.

Performance Management/People Development

Level 4 - Responsive People Development

- Performance management championed by senior team & senior managers.
- Aligned to FRS strategy and goals.
- Talent management is integrated.
- Performance management seen as part of brand with expectation of high performance from all.
- Permanent and temporary opportunities are supplemented with shadowing, mentoring and attachment.
- Support is widely available to those changing roles, levels or organisations.
- Goals are set in partnership with line managers and reviewed regularly, adapting to changing needs.
- Some practices are adapted for different elements of the workforce.
- Coaching and ongoing feedback is applied by managers at all levels.
- Detail is clear as to expected performance and behaviour and present across all levels of the organisation.
- Appraisal has migrated from traditional forms (formal meetings) and there is continuous dialogue between individuals and their line managers bespoke to suit that individual's needs.
- The FRS has other mechanisms which support individual performance and not solely reliant on line manager.
- Development plans present, prevalent across all levels of performance and openly discussed. Generated across all routes from line managers, departments and individuals.
- Focus on all staff in the FRS not just grey book.
- Wellbeing is integral to performance discussions.
- Reasonable adjustment for wellbeing, disability, carer responsibilities is well established.
- Inclusion is understood and people have adaptive managers who can work with their needs to support performance.
- Team meetings are used to discuss corporate and local issues with feedback given to Senior Team so performance is a shared issue in teams.

Level 3 - Purposeful and Integrated Performance Management/People Development

- Consistent integration across the organisation.
- Long term planning for some positions with considerations as to what skills & behaviours are required for the role in the future.
- Transparent talent management integration.
- Active prevention work to limit need for formal procedures.
- Encouraging managers to quickly address capability issues and move into informal process to get issues analysed and individual back on track.
- Coaching is applied by managers regularly, with development plans regularly applied.
- Feedback occurs both in and outside of the performance meetings/succession planning review process.
- Recognition and reward given for the majority of people, but is maintained at a local level. Mostly informal.
- Code of ethics and role modelling ethical behaviour are discussed as part of performance management.
- Development planning is owned by staff and is discussed across all levels of staff.
- Integrated with select talent processes.
- Short-term planning for most critical positions.
- Recognition and rewarding is present, with both financial and non-financial rewards considered.
- Well defined learning curriculum which matches organisational need.
- Development plans are present, but mainly for people who are not performing in role. Some presence of development plans for people who are new in role.
- Retirement planning is useful for individuals and aids transition from the FRS.

Level 2 - Traditional People Development

- Limited senior team engagement.
- Talent management is in early stages.
- Clearer purpose for performance management.
- Capability and disciplinary procedures are effective.
- Feedback and coaching by line managers is being encouraged.
- Feedback is retained until succession planning meeting or appraisal.
- Core competencies are developed and met – more needs to be done to develop wider skills.
- Recognition is inconsistent.
- Development plans are used sporadically, with anecdotal or non-specific feedback. Mainly used in cases of poor performance, seen as negative in most cases. Generated mostly by line managers, some outside feedback influences. Conversation about development is limited.

Level 1 - Fragmented Performance Management/People Development

- Talent management processes at early stage of development.
- Ad-hoc job internal application processes without clear criteria of who can apply or how to do so.
- Disciplinary and capability procedures are ineffective and inconsistent in application.
- Appraisals are tick box exercises which are not providing significant benefit to the organisation.
- Performance feedback inconsistent.
- Low support for manager or peer coaching.
- Reactive vacancy planning.
- No long term analysis of workforce profile – retirement profiling, age profiling.
- Limited development opportunities available.
- Development planning for individuals still poorly understood by line managers.

Employee Recognition and Engagement

Level 4 - Strategic & Pervasive

- Senior leaders' model desired behaviours.
- Strategic approach to recognising ethical and positive behaviours.
- The FRS recognises engagement of staff in projects and work is necessary for better outcomes for customers and as a means of rewarding inputs.
- Regular recognition is perceived as desired and valued by staff.
- Employee recognition is seen as valuable and matches preferences.
- Employees receive regular specific and positive feedback.
- Development of tools and methods that measure and capture employee feedback on a real time basis to continually adjust management practices and the work environment.
- Employees are involved in creation of actions and projects and are integral to implementation of new actions.
- Commitment to improving human experience and building a flexible, happy and inclusive workplace.
- Ideas are widely shared and consulted, owned at all levels with origin recognised.

Level 3 - Aligned & Reinforced

- Senior leaders communicate & recognise desired behaviours.
- Culture of continuous and ongoing recognition.
- Use of technology to make recognition easier, more flexible and more frequent.
- Achievements are recognised at most levels across the service.
- Commitment to improving employee engagement.
- Transparency in organisational actions.
- Continuous investment in people.
- Offering ample opportunities for personal and professional development e.g. actively encouraging and supporting CPD activities.
- Supportive and empowering line management and leadership.
- Ideas are shared consistently and managed to some extent, defined channels clear and clear ownership at a senior level.
- Enhanced terms and conditions to support employee wellbeing.

Level 2 - Standardised

- Senior leaders support recognition.
- Clear recognition criteria.
- Providing recognition and rewards that employees value.
- Varied types of recognition.
- Increased recognition transparency & visibility.
- Some peer-to-peer recognition.
- Commitment to improving employee experience.
- Flexible work environment and autonomy.
- Ideas are shared consistently, but with no real management of ideas and some loss of origin or ownership.
- Fair, inclusive and diverse work environment.

Level 1 - Inconsistent and ad hoc

- Uneven senior leader support of recognition.
- No clear recognition criteria.
- Some token recognition given, mostly top-down.
- Commitment to offering work/life balance.
- Ideas are not shared, or shared inconsistently.
- Access to coaching given.

Talent Management including Succession Planning and High Potential Management

Level 4 - Transparent Talent Systems

- Highly transparent succession planning systems, pool based and dynamic.
- Long term planning for critical positions.
- Long term workforce planning is in place reviewing turnover, retirement profiles, and long term sickness patterns.
- High potential people are identified across the FRS in a systemic way and this is transparent to all and fully integrated into the succession planning process.
- Systems in place to avoid 'blue eyed person and favouritism in succession planning and internal selection decisions.
- Focus is on building everyone to high performance.
- High potential people are supported in transition to new roles so their potential is realised.
- All staff are supported to manage and maintain the skills they need for long term career regardless of whether they want promotion. Helping people understand career management.
- Full disclosure to high potential people of status but with sensible expectations management.
- Managers excel at giving regular, targeted feedback.
- Development planning can be sourced in different forms and not wholly reliant on line manager, e.g. coaching, mentor, 360 appraisal, development centres.
- Appeals to succession plan are the exception, not the norm.
- Personal goals are set and adapted.
- Coaching is regularly used across the FRS not only to meet needs, but to support longer term learning.
- Critical vacancies are regularly reviewed and plans in place for internal and external sourcing. Key people who could fill role are identified.
- Vacancies are predicted and co-led by HR and the line manager to ensure effective sourcing of people.

Level 3 - Integrated Succession Management

- Talent management is observed at a senior level with evidential support for decisions. Owned by senior leaders.
- Coaching is regularly used across the service.
- Vacancies are forecast against organisational data.
- People identified for promotion have support in developing expected new skills before roles come up.
- Central and local support for joiners and leavers, with some follow up comms.
- Critical vacancies are regularly reviewed for flight risk and some plans in place to fill.
- Jobs are reviewed to ensure needs remain current and match skills required at vacancy stage.
- Goals are set for individuals and often reviewed.
- Coaching by managers is supported. Peer to peer or coaching up is starting to be encouraged.
- Difficult feedback is given in most cases.
- Process is guided by HR, with a framework in which to operate for managers.
- Critical vacancies are filled at the point they are vacated.
- Central support for joiners and leavers, but more local support or endorsement needed.

Level 2 - Standardised Talent processes

- Limited executive engagement in planning for critical posts.
- Some support for coaching by managers but on a needs basis.
- Difficult performance feedback is not given.
- Development plans are in place and talent/ succession review but HR led and not fully owned by all managers.
- Some support for joiners or leavers, but limited uptake.
- Effective assessment of candidates against job requirements.
- Critical vacancies are left unoccupied for less than a month.
- Positions posted with some prior notice, but no flexibility as to alternative resourcing such as temporary vacancies, traineeships, apprenticeships etc.
- Recruitment routes only considered once basic recruitment route is unsuccessful.
- Some managers are carrying out analysis of high potential people.

Level 1 - Fragmented replacement planning

- Performance review process is non-existent, or sporadically applied.
- Inconsistent decision making process with little to no standardisation.
- Low support for manager/peer coaching.
- Goals are not set for/with individuals.

- Little or no technology to support.
- No support for joiners or leaver/retirees.
- Individuals are not graded accurately, or are graded to give the manager an easy time.
- Individual performance is spoken about the individual, but seldom to.
- Talent sourcing is reactive.
- Positions posted on an as needed basis with no follow up as to needs met.
- Critical vacancies are left unoccupied for inappropriate time.
- People are left in temporary posts for too long.
- Little standardisation of talent sourcing processes outside of HR.
- No alternative recruitment routes.
- No focus on identifying high potential people.

Equality Diversity & Inclusion

Level 4 - Leading from the Front

- Recognised as a leader in diversity and inclusion.
- Inclusion and diversity is business critical.
- External brand and internal brand aligned.
- Diversity and inclusion drives innovation.
- Diversity and Inclusion are embedded into HR and business systems and processes using such tools as disability passports and other passports that outline an individual's reasonable adjustment requirements.
- Need to avoid issues of having brought in people from diverse backgrounds then having them become homogenous in thinking.
- Cultural intelligence is integral to learning activities.
- Promoting inclusive leadership throughout the organisation.
- Inclusion analytics are predictive, automated and are used intentionally by leaders to drive strategy.
- Equal access to services and employment are central to organisational strategies.
- The broader workforce is supportive of inclusion and take actions in their own teams and in provision of services to be inclusive.
- Developing workforce awareness of the changes in respect of diversity and what this means i.e. transgender was relatively unknown or talked about until a few years ago – what is coming down the road in the future.

Level 3 - Integrating Inclusion

- Focussed on creating an inclusive culture through leadership, accountability and measurement.
- Diversity and inclusion is embedded into the key talent management processes e.g. recruitment, performance management, leadership development, succession management.
- Accountability and measurement is integrated into all decision making processes through people impact assessments.
- Diversity and inclusion governance is establishment.
- Leaders utilise analytics and trend data to make decisions and identify problems.
- Inclusion fosters engagement and an organisational culture aligned with strategy, brand and social responsibility.
- Achievement of accreditations and externally assessed standards.
- Embedding People impact assessments into everyday activities and service delivery.
- Diversity and Inclusion are embedded into HR and business systems and processes.
- Inclusion is supported by meaningful staff engagement and an organisational culture aligned with strategy, brand, and social responsibility.
- A compassionate and safe work culture that enables you to be your authentic self, and be empowered to have a voice, challenge, and share your experiences.
- A work culture where everyone understands their role in ensuring inclusion is embedded.
- Recognising and awarding excellence in inclusion and showcasing role models.
- Support and empower staff networks to add value and influence organisational change

Level 2 - Valuing diversity

- Identifying the business case for diversity – clear business rationale with intended actions and outcomes.
- Communicating business benefit.
- Building a diverse pipeline in recruitment and internal promotion.
- Key policies and projects/programmes are people impact assessed.
- People impact assessment training of the workforce.
- Employee data is used to uncover workforce characteristics and gain insight into employee experience and equality impact assessments/action plans.
- Raising awareness and the importance of diversity and inclusion in the FRS.
- Building grass roots engagement with our staff / our communities / suppliers.
- Key policies and projects/programmes are people/equality impact assessed.
- People/equality impact assessment training of the workforce.
- Providing equality of opportunity and seeking to eliminate discrimination in all people processes.
- Employee data (workforce data and staff feedback/survey tools) is used to uncover workforce characteristics and gain insight into employee experience.

Level 1 - Legislative and Policy Compliant

- Evolution of diversity and inclusion is compliance necessary.
- Focussed on adhering to legal standards.

- Providing equality of opportunity.
- Policy focus.
- Diversity and inclusion language and messages are frequent and consistent.
- Operational reporting.
- Evolution of diversity and inclusion meets compliance needs.
- Regular diversity reporting.

Employee Wellbeing

Level 4 - Wellbeing as social responsibility

- Wellness programmes and events are extended to cover employees' families.
- Work with local partners to support wellbeing in communities.
- Wellbeing seen as a core responsibility for good corporate citizenship.
- Wellbeing is critical to performance and drives employee engagement, organisational culture and productivity.
- Critical illness and terminal illness is managed with sensitivity and compassion.
- Wellbeing is central to the organisational brand and is therefore central to its recruitment attraction strategy.

Level 3 - Wellbeing as a corporate strategy

- Development of a holistic view of wellbeing in the workplace e.g. covering all aspects of wellbeing, including financial, healthy eating, physical wellbeing.
- Workplace wellbeing is understood to form part of key people processes e.g. recruitment, learning and development, performance management, employee recognition.
- Achievement of accreditations and externally assessed standards.
- Wellbeing programs that are not just aimed at protecting employee's health but actively support performance and social/emotional wellbeing.
- Organisation actively encourages employee's to take part in the development of wellbeing initiatives e.g. designing work to improve work/life balance.
- Integration of technology and data to promote, manage and develop wellbeing program.
- Forms part of corporate strategy with dedicated resources to support its delivery.
- Post trauma illness is understood and actions are in place to support diffusing and long term support.
- Reasonable adjustment for disability and wellbeing is well understood by all and applied with compassion.
- Understanding of broader life impacts such as being a carer.

Level 2 - Wellbeing for personal improvement

- Identifying the business case for wellbeing – clear business rationale with intended actions and outcomes.
- Introduction of tools focussed on developing personal resilience and improving health e.g. nutrition, mindfulness and fitness.
- Awareness raising and empowerment programmes and events.
- Challenging mental illness stigma and normalising mental health.
- Access to peer support groups.
- Organisation actively seeks to improve terms and conditions to improve employees wellbeing.
- Exploration of how systems impact on wellbeing e.g. tackling inappropriate emails and email management, reviewing language used in documentation to make it easy to read and
- accessible for everyone.

Level 1 - Wellbeing as a benefit

- Introduction of Employee Assistance Programme (EAP).
- Signposting self-help resources.
- Wellbeing messages are frequent and consistent.
- Occupational health support is consistent and well managed.

HR Analytics

Level 4 - Predictive Analytics

- Development of predictive models.
- Scenario planning – looks at “what ifs”.
- Integration with FRS workforce planning.
- Data governance model clearly in place and trusted by staff.
- Measurements of employee engagement through different mechanisms.
- Data used to influence cultural change. Getting accurate pictures of ‘as is’ will help the FRS determine actions.
- Managers empowered with data so they can recognise issues at their level to support decision making.

Level 3 - Advanced Analytics

- Statistical analysis to solve business problems.
- Identification of issues & actionable solutions.
- Data used to support reports and decisions.
- Supports an integrated approach to talent and career management.
- Helps leaders make decisions to create better work environments and maximise employee productivity.
- Supports cultural change.
- Identifying knowledge gaps which help resource allocation for ongoing learning.
- Supports improvements in recruitment and induction processes.

Level 2 - Advanced Reporting

- Proactive reporting for decision making.
- Analysis of trends & benchmarking.
- Customisable, self- service dashboards.
- Gender/Race Pay data used to determine strategies.

Level 1 - Operational Reporting

- Reactive reporting of operational & compliance measures.
- Focus on data accuracy.
- Consistent & timely reports on issues such as sickness, diversity and basic workforce data such as turnover, retirement profiling.
- Compliance with GDPR