

ARD Staff Charter

The ARD Staff Charter sets out the reciprocal obligations and responsibilities of all ARD staff members to each other and to the users of our services. The Charter frames how we ought to work collectively as a division, the attitudes and behaviours each of us should exhibit in our work, and the working conditions of inclusivity and respect we seek to foster. It also enables new members of staff to engage with our traditions, customs and practices for planning, organising and communicating.

The Charter has been developed in response to some of the division's 2015 Staff Survey results which suggested that those of us working in the division did not uniformly recognise or display ARD values and behaviours. The Charter seeks to encapsulate these values and behaviours, and to set out a range of expectations that all ARD staff should demonstrate in their working lives.

The Charter complements and is subordinate to existing LSE policy. Colleagues should be mindful of HR and School policy – and other legal guidance – that applies to our work and conduct.

1. Managing yourself and others, and working with people

All staff can expect:

- 1.1 to have regular one-to-one meetings with their line managers in accordance with divisional guidance;
- 1.2 to set with their line manager the objectives and targets that will comprise their workload;
- 1.3 to be involved in setting the goals and objectives for their areas of the division;
- 1.4 individual and team objectives that are realistic and achievable, but also challenging;
- 1.5 to be supported by their managers in completing the CDR process, and in identifying training and personal development needs;
- 1.6 to be supported in their work;
- 1.7 their achievements to be accorded appropriate recognition;
- 1.8 policies and practices that promote flexible working consistent with the requirements of their work unit, and that support personal, domestic and family commitments;
- 1.9 not to be disadvantaged for working flexibly;
- 1.10 appropriate levels of support and supervision, encouragement and recognition;
- 1.11 their creativity and innovation to be utilised wherever possible;
- 1.12 as much responsibility and control over their work to be delegated to them as possible;
- 1.13 managers to embody and promote the values of this Staff Charter;
- 1.14 for their case to be handled impartially and fairly during any formal process of conflict resolution;
- 1.15 the School to invest in the development of management skills and knowledge;
- 1.16 health and safety policies to be actively communicated;
- 1.17 matters arising from Staff Surveys to be addressed;
- 1.18 access to information and appropriate forms of support;
- 1.19 to be treated with understanding and sensitivity when ill and to be supported on their return.

All staff are expected:

- 1.20 to be prepared for one-to-one and other meetings, and be able to provide updates on their progress against agreed objectives;
- 1.21 to have a positive, diligent attitude towards their work;
- 1.22 to manage their workloads and make effective use of their time;
- 1.23 to raise early with their line manager any concerns about their ability to manage their workloads or to meet deadlines; and to seek guidance and support as required;
- 1.24 to contribute to planning and objective setting at both individual and team levels;
- 1.25 to suggest solutions to problems and challenges;
- 1.26 to show consideration for colleagues with different working patterns;
- 1.27 to balance their own needs against the needs of colleagues;

- 1.28 to get to know each other, and to maintain positive, respectful and inclusive working relationships;
- 1.29 to act with integrity and trustworthiness and to be accountable for their professional conduct;
- 1.30 to contribute actively to the development of good working relationships;
- 1.31 to work cooperatively with and to support managers and colleagues;
- 1.32 to work effectively and positively as part of a team (or teams);
- 1.33 to seek to resolve issues and problems at work constructively and promptly;
- 1.34 to assess risks in the work place and take appropriate actions for ensuring safe and healthy working conditions;
- 1.35 to practice relevant health and safety procedures and report ill-health absences in line with School procedure;
- 1.36 to promote their own health and well-being and to take their full holiday entitlement;
- 1.37 to refrain from regularly working an excessive number of overtime hours;
- 1.38 to support colleagues who suffer from ill-health or other impairments.

2. Delivering excellent service and continuous improvement

All staff can expect:

- 2.1 to work in a reflective culture, in which their ideas for new and more efficient ways of working will be listened to and respected;
- 2.2 a full induction when joining the division or taking on a new role within it;
- 2.3 to be supported in taking a certain level of calculated risk in their work, on the understanding that sometimes we might fail but that we will learn from mistakes;
- 2.4 to receive information on training, education and development opportunities;
- 2.5 training and support to develop or update their work skills and knowledge;
- 2.6 organisational needs to be analysed and relevant programmes of staff development provided.

All staff are expected:

- 2.7 to strive to uphold the division's aspirations to deliver world-class services to all our users;
- 2.8 to be leaders in the division's fields of expertise;
- 2.9 to recognise the complex, diverse client base we serve;
- 2.10 to discharge their roles with credibility and authority, and in compliance with the School's [Ethics Code](#) and [Effective Behaviours Framework](#);
- 2.11 to be alert to opportunities for process improvement – 'because we have always done it this way' is not a defensible position in the reflective culture we seek to embed;
- 2.12 to seek actively to improve their performance and to innovate where appropriate;
- 2.13 to take responsibility for identifying their own training and personal development needs, with support from their line managers;
- 2.14 to be open to change;
- 2.15 to seek and respond to feedback;
- 2.16 to use their experience and skills to help others learn.

3. Equity and diversity

All staff can expect:

- 3.1 colleagues to be self-aware about the impact their behaviour, action or language might have on others;
- 3.2 to be treated with dignity, respect and trust;
- 3.3 equity, inclusion and diversity to be promoted (e.g. through the work of the division's EDI committee);
- 3.4 a zero tolerance approach to bullying, discrimination, violence, or to any other forms of prejudice or harassment.

All staff are expected:

- 3.5 to show courtesy and respect to everyone;
- 3.6 to be responsible for creating an inclusive working environment by exhibiting open and tolerant attitudes;
- 3.7 to undertake EDI training opportunities;
- 3.8 to act in ways that are free from prejudice and stereotypical assumptions;
- 3.9 to use the authority of their roles appropriately and responsibly;
- 3.10 value difference and the opportunity to share knowledge and skills in a diverse community.

4. Communication

All staff can expect:

- 4.1 to be consulted about plans that might impact upon their role or their team;
- 4.2 consideration of their ideas to help the division and School to work as efficiently and effectively as possible;
- 4.3 to legitimately express reasonable views or concerns without fear of comeback;
- 4.4 the division and School to take account of and to work constructively with union or other staff representatives.

All staff are expected:

- 4.5 to communicate their views, ideas and concerns through relevant channels;
- 4.6 to communicate clearly and succinctly in Plain English with each other, and with the users of ARD services;
- 4.7 to use email considerately, e.g. being mindful of tone and respectful of the time colleagues have available to digest long chains of correspondence;
- 4.8 to actively participate as appropriate in (for example) meetings, surveys, focus groups or other channels of communication;
- 4.9 where possible, to contribute to the division and School beyond the immediate responsibilities of their role.

Updating the ARD Staff Charter

This Charter will be reviewed – and, as necessary, revised – annually. It will be put to the ARDBG in the first instance for endorsement, with any suggested amendments being transmitted to the ARDMT for final approval.

Last updated: August 2016