



## Information for Line Managers

### 1. Planning and Organising

You, the line manager, are responsible for planning the aims, objectives and priorities of your work area (and communicating this to your team and to colleagues as appropriate).

Depending on your level of responsibility and the grade of the people you are managing, you may need to plan their work at a detailed (daily/weekly) level, or only at a broader scale of monthly or annual objectives.

Part of this process is through setting of medium- and longer-term objectives for staff during the Annual Review.

### 2. Managing Finances and Resources

You are responsible for deploying the resources within your control (i.e. people's time, money or other resources) to achieve plans. You should ensure value for money by managing and monitoring budgets and making the best use of resources, within University regulations.

### 3. Promoting Equality and Diversity

You should familiarise yourself and comply with equality legislation in addition to promoting equality and diversity. To promote equality and diversity, you should:

- treat all staff fairly
- create an inclusive culture for all staff
- equip staff with the skills to challenge inequality and discrimination in their work/study environment, and
- enable all staff to develop to their full potential

You can also review the equality & diversity training resources for further information.

Relevant webpages:

[Equality and Diversity](#)

[Training Resources](#)

### 4. Recruiting and Inducting New Staff

#### 4.1. Recruiting and Inducting New Staff

When recruiting staff, you should refer to the Recruiters Guide and contact your College/ Professional Services Group HR team for advice and support.

You should ensure new staff are appropriately welcomed and inducted. As a minimum, induction should include:

- introductions to colleagues, office and lab neighbours, key people in the School/ Department, and to the work environment (toilets, coffee rooms, etc.)
- information about essential School/ Department and University processes (IT, security, annual leave, sickness absence etc.)
- a discussion about the formal job description (plus any other relevant material), setting basic expectations for the job, for behaviours, and for performance/progress
- prompt and clear safety guidance/ training (e.g. fire routines, first aid locations, plus specialist lab safety etc)
- regular (weekly or fortnightly) meetings in the first 2-3 months are strongly recommended to ensure the new member of staff is settling in, performing well, and receiving the necessary support and guidance. These should be supplemented with regular reviews over the first 6-12 months in line with probation guidance.

Some areas have a checklist for induction of all staff. Further guidance on induction is available within the Induction section of the Learning and Development pages.

#### 4.1.1. Conditions of Employment

You should be familiar with the basic conditions of employment for your staff.

#### 4.1.2. Probation for new staff

By setting clear expectations at the start of employment and regular development reviews within the probation period you should pick up any performance issues early enough to deal with them and if necessary, terminate employment within the probation period.

<b>Grade</b>	<b>Probation period</b>
UE01 – UE05	6 months
Trades Staff	6 months
UE06 – UE10	12 months
Below Consultant Level – New Grades	12 months

Consult your College/ Professional Services Group HR team at an early stage if any problems arise.

*(NB. Only staff new to the University are on probation – staff who transfer to another job within the University following completion of their initial probation period are not.)*

Relevant webpages:

[Guidance for Recruiters](#)

[Support for staff at risk of redundancy](#)

## **5. Leading, Developing and Managing People**

Your role is to help your staff perform at their best, through giving feedback, motivating, and developing them.

### **5.1. Provide structure, direction and purpose to your team**

Anybody working for you needs to know what (both broadly and specifically) they should be doing, and importantly, why they should be doing it (i.e. why is it important for the group/unit/organisation to complete this work; and how it fits into plans and aims for the group). It is your job to provide this context and direction.

### **5.2. Communicate effectively and hold regular meetings**

As manager it is your job to ensure your staff have the necessary skills and information needed to perform well in their jobs; and to ensure they can tell you (and each other) what information they need.

Regularly scheduled one-to-one meetings with your staff are recommended to discuss activities, priorities, progress and problems. These could be monthly, or more or less frequently, depending on context and how often you see the individual. Even if you work in the same office or lab daily, setting aside scheduled time for discussion of longer-term objectives etc. is still worthwhile.

If you manage a team, regular team meetings are a valuable way to share information and knowledge, resolve problems and give updates.

### **5.3. Support good performance**

Your role is to provide clear guidance, instruction, advice or coaching to support your staff to do their job. Be accessible. Where appropriate, aim for inclusivity - enable staff to input ideas, and consult on change and development. Where relevant, develop effective teamwork (e.g. effective communication and consultation on shared goals). You may also want to reward those who make an exceptional contribution to the team or who meet an exceptional short term challenge.

#### **5.3.1. Set standards and parameters**

Be clear about expectations for quality, accuracy and timeliness of work expected from your team. You should:

- be clear about what authority/decision-making responsibility is delegated to individuals in the group and provide the autonomy to do so;
- be clear about what authority is not delegated and how/ when consultation is expected;
- be clear about expectations for standards of performance and behaviour and the ethics that apply to the type of work (such as standards of good research practice);

- if particular policies, legislation or standards apply to your work area (for example, genetic modification legislation, data protection legislation, medical confidentiality, etc.) ensure this is clear to all staff and appropriately monitored and enforced; and
- be a good role model for expected work behaviour.

### 5.3.2. Annual review, training & development

You should carry out an Annual review with all of your staff once a year.

The Annual Review aims to support staff to realise their full potential by reviewing their progress against previous objectives, discussing future plans and development needs, and setting objectives for the time until the next review.

You should ensure SMART (Specific, Measurable, Achievable, Relevant, TimeBound) objectives are set.

You should work with staff to identify training and development needs for specific work requirements or for overall professional development. Identification of needs and facilitation of training should be supported by use of the People and Money Learning app.

### 5.3.3. Performance Management

Where you have identified areas of performance which are not satisfactory, you should raise these with the employee immediately, providing examples of underperformance. They should not be left to be discussed at the Annual Review meetings.

During informal discussion(s), you must:

- provide clear examples of the employee's underperformance
- sensitively explore any possible underlying reasons for the employee's poor performance
- explore what, if any, additional training and/or other support could be put in place to help the employee improve their performance
- clearly establish what the employee needs to do to improve their performance.

You must also:

- allow the employee a reasonable, specified amount of time to improve and to benefit from any training and/or support which may be put in place
- review the action(s) taken by the employee, and the impact of any training/support put in place, and
- provide feedback to the employee on their progress.

If absence and/or health reasons (including stress) are contributing to the performance problem, you can make a referral to the Occupational Health Unit.

Relevant webpages:

[Contribution Reward Policy](#)

[Annual Review](#)

[Managing Capability Policy](#)

## 6. Leave

There are different policies in place to address different types of leave such as sickness absence, annual leave, special leave and taking time off to care for dependants. Ensure members of your team are clear about attendance expectations and how to request leave and report an unplanned absence.

You should do the following:

- explain People and Money arrangements for approval of annual leave;
- maintain records of annual leave and sickness absence;
- report all sickness absences (or other unplanned leave) as per relevant procedures; and
- consult your College/ Professional Services Group HR team to consider an Occupational Health referral if sickness or other absence levels are giving cause for concern.

If you, as the line manager, will be absent for an extended period (e.g. a sabbatical or long-term sickness absence) you must ensure that someone else (a senior member of your team, or a colleague) is given responsibility to manage your team in your absence and to deal with absences and any other issues that may arise.

There is also a suite of family friendly policies which you may need to refer to such as maternity leave, partner leave, shared parental leave and flexible working. A full list of policies can be found on the Family Leave Policies webpage.

Relevant webpages:

[Leave, Absence and Attendance](#)

[Annual Leave Policy](#)

[Absence Management Policy](#)

[Special Leave Policy](#)

[Emergency Time off for Dependants](#)

[Family Leave Policies](#)

### 6.1. Reporting Requirements for sponsored staff on a Tier 2/5 Visa

Whilst all staff should use People and Money to record planned absences from the workplace (e.g. holidays, conferences, and other work-related travel) this is especially important for those on a Tier 2/5 visa. Additionally, as part of the conditions of sponsoring a member of staff, the University must comply with the requirements listed

below. Please ensure that you notify your College/Professional Services Group HR team if any of the following occurs:

- A new member of staff does not arrive to start work on the first day of employment, and the reason is known (e.g. a missed flight).
- The work location of a member of staff changes, i.e. they are working outside the UK for a number of weeks.
- A member of staff is absent without authorisation for more than ten consecutive working days. If an individual is absent without authorised leave you should attempt to contact them for an explanation. If you are unable to do so, or the explanation is inadequate, you must tell your College/Professional Services Group HR team immediately (this is good management practice and applies to ALL staff).
- Significant changes to a member of staff's employment are being planned or considered. For example, change of role, job title, duties, hours or salary (except for annual increments and cost of living) or TUPE. Depending on the change, we may have to notify or seek approval from the UKVI **before** it can take place.
- The University is no longer required to sponsor the employee. For example, because:
  - Their contract of employment has been terminated for any reason (including resignation)
  - They wish to take more than one month's unpaid leave
  - They have changed immigration status (for example, obtained indefinite leave to remain, acquired British Citizenship or moved to an immigration status that does not require a Sponsor).
- The individual loses a professional registration or accreditation which is required for their job.
- Any suspicions that the employee is breaching the conditions of their leave to live in the UK.

If your team includes people who are sponsored, please ensure that they are aware of the above reporting requirements.

If you, as the line manager, will be absent (e.g. on leave or work travel) for an extended period you must ensure that someone else (a senior member of your team, or a colleague) is given responsibility to identify and report any unexplained absences.

## **7. Managing Misconduct and Grievances**

Disciplinary matters should be dealt with promptly and appropriately. Potential disciplinary offences should initially be raised by or reported to the manager of the employee concerned. You should, where appropriate, carry out an initial fact-finding investigation to ensure that there is substance to the allegation being made.

You should decide whether the misconduct could be dealt with informally. This will usually be where it is a minor issue of misconduct, and there have been no other recent similar issues with the employee concerned. Where you believe the issue should be dealt

with formally, you should talk to your HR Partner to agree how the matter should be handled.

Employees may raise a grievance with you, or a member of their College/ Professional Services Group HR Team. In the first instance, efforts should be made to encourage the employee to resolve their grievance in an informal way. This could mean you need to arrange for discussions with the employee concerned, and any other employees involved in order to find a solution and to bring the matter to a satisfactory conclusion.

Mediation is often a useful tool to resolve an issue between staff. It is a process that aims to help two or more parties to resolve their differences and find solutions which enable them to move forward positively. An impartial third party, 'the mediator' helps the parties through the process which is confidential and entirely voluntary. Mediation works best when it is used as early as possible in any conflict.

If, following an initial discussion, it becomes clear that the employee does not wish to take an informal approach, or where an informal approach hasn't previously worked, the formal grievance process should be followed.

You should always seek advice from your College/ Professional Services Group HR team on such issues.

Relevant webpages:

[Disciplinary Policy](#)

[Mediation](#)

[Grievance Policy](#)

## **8. Redundancy/End of Employment**

There is a formal process for handling the end of any employment contract which all line managers should be aware of, particularly if you have staff on a fixed-term contract of employment covered by restricted funding.

Five months prior to the expected end of the contract the employee will receive a formal letter from HR notifying them that they are at risk of redundancy. The employee will be offered the opportunity to attend a consultation meeting with you (as the line manager) to discuss the potential redundancy and any opportunities for continued employment in the same role (e.g. if a funding renewal is pending) or redeployment into a different role. The employee will also receive advice on how to make themselves available for redeployment, e.g. through placing their details on the University's Redeployment Register.

If no alternatives to redundancy have been found, a second letter will be sent with formal notice of redundancy. HR Operations teams will be responsible for monitoring contract end dates and producing the letters.

NB. In all cases the end of a contract is termed a 'dismissal'; this does NOT carry with it any connotations of poor performance; it is simply the correct term to use in employment law. The process is co-ordinated by the College/ Professional Services Group HR team.

Relevant webpages:

[Managing Redundancy](#)

## **9. Personal Development**

You should take ownership of your own performance and development including leadership and management skills. The University provides a range of half and full day workshops to develop your skills, knowledge and expertise in specific aspects of leadership and management.

Relevant webpages:

[Planning your development](#)

[Leadership and Management development](#)

[Courses and eLearning](#)