

# How to Guide: Considering EDI when managing performance

If you require this document in an alternative format, please contact your Line Manager.

Date  
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## Equalities and diversity

All managers are expected to manage in an inclusive way. This means:

- Not favouring one type of employee over another, such as part time/full time.
- Giving equal access to opportunities.
- Respecting people's differences.
- Valuing the contribution of everyone.
- Identifying any needs during regular conversations and making use of or signposting to KCC's support resources as appropriate.
- Encouraging the team member to share with you any barriers they are experiencing and working together to find solutions.
- Jointly reviewing reasonable adjustments that might be in place or may be needed as a result of changes.
- Taking into account the opportunity to deliver when setting expectations and making a performance assessment. Please see the examples below.

### Disability

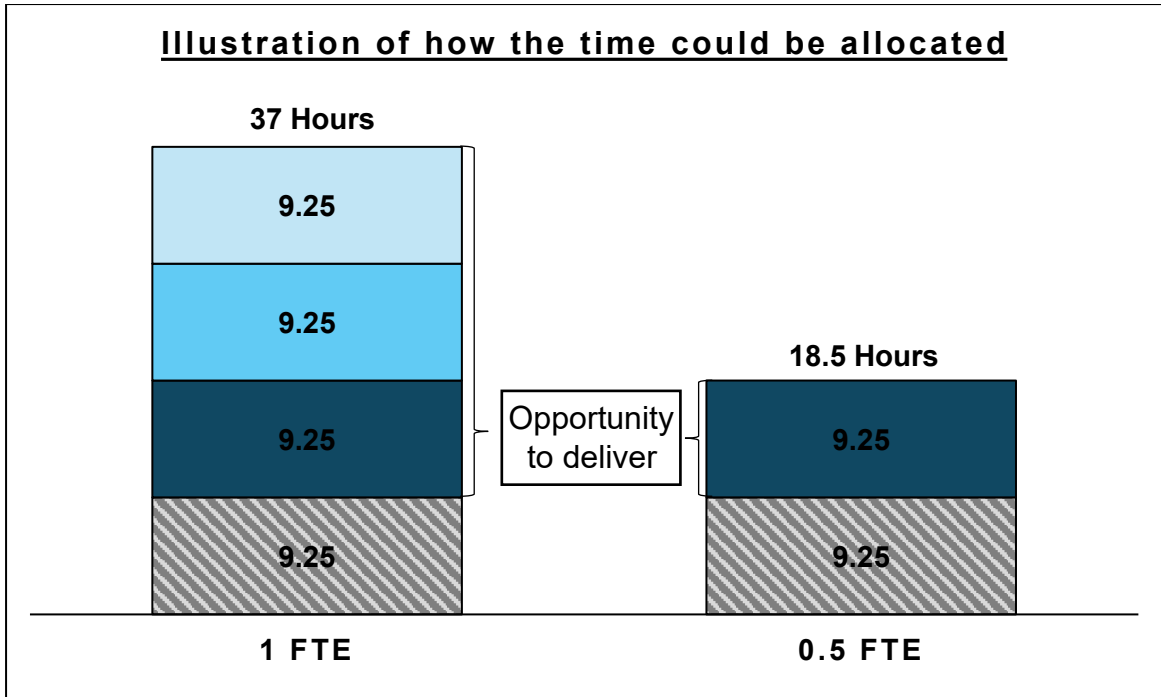
In assessing a disabled employee, you should take into account whether or not reasonable adjustments have been put in place in good time and/or reviewed/adjusted due to changing circumstances. In some circumstances, an employee with a disability may complete work to the expected standard but in a slower way than a non-disabled employee. For example, an employee who uses assistive software or a deaf employee who can't get things done through a quick phone call as they may need to meet face to face with an interpreter.

### Lower graded roles

Everyone should have the opportunity to deliver high levels of performance. It is unfair to assume that just because a role has routine tasks that an employee in that role cannot go beyond what is expected. The expectations about how someone will make improvements will look different for different people, for example, for a lower graded role it could simply be putting forward ideas but for a higher graded role the expectation may be to put their ideas into practice.

### Part time hours

The picture below shows that an employee who is 0.5 FTE is not likely to have half the time of a full time employee to deliver, and may have significantly less than half of the equivalent opportunity, when all the normal work activities (1:1, team meetings, administration, reading communications, training etc.) are taken into account.



*Practical opportunity of a 0.5FTE compared with 1 FTE to deliver*