

Leadership and Management Competency Framework

Report to:

Commissioner's Board
Commissioner's Board
London Fire Commissioner

Date:

12 February 2026
11 March 2026

Report by:

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Authorising Head of Service:

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Report classification:

For decision

For publication

Values met

Service
Integrity
Teamwork
Equity
Courage
Learning

I agree the recommended decision below.



Jonathan Smith
London Fire Commissioner

**This decision was remotely
Date signed on 30 March 2026**

PART ONE

Non-confidential facts and advice to the decision-maker

Executive Summary

This report seeks the London Fire Commissioner's ("LFC") endorsement of the **London Fire Brigade Leadership and Management Competency Framework** ("the Framework"), developed to provide a single, coherent approach to leadership, management and behavioural expectations across all staff groups and levels of the organisation.

The Framework establishes a consistent set of competencies aligned to **LFB Values**, the **Community Risk Management Plan (CRMP) 2023–2029**, and national professional standards including the **NFCC Leadership Framework**, **Fire Standards Board indicators**, and **HMICFRS criteria for 'Good' leadership** and the **NFCC Theme 2 - Leadership, people and culture**.

Endorsement of the Framework will provide a clear organisational mandate to embed it within people systems including recruitment, development, talent, performance management and succession planning, thereby strengthening leadership capability, cultural coherence and organisational effectiveness.

Recommended decision:

For the London Fire Commissioner

The London Fire Commissioner is recommended to:

- Endorse the Framework as the LFC's single, mandatory and authoritative competency framework for leadership and management development across all staff groups and grades.
- Agree that the Framework is adopted as a core organisational standard, informing future workforce, leadership and talent interventions.
- Agree that the Head of Culture and Organisational Development is named as the accountable officer to monitor compliance with the Code of Ethics Fire Standard.

1 Introduction and background

- 1.1 The operating environment for the London Fire Brigade continues to increase in complexity, with heightened public expectations, workforce challenges, fiscal constraint, and the need to respond to evolving community risk.
- 1.2 National inspection and professional bodies consistently emphasise the importance of clear leadership standards, inclusive culture, ethical behaviour, and transparent talent processes. In particular, HMICFRS expects fire and rescue services to demonstrate that leaders at all levels:
 - Act as visible role models
 - Promote inclusive and ethical workplaces
 - Are equipped to manage performance, wellbeing and conduct
 - Identify and develop future leaders in fair and transparent ways
- 1.3 The Framework has been developed to respond directly to these expectations by articulating what good leadership looks like at LFB, in a way that is observable, measurable and applicable to all roles.
- 1.4 Use the term '**LFB Competency Framework**' to reference the holistic, overarching organisational framework, with derivatives as follows:
 - 1.4.1 **Leadership and Management Competency Framework** (for leadership and management development across all staff groups and grades)
 - 1.4.2 **Technical competencies** (to follow from Learning & Professional Development (L&PD), through the Commissioners Board):
 - **Operational Competency Framework** (L&PD led)
 - **Control Competency Framework** (L&PD led)
 - All other department-led technical frameworks following the same naming convention: such as, People Services Competency Framework (People Services Led)

2 Background and Context

- 2.1 The operating environment for the London Fire Brigade continues to increase in complexity, with heightened public expectations, workforce challenges, fiscal constraint, and the need to respond to evolving community risk.
- 2.2 National inspection and professional bodies consistently emphasise the importance of clear leadership standards, inclusive culture, ethical behaviour, and transparent talent processes. In particular, HMICFRS expects fire and rescue services to demonstrate that leaders at all levels:
 - Act as visible role models

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- Are equipped to manage performance, wellbeing and conduct
- Identify and develop future leaders in fair and transparent ways

2.3 The Framework has been developed to respond directly to these expectations by articulating *what good leadership looks like at LFB*, in a way that is observable, measurable and applicable to all roles.

3 Equality Comments

3.1 The LFC and the Deputy Mayor for Planning, Regeneration and the Fire Service are required to have due regard to the Public Sector Equality Duty (section 149 of the Equality Act 2010) when taking decisions. This in broad terms involves understanding the potential impact of policy and decisions on different people, taking this into account and then evidencing how decisions were reached.

3.2 It is important to note that consideration of the Public Sector Equality Duty is not a one-off task. The duty must be fulfilled before taking a decision, at the time of taking a decision, and after the decision has been taken.

3.3 The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership (but only in respect of the requirements to have due regard to the need to eliminate discrimination), race (ethnic or national origins, colour or nationality), religion or belief (including lack of belief), sex, and sexual orientation.

3.4 The Public Sector Equality Duty requires decision-takers in the exercise of all their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between people who share a relevant protected characteristic and persons who do not share it.

3.5 Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic where those disadvantages are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

- 3.6 The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.
- 3.7 Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:
- Tackle prejudice
 - Promote understanding.
- 3.8 Consideration of equality impacts has been embedded from the outset of the Framework's development, rather than applied retrospectively. The Framework has been designed to provide a single, transparent and consistent set of leadership and management expectations applicable to all staff groups and levels, thereby reducing the risk of inconsistent interpretation or application that could disadvantage individuals or groups with protected characteristics.
- 3.9 The Framework is explicitly aligned to the London Fire Brigade's Values, including Equity, and to national professional standards that emphasise inclusive, ethical and fair leadership. Expectations relating to inclusive behaviours, ethical decision-making, wellbeing, and respectful treatment of others are embedded throughout the competencies rather than positioned as standalone requirements. This approach supports the advancement of equality of opportunity by setting clear behavioural expectations for all leaders and managers, regardless of role, grade or staff group.

4 Overview of the Leadership and Management Competency Framework

- 4.1 The London Fire Brigade Competency Framework provides a structured and consistent system describing the behaviours and attributes required for effective performance across the organisation.
- 4.2 The Framework is explicitly underpinned by:
- LFB Values (Service, Integrity, Teamwork, Equity, Courage, Learning), which is itself based on the Core Code of Ethics.
 - The LFB Community Risk Management Plan
 - NFCC Leadership Framework
 - Fire Standards Board indicators
 - HMICFRS leadership criteria
 - NFCC Fit for the Future Theme 2 - Leadership, people and culture
- 4.3 It clearly distinguishes between management ("what we do") and leadership ("how we do it"), reinforcing the importance of both systems, processes and human impact in delivering

outcomes for London.

5 Structure and Scope

5.1 The Framework is applicable to all staff, with expectations scaled appropriately across four leadership levels:

- Leading Self (All staff)
- Leading Others (Supervisory leaders)
- Leading the Function (Middle leaders)
- Leading the Service (Senior leaders)

5.2 Across each level, competencies are organised around four core leadership domains:

- Personal Impact
- Outstanding Leadership
- Service Delivery
- Organisational Effectiveness

5.3 This structure ensures clarity, progression and consistency, supporting distributed leadership while maintaining common organisational standards.

5.4 Additional work is taking place throughout January-March 2026 to further articulate the specific expectations of the brigade's senior leaders. This will form an enhanced element for the Senior Leadership Team of the brigade and will be brought forward separately. This senior leadership competency framework will form the basis of leadership development interventions for our SLT, which are unique based on the risk profile of London, which requires specific attention.

6 Strategic Alignment

6.1 The Framework directly supports CRMP Programme 5 – Learning from You, enabling the Brigade to develop leadership capability at all levels to better serve London's communities

6.2 It strengthens the Brigade's ability to demonstrate compliance with national leadership and people standards, and provides a clear line of sight between:

- Organisational strategy
- Leadership behaviour
- Workforce capability

- Service outcomes
- 6.3 Endorsement of the Framework reinforces the Commissioner's commitment to professional standards, ethical leadership, inclusion and continuous improvement.
 - 6.4 The Framework embeds equity, inclusion and ethical behaviour as core leadership expectations rather than standalone requirements.
 - 6.5 It supports fair and transparent approaches to talent identification, development and progression, addressing known national and sector-wide barriers to inclusion within leadership pipelines.
 - 6.6 Adoption of the Framework is expected to have a positive equality impact, strengthening consistency, clarity and trust in leadership standards across the organisation.
 - 6.7 The Code of Ethics Fire Standard also requires the London Fire Commissioner to appoint a single officer responsible for compliance with the NFCC Code of Ethics, which our LFB values are built on and do not detract from. The paper recommends that the Head of Culture and Organisational Development is this officer, reporting via usual channels to the Director of People.

7 Finance

- 7.1 This report seeks the London Fire Commissioner's endorsement of the London Fire Brigade Leadership and Management Competency Framework. Any training requirements will be met through the current existing management and leadership programmes.

8 Legal Comments

- 8.1 Under section 9 of the Policing and Crime Act 2017, the London Fire Commissioner (the "LFC") is established as a corporation sole with the Mayor appointing the occupant of that office.
- 8.2 The LFC is the fire and rescue authority for Greater London and is required by section 7 of the Fire and Rescue Services Act 2004 to:
 - "(1) ...must make provision for the purpose of (a)extinguishing fires in its area, and b
)protecting life and property in the event of fires in its area.
 - (2)In making provision under subsection (1) a fire and rescue authority must in particular—
 - (a)secure the provision of the personnel, services and equipment necessary efficiently to meet all normal requirements;
 - (b)secure the provision of training for personnel;..
- 8.3 Section 5A of the Fire and Rescue Services Act 2004 further enables the LFCto do anything it considers appropriate for the purpose of carrying out of any of its functions, or anything it considers appropriate for purposes incidental to its functional purpose..."
- 8.4 In accordance with the LFC's Scheme of Governance the LFC is responsible for, "Leading and directing the strategic management of the brigade."

8.5 The development of the attached competency framework and the recommendations in this report are therefore underpinned by the LFC's functions and the Scheme of Governance.

9 Conclusion

9.1 The London Fire Brigade Competency Framework provides a robust, nationally aligned and values-led foundation for leadership and management across the organisation.

9.2 Endorsement by the London Fire Commissioner will provide clarity, authority and strategic coherence, enabling the Framework to be embedded confidently across people systems and organisational practice.

List of appendices

Appendix	Title	Open or confidential*
1	Leadership and Management Competency Framework	Open
2	EIA	Open

Leadership & Management Competency Framework

Leadership Academy

London Fire Brigade

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Leadership & Management Competency Framework

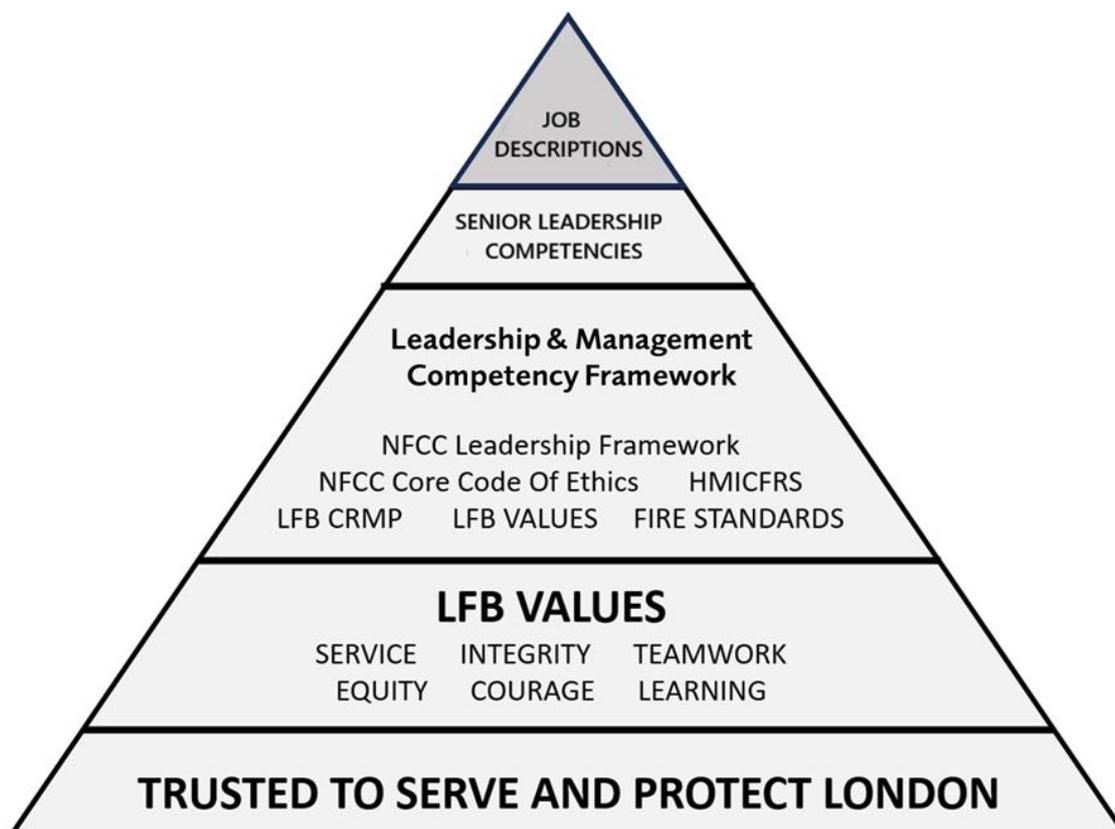
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Leadership & Management Competency Framework

Competency Framework Overview

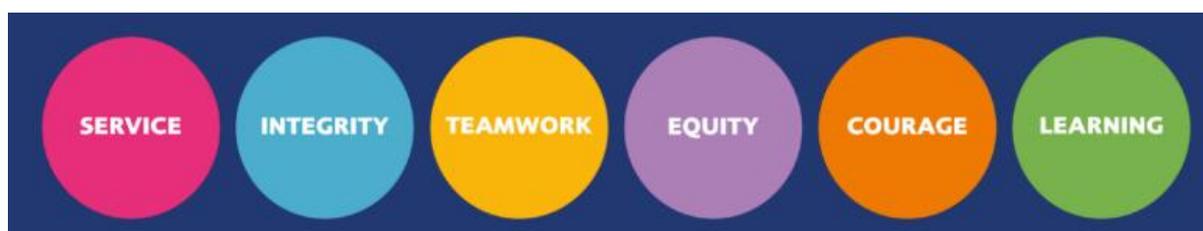
The Leadership & Management Competency Framework provides a consistent, structured system, outlining the behaviours and attributes required for effective job performance across all levels of the organisation.

The first section of this document introduces various elements that support the **Leadership & Management Competency Framework**, including the LFB Values, LFB CRMP, HMICFRS Criteria for 'good', NFCC Core Code of Ethics, Fire Standards Board, and the NFCC Leadership Framework.



Your LFB Values

Your LFB Values are a set of guiding principles that will help us to create a safe and professional workplace culture and help us achieve LFB's vision to be trusted to serve and protect London.



You have told us these are the values that capture the best of LFB, and they will be embedded as the standards we set and hold each other accountable for putting into practice.

Defining management and leadership

In terms of managing and leading individuals, teams or the organisation, the Management part can be thought of most simply as the 'What you do'.

Management focuses strongly on maintaining systems, processes and function.

Some examples of this include:

- **Organising:** Setting goals, allocating resources and managing resources
- **Controlling:** Monitoring progress and ensuring alignment with policies
- **Standardising:** Ensuring consistency in processes and outputs.
- **Problem-Solving:** Identifying and dressing issues as they arise.
- **Reporting:** Documenting performance and outcomes.

In a similar way, the leadership element can be thought of as 'How you do it' - the way in which all of the management stuff is done.

Leadership focuses on influence, supporting and empowering people towards goals.

Some examples of this include:

- **Inspiring:** Creating a compelling vision and motivating others to achieve it.
- **Guiding:** Providing direction and support to foster growth.
- **Connecting:** Cultivating trust and building good relationships and strong teams
- **Personalising:** Connecting with individual's needs and strengths.
- **Innovating:** Encouraging creative thinking and new solutions.

Both Management and Leadership work together in partnership, combining the knowledge of policy, processes and procedures – with the emotional intelligence and people-focused competencies to get the job done in a way that leaves people feeling connected, driven and included.

At LFB we are committed to nurturing a culture of continuous improvement in leadership and management development at all levels across the organisation.

Alignment with LFB Community Risk Management Plan (CRMP)

London Fire Brigade – Programme 5 – Learning from You

Enable our people to be the best they can be, to serve you better by developing leadership at all levels across the whole organisation. You can read more on [CRMP 2023-2029 - our plan to keep London safe - delivery plan](#) on Hotwire.

His Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS)

With a legacy of over 160 years, HMICFRS works to improve public safety by promoting accountability, transparency, and continuous improvement in policing and fire and rescue services. HMICFRS is led by a team of His Majesty's Inspectors, supported by inspectors, analysts, researchers, and subject-matter experts. It carries out inspections of territorial police forces, specialist law enforcement bodies, and all 44 fire and rescue services in England. Through its work, HMICFRS helps ensure that policing and fire and rescue services deliver value for money and meet the needs of the public they serve.

HMICFRS Criteria for 'Good' – How well does the FRS lead its people?

To be graded as 'Good' in this inspection area, a Fire and Rescue Service (FRS) must meet the following expectations:

10.1 The FRS's senior leadership team effectively engages with staff at all levels and communicates its intention and strategic objectives for the service. Leaders at all levels make sure that staff understand and can demonstrate how they contribute to the delivery of the strategic objectives.

10.2 Leaders at all levels act as role models, promoting a positive culture through their behaviour. They actively encourage inclusive and ethical work environments. Leaders routinely challenge and act on inappropriate behaviour, and create safe environments where others feel confident to do so.

10.3 The FRS has open, fair and transparent processes to identify, develop and promote high-potential staff and aspiring leaders across all staff groups. FRS staff understand and trust these processes. The service has identified potential barriers preventing particular groups from accessing the talent schemes and is taking action to overcome these.

10.4 The FRS makes sure that leaders at all levels are equipped, developed and supported to meet leadership standards, and effectively supports both teams and individuals. All leaders are equipped and have the confidence to manage staff performance and well-being and to resolve poor performance and behaviour and actively do so.

Introducing 'Fit for the Future'

Via a partnership between the National Employers (England), the National Fire Chiefs Council (NFCC) and the Local Government Association (LGA), 'Fit for the Future' considers what the fire and rescue service should look like over the next 5 years, acknowledging the challenges we face in reaching these ambitions.

Theme 2 - Leadership, people and culture (pages 25-33)

[Fit-for-the-Future-Refreshed-June-2024.pdf](#)

Introducing the National Fire Chiefs Council (NFCC)

The National Fire Chiefs Council (NFCC) is an independent membership association and the professional voice of the UK fire and rescue service. It supports FRS' and their members in transforming their role and improving services, while also assisting senior fire officers, developing consistent standards, and advising government on fire-related policy and practice.

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The Core Code of Ethics



The Core Code sets out five ethical principles, based on the Seven Principles of Public Life, which alongside the accompanying guidance provides a basis for promoting good behaviour and challenging inappropriate behaviour.

- **Putting our communities first** – we put the interest of the public, the community and service users first.
- **Integrity** – we act with integrity, including being open, honest and consistent in everything we do.
- **Dignity and respect** – making decisions objectively based on evidence, without discrimination or bias.
- **Leadership** – we are all positive role models, always demonstrating flexibility and resilient leadership. We are all accountable for everything we do and challenge all behaviour that falls short of the highest standards.
- **Equality, diversity, and inclusion (EDI)** – We continually recognise and promote the value of EDI both within the FRSs and the wider communities in which we serve. We stand against all forms of discrimination, create equal opportunities, promote equality, foster good relations, and celebrate difference.

The Fire Standards Board

The Fire Standards indicators, as outlined by the NFCC, are as follows:

16a - Have leaders that role model behaviours set out in the NFCC Leadership Framework and other professional behaviour frameworks

16b - Have leaders that challenge and act upon inappropriate behaviour

16c - Have leaders that consistently use a communication style that is inclusive and meets the needs of their differing audiences

16d - Have leaders that are able to adapt their leadership style, who are authentic and recognise and value the differences in people and circumstances in order to build trust

16e - Have leaders that invest in their own development, and that of others, to keep up with changing horizons and priorities

16f - Have leaders that recognise the impact of change and support employees through the change process, managing those people to achieve the required outcome

16g - Have leaders that demonstrate high levels of emotional intelligence, particularly self-awareness

16h - Have leaders that value contributions made by their people

16i - Have leaders that empower employees to operate flexibly within their role, to make decisions and deliver objectives in their own leadership styles

The NFCC Leadership Framework



The NFCC Leadership Framework provides a consistent approach to leadership and development for all staff, irrespective of discipline, role or function.

The NFCC framework brings together the 'what and the how', combining traditional operational and professional competence with behavioural expectations. The framework is built around four quadrants as above, and is measured at four levels, with each building on the previous.

The critical feature of NFCC's fire and rescue service Leadership Framework is that it's relevant to all fire and rescue service roles and uses defined and observable measures to assess the potential and performance of our staff.

The core elements within each of the four quadrants easily relate to the LFB Values, as shown in the next section and the behavioural competencies are detailed in the individual tables (Pages 9 – 12).

Aligning LFB Values and NFCC Leadership Framework

The four quadrants of the NFCC Leadership Framework are mapped onto the LFB Values as follows:

Personal Impact

It is ensuring we value, respect and promote equality and diversity. It's about being a positive presence on others, having personal integrity and an ability to self-manage. The focus is on self and how a manager uses leadership to create a positive, open-working environment focusing on ethics and wellbeing.

Relationship to the LFB Values:

Equity

- Valuing, respecting and promoting equality and diversity.
- Creating a positive, open-working environment focusing on ethics and wellbeing.

Integrity

- Having personal integrity and an ability to self-manage.
- Focusing on Ethics.

Teamwork

- Being a positive presence on others.
- Using leadership to create a positive environment.

Outstanding Leadership

It is about building high-performing teams and developing people to their full potential. It's about communicating with integrity, being open and honest to foster trust and building collaborative working in

partnership. An ambassador and role model for the fire and rescue service. The focus is on others and how a manager uses leadership to create high performance teams.

Relationship to the LFB Values:

Integrity

- Communicating with integrity, being open and honest to foster trust and building collaborative working partnership.
- Being an ambassador and role model for the fire and rescue service.

Teamwork

- Fostering trust and building collaborative working partnerships. A focus is on others and how a manager uses leadership to create high

Learning

- Building high-performing teams and developing people to their full

Courage

- Communicating with integrity, being open and honest.
- Being an ambassador and role model for the fire and rescue service.

Service Delivery

It is about delivering high quality services now and into the future. It's about intelligent problem solving with an outcome focused approach, continuous improvement and value for money to our customers. The focus is on tasks and how a manager uses leadership to produce outcome-focussed results which meet customer needs.

Relationship to the LFB Values:

Service

- Delivering high quality services now and into the future.
- Continuous improvement and value for money to our customers.
- Producing outcome-focussed results which meet customer needs.

Learning

- Delivering high quality services now and into the future.
- Continuous improvement

Teamwork

- How a manager uses leadership to produce outcome-

Equity

- Intelligent problem solving.
- Meet our customers' needs.

Organisational Effectiveness

It is ensuring everything we do is linked to organisational plans and values. It's driving the mission and ensuring decisions and actions are beneficial to the customer. The focus is on the organisation and how a manager uses leadership to continuously improve, innovate and change.

Relationship to the LFB Values:

Teamwork

- Ensuring everything we do is linked to organisational plans and

Learning

- Using leadership to continuously improve, innovate and change.

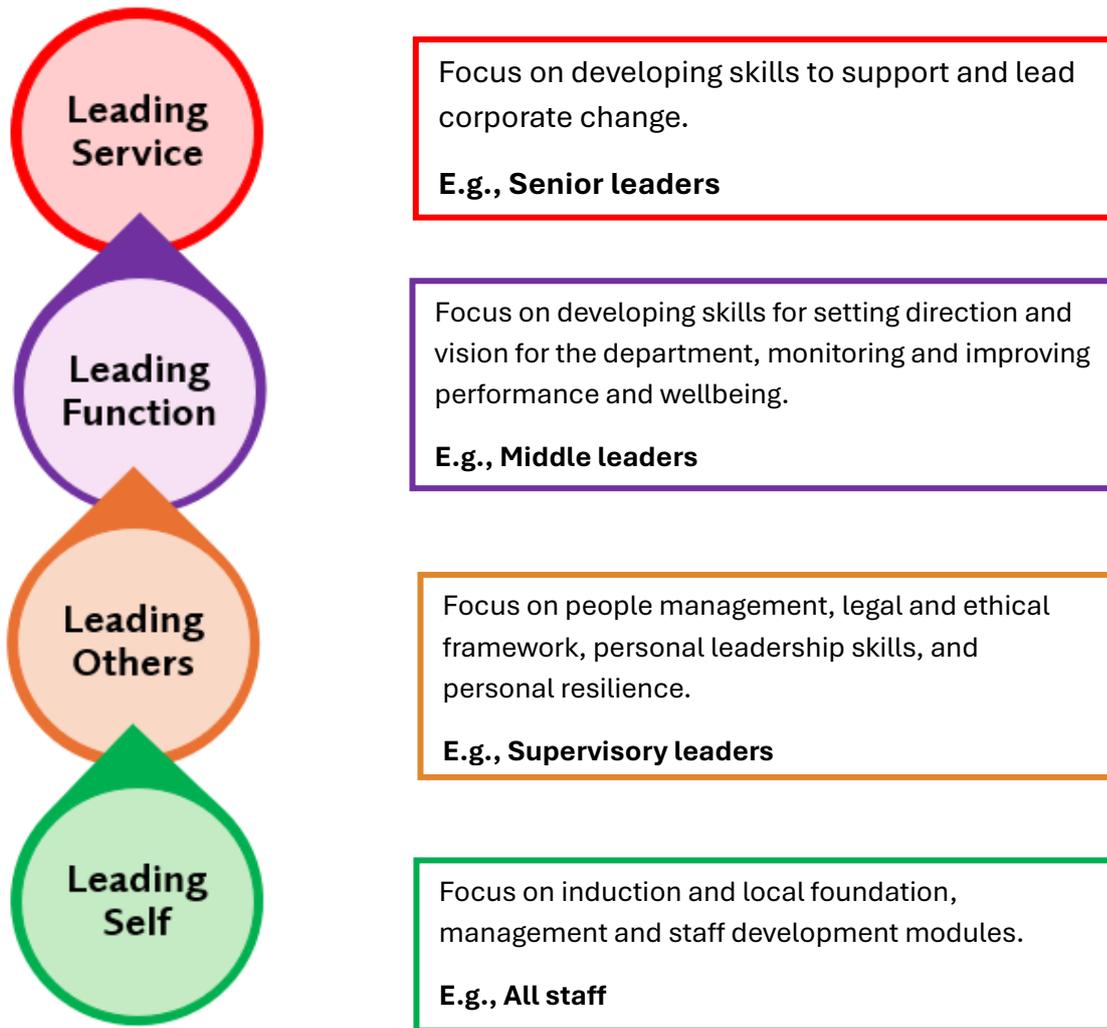
Equity

- Ensuring decisions and actions are beneficial to the customer.

Service

- Ensuring everything we do is linked to organisational plans.
- Ensuring decisions and actions are beneficial to the customer.

Leadership & Management Competency Framework



To lead the organisation forward in an evolving operating environment, we need individuals who are capable of:

- Creating a compelling vision and engaging people to buy in and commit to that vision
- Leading across boundaries
- Are adaptable within an evolving modern service
- Utilising emotional intelligence to support people in achieving the goals of the organisation
- Being in the present, but also horizon scanning
- Promoting and developing distributed leadership (i.e. leadership at all levels)
- Acting as ambassador for learning, creating and sustaining learning organisations
- Embracing inclusion, diversity, innovation, and being open to alternative perspectives
- Demonstrating and promoting compassion, with a focus on improvement & accountability

Leading Self - All staff

SERVICE	INTEGRITY	TEAMWORK	EQUITY	COURAGE	LEARNING
<p>Customer needs I am focused on customer needs in my approach to my work, including issues of safeguarding and inclusion. I act as a role model for my community.</p>	<p>Trusted Messaging I positively seek organisational information about how well we are doing and what is changing. I can be trusted with sensitive information.</p>	<p>Communication I encourage open communication and actively listen to and value others' contributions.</p>	<p>Inclusion I demonstrate valuing inclusion by setting a positive example of appropriate behaviour for peers and new starters.</p>	<p>Risk Management I work within the organisation's policies, procedures and processes. I speak out promptly if I see or hear of a safety or organisational risk.</p>	<p>Problem Solving I actively contribute to problem-solving and take time to understand the issues fully..</p>
<p>Planning Ahead I plan ahead and prioritise my work, managing my time effectively to get things done.</p>	<p>Building Trust I work to foster trust with others and build constructive working relationships to achieve goals. I find out about my local community and its risks, to ensure we are offering the best service.</p>	<p>Collaborative Growth I offer ideas and feedback to improve our services and take on board others' ideas.</p>	<p>Inclusivity I respect individual differences in people and treat everyone with kindness and respect.</p>	<p>Open to change I am open to, and positively engage with, new ways of working.</p>	<p>Continuous Improvement I continuously seek to improve my performance to contribute to organisational goals.</p>
<p>Resource Management I am careful with all types of resources (money, time, materials, fuel and energy) to provide value for money.</p>	<p>Strategic Direction I am an ambassador for the service, taking pride and responsibility for the work, we do and encouraging others to do the same.</p>	<p>Impact on others - I assess how my actions and behaviour impact on others. - I recognise and challenge inappropriate behaviour.</p>	<p>Caring - I look after myself and others, and seek help if support is needed. - I look after my mental health.</p>	<p>Decision Making I take decisions based on supporting evidence, risk, and my prior knowledge of good practice.</p>	<p>Development I role model proactively, learning new skills and behaviours.</p>

<p>People Focused I identify opportunities to improve the way we do things for people and put ideas forward.</p>		<p>Organisation Vision I know what the key organisational goals are, and they relate to my role.</p>			<p>Learning - I look for opportunities to learn and develop my skills and behaviours. - I admit and learn from my mistakes and celebrate my successes with the team.</p>
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Leading Others - Supervisory leaders

SERVICE	INTEGRITY	TEAMWORK	EQUITY	COURAGE	LEARNING
<p>Customer needs I focus on the needs of our customers. I seek to understand and address the specific risks and diverse needs of people and communities.</p>	<p>Trusted Messaging I set up communication processes to ensure that people in my team have access to accurate information, clarifying information where I need to.</p>	<p>Communication I communicate responsibly and with sensitivity and respect for others.</p>	<p>Inclusion I take responsibility for inclusion and encourage different points of view.</p>	<p>Risk Management I manage quality in my use various sources of feedback and evidence to understand how we are performing and managing risk.</p>	<p>Problem Solving I use different problem-solving techniques with others to generate solutions that improve the service for our customers.</p>
<p>Planning Ahead I look ahead to anticipate issues with local service delivery and performance and make plans to resolve or minimise issues.</p>	<p>Building Trust I encourage my team to build constructive working relationships with others to achieve our aims. I'm outcome focused on my approach and make decisions based on better service outcomes.</p>	<p>Collaborative Growth I encourage staff to be flexible in their approach and empower them to contribute and influence decisions. I create conditions where team members are empowered to suggest and implement new ways of working.</p>	<p>Inclusivity I encourage all team members to speak and share their views.</p>	<p>Open to change I consider how change will impact on our work and how we can contribute to success, evaluating how things are working and how change is being embedded.</p>	<p>Continuous Improvement I promote continuous improvement for the team and the organisation.</p>
<p>Resource Management I develop and review plans to make the best use of resources and challenge any misuse of resources.</p>	<p>Strategic Direction I work with the team to establish a clear sense of purpose and set expectations to achieve our goal.</p>	<p>Impact on others I assess my impact on the people around me and I always seek to improve how I work with others. I take a proactive approach to dealing with difficult or sensitive situations, influencing others to reach an acceptable solution.</p>	<p>Caring I look after the people around me and ask for help when needed, ensuring there is support available.</p>	<p>Decision Making I make evidence-based decisions and consider the risks, including financial and resource impacts.</p>	

<p>People Focused I develop systems and processes that are people focussed.</p>		<p>Organisation Vision I communicate to the team in a way that helps them understand how they contribute to and deliver organisational priorities.</p>			<p>Learning I encourage others to admit to and learn from their mistakes, and to celebrate their successes.</p>
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Leading The Function – Middle Leaders

SERVICE	INTEGRITY	TEAMWORK	EQUITY	COURAGE	LEARNING
<p>Customer needs I take a business-like approach that considers how to achieve better outcomes for communities.</p>	<p>Trusted Messaging I take responsibility for delivering organisational messages positively, even in difficult circumstances.</p>	<p>Communication I enter into dialogue not conflict. When conflict does occur, I handle it in a professional manner. I use a variety of engagement methods to seek feedback and understand people's views.</p>	<p>Inclusion I role model and mentor others in how they communicate and engage to encourage inclusion.</p>	<p>Risk Management I actively seek to understand the nature of risk in various projects and act to mitigate those risks or report them.</p>	<p>Problem Solving I develop and implement thoughtful solutions or recommendations based on sound evidence and feedback from internal and external sources.</p>
<p>Planning Ahead I monitor the quality-of-service delivery and share information so that people know how well we are performing and can plan accordingly.</p>	<p>Building Trust I seek out opportunities to work collaboratively across teams and functions to improve service delivery.</p>	<p>Collaborative Growth I look at what other organisations are doing to solve similar organisational issues, taking on board what they are doing and sharing best practice with them. I encourage and respond to challenge appropriately and am willing to adapt my thinking with new information or better evidence.</p>	<p>Inclusivity I make good use of their diverse skills and strengths. I use a variety of engagement methods to seek feedback and respect people's views.</p>	<p>Open to change I take ownership of change and help others to understand, adapt to, implement and embed change.</p>	<p>Continuous Improvement I improve business processes to promote more efficient ways of achieving our plans.</p>
<p>Resource Management I consider the financial and resource implications of decisions and adjust my approach and recommendations and manage budgets accordingly.</p>	<p>Strategic Direction I work with people both inside and outside the organisation to set clear work and objectives, actively monitoring the performance of the team and giving</p>	<p>Impact on others I recognise and monitor the impact of my decisions. I am willing to adapt and modify my behaviour in line with others' needs. I am willing to coach and mentor</p>	<p>Caring I create a culture where individual and team wellbeing is a priority and have systems and processes in place to make sure the teams in</p>	<p>Decision Making I evaluate the impact of any changes to service delivery to learn lessons and implement that learning.</p>	<p>Development I look for opportunities to develop people and promote a learning culture. I nurture future talent and proactively plan for succession. I take the opportunity to coach, support and mentor</p>

	developmental feedback.	others to adapt their behaviour.	my area are coping.		people outside of my own immediate team or discipline.
People Focused I seek the views of others on service quality and effectiveness to identify ideas for improvement.		Organisation Vision I am aware of wider organisational and political priorities and how our function contributes more widely.			Learning I seek feedback about my own performance in order to keep learning and developing.

Leading Service - Senior leaders

SERVICE	INTEGRITY	TEAMWORK	EQUITY	COURAGE	LEARNING
<p>Customer needs I am aware of the wider impact the organisation has on improving community outcomes.</p>	<p>Trusted Messaging I take responsibility for crafting key organisational messages, monitoring how they are being received and passed down the organisation.</p>	<p>Communication I communicate with integrity to maintain and elevate the reputation of the service to staff, stakeholders and the public. In use inclusive language. I promote two-way dialogue.</p>	<p>Inclusion I promote and role model inclusion. I promote and uphold our values and professional standards and explain the importance of ethical and inclusive approaches to our work.</p>	<p>Risk Management I act as a professional advisor to governance at all levels. I ensure that our approach to corporate risk is well considered and reasonable in the circumstances.</p>	<p>Problem Solving I implement systems to measure the quality of our decision making and to learn lessons. I take account of emerging issues and risks and put in place plans to limit the negative consequences to our service.</p>
<p>Planning Ahead I take a long-term view to consider the future political, social and economic landscape and communicate this to the organisation.</p>	<p>Building Trust I proactively build and sustain collaborative relationships with members, partners and high-level stakeholders to shape and influence wider public service delivery, reducing barriers to effective working. I encourage innovation, including new technology, to improve service delivery.</p>	<p>Collaborative Growth I strive to establish a learning ethos both internally and externally. I create conditions for innovation and change that support our vision.</p>	<p>Inclusivity I champion outstanding leadership to create a psychologically safe environment where people feel safe to work.</p>	<p>Open to change I challenge the status quo and compare our performance against other fire and rescue services, other public services, and the relevant business sectors I evaluate and ensure changes are being embedded in the organisation.</p>	<p>Continuous Improvement I foster and enable continuous improvement through using the right tools and methods. I continuously develop the organisation to be an inclusive employer of choice.</p>

<p>Resource Management I set strategies and budgets through consultation, which represent the best value service now and into the future for communities. I ensure that all staff demonstrate appropriate levels of business awareness.</p>	<p>Strategic Direction I work with others to establish the strategic direction and the working goals of the organisation.</p>	<p>Impact on others I build and keep trust by listening to others' views and adapting to change.</p>	<p>Caring I recognise the pressures of my role and manage these while promoting a healthy and inclusive working culture. I embed wellbeing and mental health in all strategies, setting up systems to monitor and support employee mental health and organisational wellbeing.</p>	<p>Decision Making I use evidence from our own and other's organisations to set strategy and direction for the service.</p>	<p>Development I foster and embed the principles of a learning organisation. I ensure fair and effective systems and methods are in place for succession and nurturing people's career. I role model ethical and outstanding leadership. I encourage a coaching culture and putting in place mechanisms which give people access to coaching and mentoring.</p>
<p>People Focused I promote the use of formal and informal engagement and consultation methods to get feedback from staff and customers about how we deliver and improve our service.</p>		<p>Organisation Vision I lead the organisation and develop the vision, mission and strategic business plan, which are inclusive of diverse and changing community risks. I take a long-term view which considers the future political, social and economic landscape as well as other public service drivers to set a clear and positive direction for the organisation.</p>			<p>Learning I evaluate my own performance and take steps to continuously improve.</p>

Appendix

1. [Your LFB Values](#)
2. [DEI Strategy](#)
3. [Community Risk Management Plan \(CRMP\) 2023 – 2029](#)
4. [NFCC Leadership Framework](#)
5. [NFCC Fire Standards Board](#)



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Equality Impact Assessment (EIA) Initial Screening Form

When completing this form please use the [EIA guidance notes](#) and check our other resources on our dedicated [EIA Hotwire pages](#)

This form enables you to screen each protected characteristic and identify which may be positively or negatively impacted by your activity.

The purpose of an EIA is to meet and justify the legal obligation required under the [Public Sector Equality Duty \(PSED\)](#), namely, the 'DUE REGARD' that documents that your activity will:

- a) eliminate discrimination, harassment, and victimisation;
- b) advance equality of opportunity; and,
- c) foster good relations between people who share a relevant protected characteristic and people who do not share it.

You must be able to show that your activity meets the three conditions of the due regard by providing relevant information to show how it caters for people with protected characteristics (where applicable), through eliminating potential discrimination and promoting opportunities to build equity between all groups.

You will only be required to complete a full EIA assessment of the areas where you have identified a negative impact, and further adjustments will be required.

Use the fields below to record any impacts and potential mitigating actions against each protected characteristic. All complete initial screening forms should be submitted to the EIA team to review and confirm your next steps.



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A. Name, status and expected outcomes of the activity



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Name:

LFB Competency Framework

Status:

Implementation / embedding phase

Expected outcomes:

The Competency Framework provides a consistent, organisation-wide approach to defining and assessing the behaviours and attributes required for effective performance across all roles and levels within LFB.

The framework is intended to:

- Support fair and transparent expectations of behaviour and leadership
- Promote inclusive, values-based leadership practice
- Enable equitable development and progression opportunities
- Provide a shared language for performance, development, and leadership conversations across the organisation.

Any potential equality risk associated with the Competency Framework is more likely to arise from inconsistent application rather than from its design. This risk is mitigated through clear manager guidance, calibration processes, and the application of existing people policies.

Monitoring will also consider whether any emerging impacts relate to combined or overlapping protected characteristics (for example disability and age), should evidence arise.



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The Leadership Academy will seek feedback through staff networks and organisational data, including appraisal conversations and grievances, and will monitor access to development to identify and mitigate any emerging issues.

B. Who is this activity for, who is impacted by it? *(all LFB staff, specific department, external communities)*

The Competency Framework applies to all LFB staff, across all staff groups, grades, and roles.

It impacts:

- Individuals through performance, development, and leadership conversations
- Managers through assessment and feedback responsibilities
- The organisation by providing a consistent standard for behavioural expectations

There is no direct impact on external communities.

C. Reason for Equality Impact Assessment



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The Competency Framework, and its supporting documents, provide information on expected behavioural attributes, leadership behaviours, and application guidance to support consistent, fair, and inclusive use of the framework across performance, development, and leadership conversations.

[LFB Competency Framework](#)

[NFCC Leadership Framework](#)

[Home Office Fire and Rescue National Framework for England](#)

[Public Sector Equality Duty](#)

[Equality Act 2010](#)

Your London Fire Brigade – [Our plan for 2023-2029](#) (CRMP)

LFB [Values](#)

People Services Strategy

Grey Book

[LFB Equity Policy](#)

[Protected characteristics resource library](#)

Policy No. 370 [Policies and procedures guidance](#)

Policy No.290 [Translation and interpretation](#)

[Inclusive and accessible documents for neurodivergent individuals – tips and resources 2024](#)

[The LFB key EDI terminology](#)

HRE36 [Meeting the religious, spiritual and pastoral care needs of staff](#)

[Role to rank collective agreement 2019](#)

Policy No. 1005 [Supporting health and wellbeing](#)

Policy No. 323 [Trans inclusion policy](#)

Policy No. 555 [Family support leave \(including maternity\) policy](#)

Policy No. 313 [Maternity provisions – breast feeding policy](#)

Policy No. 969 [Menopause policy](#)



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- Policy No. 448 [Working with choice – flexible working options policy](#)
Policy No. 538 [Annual leave and public holiday leave allocation policy – operational staff](#)
Policy No. 651 [Station allocation and transfer policy](#)
Policy No. 788 [Electronic Personal Record File \(E-prf\) policy](#)
Policy No. 327 [Guidance for senior managers in relation to mobilising and rota management](#)
Policy No. 538 - [station based establishment and skills requirements](#)
[Role to rank collective agreement 2019](#)
Policy No. 512 – [Special leave policy](#)
Policy No. 888 – [Partial attendance policy](#)
Policy No. 1008 – [Trade union time off and facilities policy](#)
Policy No. 965 – [Equality support groups](#)
Policy No. 251 – [Station Working Routines](#)

It is recognised that when performing its regulatory role, LFB will regularly deal with persons outside of the LFB workforce. The Public Sector Equality Duty (PSED) applies equally to LFB's external activities, such as our dealings with members of the public, third parties and external agencies. As such, due consideration has been given to the PSED in respect of our external activities when devising this framework.

D. Team responsible for the activity *(Please provide two different names for resilience)*

EIA Author(s):

Name: Siobhan Cook
Job title: Leadership Development Coordinator
Department: Culture & Organisational Development

EIA Owner(s):

Name: Nathan Hobson
Job title: Senior Leadership Development Manager
Department: Culture & Organisational Development



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Equality Impact Assessment (EIA) Initial Screening Form

E. Equality and diversity considerations					
Protected Characteristic	Positive Impact ✓	Negative Impact ✓	Summary of impact	Is a mitigating action required?	
				Yes	No
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Competency Framework applies to all staff regardless of age and is structured around observable behaviours and attributes, rather than tenure or length of service. Competencies are defined at each organisational level, ensuring expectations are proportionate and appropriate to role rather than experience accrued over time.</p> <p>Guidance materials and leadership development support provided by the Leadership Academy assist managers in applying the framework consistently, reducing reliance on subjective judgement that could disadvantage younger or less experienced staff. The framework therefore supports equitable assessment and development opportunities across all age groups.</p> <p>LFB Age Data for all staff as of 31st December 2025: Total number of staff: 5840 Age 29 and under: 669 (11.46%), Age 30-39: 1659 (28.41%), Age 40-49: 2091 (35.8%) Age 50-54: 829 (14.2%), Age 55-59: 369 (6.32%), Age 60+: 223 (3.82%)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The framework has been designed to support fair and inclusive assessment by focusing on outcomes and behaviours, rather than methods of communication or working style. This reduces the risk of disadvantaging staff with disabilities, including neurodivergent staff or those with mental health conditions.</p> <p>The framework is applied through existing performance and development processes that already support reasonable adjustments, such as flexible evidence formats, adjusted</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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			<p>timescales, and alternative methods of demonstrating competence. Managers are supported through guidance and leadership development to consider reasonable adjustments in line with the Learning Support Policy (PN 0553) and the Accessible Communication Guide.</p> <p>The Competency Framework is designed to assess observable outcomes and behaviours rather than communication style or personality traits. This is particularly important for staff with neurodivergent conditions, where differences in communication, directness, emotional expression, or interaction style could otherwise be misinterpreted as challenging behaviour.</p> <p>To mitigate this risk, the framework emphasises clarity of behavioural expectations, encourages managers to consider context and intent, and is applied alongside existing people policies that support reasonable adjustments and fair treatment. Leadership development and guidance reinforce the importance of avoiding assumptions based on presentation style and ensure that neurodivergent staff are not disproportionately labelled as underperforming or incompetent.</p> <p>This ensures disabled staff are not placed at a substantial disadvantage when engaging with the framework.</p> <p>LFB Disability Data for all staff as of 31st December 2025: Total number of staff: 5840 Disabled: 543 (9.3%), Not disabled: 4996 (85.55%), Information not provided: 243 (4.16%), Prefer not to say: 58 (1%)</p>		
<p>Gender Reassignment</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Competency Framework is grounded in LFB Values and promotes respectful, inclusive leadership behaviours. Competencies are written using neutral, inclusive language and do not reference gendered expectations or assumptions.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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			Application of the framework is supported by leadership guidance and organisational policies, including the <i>Trans Inclusion Policy (PN 323)</i> , ensuring staff undergoing or having completed gender reassignment are assessed fairly and consistently. No negative or disproportionate impact has been identified.		
Marriage / Civil Partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Marriage or civil partnership status has no bearing on how competencies are defined, applied, or assessed. The framework relates solely to professional behaviours and leadership attributes required for effective role performance. No barriers or differential impacts have been identified.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy / Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Competency Framework does not require additional duties, physical activity, or fixed time commitments beyond existing role expectations. Where assessment or development activity coincides with pregnancy, maternity leave, or return-to-work periods, the framework is applied flexibly through existing performance processes. Managers are expected to take account of relevant policies, including Maternity Provisions (PN 313) and Family Support Leave (PN 555), ensuring staff are not disadvantaged due to pregnancy or maternity-related absence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The framework promotes inclusive leadership behaviours and equitable standards across the organisation. Competencies are defined using clear, observable criteria, reducing the potential for culturally subjective interpretation or informal assessment practices. Consistent application is supported through leadership guidance, development programmes, and alignment with the <i>Equity Policy (PN 973)</i> and <i>LFB Inclusion Strategy</i> . This approach supports fair assessment and development opportunities for staff across all ethnic backgrounds. The framework also recognises that cultural differences can influence communication styles, expression, and interaction in professional settings. Competencies are defined in a	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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			<p>way that focuses on outcomes and values-aligned behaviours, rather than culturally specific norms of communication. Manager guidance and leadership development support culturally aware interpretation of behaviours, reducing the risk of stereotyping or disproportionate impact on staff from racialised groups.</p> <p>LFB Ethnicity Data for all staff as of 31st December 2025: Total number of staff: 5840 Ethnically Underrepresented Group: 1096 (18.77%), White: 4434 (75.92%), Not known: 239 (4.1%), Prefer not to say: 71 (1.2%)</p>		
Religion / Belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Competency Framework is secular and focuses on professional behaviours and values. It does not conflict with, or disadvantage staff based on religious belief or practice. Where application of the framework involves meetings, development activity, or reflective discussion, managers are expected to apply flexibility in line with existing inclusion policies to support religious observance where required.</p> <p>LFB Religious Data for all staff as of 31st December 2025: Total number of staff: 5840 Buddhist: 62 (1.1%), Christian: 1853 (31.7%), Hindu: 52 (0.9%), Jewish: 18 (0.3%), Muslim: 128 (2.2%), Sikh: 22 (0.4%), No Religion: 2388 (40.9%), Information not provided: 933 (16%), Prefer not to say: 205 (3.5%)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The framework is designed to promote inclusive leadership behaviours and does not rely on gendered norms or expectations. Competencies focus on behaviours such as collaboration, integrity, accountability, and emotional intelligence, supporting fair assessment across all genders.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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			<p>Application through structured guidance and leadership development reduces reliance on informal or culturally gendered judgements. Consideration of menopause and other gender-related health factors is supported through existing organisational policies, including the Menopause Policy (PN 969).</p> <p>LFB Gender Data for all staff as of 31st December 2025: Total number of staff: 5840 Female: 1104 (18.9%), Male: 4736 (81.1%)</p>		
Sexual Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Sexual orientation does not affect how the framework is applied or assessed. The framework supports respectful and inclusive behaviours in line with the <i>Equity Policy (PN 973)</i> and LFB Values.</p> <p>No disproportionate impact has been identified.</p> <p>LFB Sexual Orientation Data for all staff as of 31st December 2025: Total number of staff: 5840 Heterosexual: 4233 (72.5%), LGB: 366 (6.3%), Information not provided: 1075 (18.4%), Prefer not to say: 166 (2.8%)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Socio Economic*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Competency Framework applies equally to all staff and does not require personal financial investment or additional unpaid activity. Evidence and development discussions are embedded within existing working hours and organisational processes.</p> <p>This ensures equitable access regardless of socio-economic background.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Caring responsibilities*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The framework is applied flexibly through existing performance and development processes. Managers are expected to take account of flexible working arrangements in line with Working with Choice (PN 448) when agreeing with development activities or assessment timelines.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Equality Impact Assessment (EIA) Initial Screening Form

			This supports staff with caring responsibilities and prevents disadvantages.		
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Explain why a full EIA is not required:

The Competency Framework sets out behavioural expectations and leadership attributes and does not introduce new operational processes, changes to terms and conditions, grading structures, pay decisions, or employment practices.

The framework is applied through existing performance, development, and leadership processes that already support reasonable adjustments and have been subject to equality considerations. Equality and inclusion have been embedded within the design through the use of clear, observable behavioural criteria, inclusive language, and guidance to support consistent application by managers.

Potential equality considerations have been identified at screening stage and are mitigated through existing organisational policies, leadership development support, and flexible application in practice. The framework will continue to be monitored and reviewed, and a full EIA will be undertaken if evidence indicates this is required.

Particular consideration has been given to the risk of misinterpretation of behaviours in one-to-one interactions, especially where neurodiversity or cultural differences may influence communication style. These risks are mitigated through the framework’s focus on outcomes rather than presentation, supported by manager guidance, leadership development, calibration, and existing people policies. This supports proportionate management of equality risks at screening stage.

On this basis, a full Equality Impact Assessment is not required at this stage.

Signed by the Submitter

Name: Siobhan Cook

Rank/Grade: C

Date: 10/01/2026



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Equality Impact Assessment (EIA) Initial Screening Form

Email the completed form to EqualityImpactAssessment@london-fire.gov.uk
To be completed by the EIA team, and returned to the submitter:

Initial Recommendations

Further information required

Insufficient information to support a recommendation

Continue with no change required [Recommendation 1]

No adverse impact(s) identified and full explanations provided

Full EIA required for affected characteristic before proceeding further

Adverse impact(s) identified

Next steps

No further action required

Name: Tanya Wijesinghe

Date: 27/01/2026

Amendments Post Sign Off



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**Equality Impact Assessment (EIA)
Initial Screening Form**