



Self- and peer-assessment system for teachers and trainers in second chance education

Introduction

Good practices, strong educational organisations and NEET-group members need professionals who are intrinsically motivated and have the latest knowledge. To spur the continuous development of teachers/trainers in second chance education it is necessary that a feed back loop is present that mirrors teachers/trainers in their development; am I using the right tools, do I show exemplary behaviour, am I still motivated, what methodologies on board, do I provide effective (social) support, am I aware of cultural pitfalls and is my knowledge on the back ground of my learners still up to date?

Some partner countries have effectively introduced a HRM-cycle to evaluate teaching and training performances. However no European assessment tool exists for teachers/trainers to assess themselves and eventually learn from each other. The above mentioned questions are indicative for competences teachers/trainers need in second chance education when working with the NEET-group.

A self-assessment tool for teachers/trainers in second chance education was developed. With existing competence models as an example, a tailor made competence model for teachers/trainers in second chance education was developed and, via a testing procedure teacher/trainers, were invited to mirror themselves on their professional involvement and "up to dateness".

The assessment is not a check-list whether a teacher/trainer functions (or not): it is a tool for (self-)reflection and sharpening thoughts when working with a disadvantaged target group, the NEET's.

Self- and peer-assessment system for teachers and trainers in second chance education

The Self- and peer-assessment system for teachers and trainers in second chance education makes it possible for teachers and trainers to assess their competencies and capabilities. Strong and weak elements in their professional behaviour can be explored and areas for development identified; a personal swot-analysis. When completed the assessment guidance and advice will be given and the possibility to request a peer-assessment is possible. This should lead to an open learning culture in which individual teachers and trainers support each other in their development.

A three step-approach is visible: self-assessment, report with feedback and guidance, peer-assessment. That's the process on which Self- and peer-assessment system for teachers and trainers in second chance education is built. Validation takes place via either the peer assessment or the teacher/trainer uploading evidences. Via this validation a more comparative and more objective view on teacher's/trainer's possibilities is given.

The Self- and peer-assessment system for teachers and trainers in second chance education is built upon a competence framework. In this competence framework the seven competence areas were identified:

1. Managing work and resources
2. Commitment to providing a service
3. Working collaboratively
4. Leading people
5. Developing and applying expertise
6. Analytical skills and creativity
7. Communicating and Influencing

Feedback - Self Assessment on 11 October 2016 ▾

Feedback on the Self Assessment of Betawerk Beheer

Feedback and guidance is given with reference to professional development offers and good practices. These professional development offers support teachers, trainers, mentors and other educators working with NEETs to develop and grow. Effective continuing professional development (CPD) raises standards in your schools. Excellent CPD shifts practice, gives constant support and reinforcement, and is the key to sustaining change. It helps to realise your own potential and improve the life chances of all the children, young people and adult learners you work with. The good practices section provides hands-on tools for working with the NEET-group: tools for ice-breaking activities, to improve social competencies, to learn foreign language and to support budget keeping are examples of good practices present.

Your results

Based on your assessment feedback and guidance is given. As part of your own development, please invest in your competences. Of course you can invite your colleagues to peer-assess your results and encourage them to start a self-assessment yourselves. In your feedback and guidance report you are directed to good practices when working with NEET-learners and to professional development offers for teachers/trainers. With these examples you are invited to invest in your professional development. If you have any worthwhile alternatives, please upload them on secondchanceeducation.eu.

Feedback on your Self Assessment

Recommendations based on your self assessment:

Output 1.1

When managing your work and resources, the results show that you already master your own environment. Your work and resources are properly managed and when you are unsure about priorities you seek guidance. Based on your assessment the advice is given to invest more in this area: for example follow professional developments offers like Communication training and conflict solving strategies and Coaching and Mentoring Skills for School Team Leaders. >

Outcome 2.1

When you deliver your teaching and training, you put the learner's needs central. Also you put effort to innovate and make the learning offers more flexible. You might want to validate your results by uploading evidences and requesting peer-assessments. The professional development offer Being an Effective Mentor, Getting the Best out of Your Students might support you further. Also the good practice SMentoring Programma Friesland might be of interest. >

The competence areas 1 and 2 deal with result orientation, the competence areas 3 and 4 deal with cooperation. The competence areas 5, 6 and 7 deal with personal competences. For each competence an outcome was formulated to which indicators were set leading to a four grade system.

The indicators are cumulative in junior and medior level are expected to demonstrate the indicators in levels 1 and 2, medior-senior levels are expected to demonstrate the indicators in levels 1, 2 and 3 and senior levels are expected to demonstrate the indicators in levels 1, 2, 3 and 4. The difference in assessing the different levels comes from considering the behaviour in context. For instance, someone at level 1 will face fewer competing priorities and a less complex work situation than someone at level 2, who will be expected to display the same behaviors but in a more wider ranging and challenging circumstances. The full list of competences and indicators is attached.

When starting to complete the Self- and peer-assessment system for teachers and trainers in second chance education you are asked to complete at least three outcomes of the assessment. All fields are required and you the possibility to save your assessment and continue later. After completing the self-assessment you receive a report on feedback and guidance and can request a peer assessment. The complete questionnaire as online incorporated on www.secondchanceeducation.eu is attached.

Feedback and guidance is given with reference to professional development offers and good practices. These professional development offers support teachers, trainers, mentors and other educators working with NEETs to develop and grow. Effective continuing professional development (CPD) raises standards in schools. Excellent CPD shifts practice, gives constant support and reinforcement, and is the key to sustaining change. It helps to realise your own potential and improve the life chances of all the children, young people and adult learners you work with. View all trainings, both activities and continuous offers, here or contribute with your own example. The good practices section provides hands-on tools for working with the NEET-group: tools for ice-breaking activities, to improve social competencies, to learn foreign language and to support budget keeping are examples of good practices present.

In summary the Self- and peer-assessment system for teachers and trainers in second chance education is an assessment tool as such. This tool can be completed online on www.secondchanceeducation.eu: once completed the good practice-section and the continuing professional development-section offer opportunities to strengthen the areas of improvement of a teacher/trainer. Also the possibility for peer-review opens up to validate assessment outcomes and to start discussions on teachers performance in second chance education.

Testings

The Self- and peer-assessment system for teachers and trainers in second chance education was tested by teachers and trainers throughout whole Europe. Inner and outer consortium more that 30 tests where executed and feedback and guidance given. When analysing this test it appeared that the three most chosen competence areas were:

1. Communicating and Influencing
2. Developing and applying expertise
3. Working collaboratively

Derived from that a first conclusion can be drawn that these competences are most appreciated by teachers and trainers in second chance education. However this doesn't mean that the area for improvement of needed competences are the most prominent areas for further development.

When acquiring feedback teachers and trainers reported that the assessment in some cases was too general: the competences did insufficiently match their daily challenges when giving support to learners/final beneficiaries. The assessment now was in some areas too much dedicated to managerial issues like project development and fund raising. Regarding the feedback and guidance was reported that the feedback and guidance was sometimes too general and standardised.

Peer assessment

Peer feedback may be valuable in relation to assessment processes. Help your peers by using your own expertise to assess the questionnaire(s). Exchange with other practitioners, share your examples, give your comments, show your point of view - commit to improving of second chance education.

Below, there is a list of Assessments opened for review. To start your review, choose one of the assessments, then click on: 'Review'. After finishing click on: 'Add review'.

Assessments open for review

 Sabine Bräutigam 22 August 2016	1 review 
Aleksandra Cieglicz-Wachowiak 1 September 2016	0 reviews 
Danuta Waszak 1 September 2016	0 reviews 
Sylwia Rakowska-Chodnicka 6 September 2016	0 reviews 

Recommendations

The Self- and peer-assessment system for teachers and trainers in second chance education was tested on a small scale. Large scale testing is foreseen as the tool needs to be exploited by second chance education providers in Europe. For now it is difficult to draw reliable conclusions based on the small scale testing. However some direct recommendations can be given, given the state-of-art of the Self- and peer-assessment system for teachers and trainers in second chance education and the experiences/feedback received when developing and testing:

- Large scale testing should be the next step. During this testing more concrete feedback from teachers/trainers should be received in order to optimize the tool. Optimization is likely to be in terms of adding user experiences and to make the assessment further lean.
- For the feedback and guidance section the resource pool of good practices and continuous professional development offers needs to be enlarged. This enlargement should make it possible to offer more precisely resources to areas of improvement indicated by a teacher/trainer.
- The validation of outcomes should be improved. European and national qualification systems for teachers/trainers in second chance education should be better integrated: in that way the Self- and peer-assessment system for teachers and trainers in second chance education can directly feed in to an e-portfolio.
- The feedback loop can be strengthened. The results of the Self- and peer-assessment system for teachers and trainers in second chance education, the follow-up via good practices and continuous professional development offers and the final evaluation need to be more developed. Or even more ambitious the continuous development of teachers and trainers in second chance education might be even periodically assessed.

Attachment QUESTIONNAIRE

PART I. Your information *(field, target group, general activities)*

1.1. Name

1.2. Country *(please tick applicable)*

- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- The Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- The United Kingdom
- Other (please specify)

1.3. Professional branch *(please tick applicable, more than one answer is possible)*

- Second chance education
- School education (pre-primary, primary and secondary education)
- Youth field
- Vocational education and training
- Adult education
- Higher education
- Other (please specify)

1.4. Profession (*please tick applicable, more than one answer is possible*)

- teacher
- trainer
- social worker/counsellor
- mentor
- other

PART II. ASSESSMENT FOR PROFESSIONALS WORKING WITH NEET-LEARNERS

OUTCOME 1. MANAGING WORK AND RESOURCES: Objectives are achieved and quality standards and deadlines are met

Indicator 1. When working I ... (*please tick*)

- Take responsibility for own actions
- Keep track of several activities simultaneously and make sure everything is progressing
- Ensure systems are in place for project planning and progress monitoring
- Can identify the organisation's business focus and my own contribution to its financial and operational objectives

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 2. Considering procedures and regulations, I (*please tick*)

- Follow relevant procedures, for example financial management procedures and work within organisation/institution policy and guidelines on equal opportunities
- Consider the health and safety implications of tasks for self and others before work starts and acts to minimise any risks
- Consider the wider implications of activities and regularly review and manage risks
- Lead by example when incurring expenditure and managing business relationships and risks. Also I promote and enforce financial and management controls to deliver business priorities.

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence

Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 3. In case of complex tasks, I ... (please tick)

- Seek guidance when priorities conflict or are unclear
- Break down complex tasks into a logical sequence of activities and sets milestones. Further I delegate to match resources to priorities and shift resources to reflect changes in priorities
- Negotiates for the resources needed to deliver the outcomes
- Identify and use a range of evidence sources

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence
Search / Upload

or (if applicable) give information about the evidence and place where it can be found

Indicator 4. When working on a project, I ... (please tick)

- focuses on the task in hand and am not easily distracted
- think ahead to spot problems and put contingency plans in place
- ensures systems are in place for project planning and progress monitoring
- Use project and programme management techniques to ensure results are delivered and that identified business benefits are achieved.

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

Add evidence

Search / Upload

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 2. COMMITMENT TO PROVIDING A SERVICE: Effective service delivery is achieved to meet customer needs

Indicator 5. When I support a NEET, I ... (please tick)

- Adapt my support to the learner's needs.
- Follow up my support and ensure the learner's satisfaction
- Deal with conflicts constructively and evaluate learner's satisfaction
- Use feedback from learners, staff and stakeholders to improve my support

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 8. I feel, I ...

- Contribute with ideas and suggestions to improve services
- Question working practices that do not need to be there
- Encourage innovation and considered risks
- Am able to hold a firm line and convince learners and colleagues when I think a better support can be offered

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 3. WORKING COLLABORATIVELY: People with diverse talents work together to achieve a shared goal

Indicator 9. In my organization I ... (please tick)

- Keep colleagues informed of developments or problems in good time for them to take action
- Build links with other teams
- Promote collaborative working across organisations to meet learner needs
- Build and maintain strong and productive relationships with stakeholders

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 10. I know how ... (please tick)

- My own objectives fit in broader activities ...
- Pressures are affecting others and adapt my own demands accordingly
- To work to strike a balance between a range of stakeholder expectations
- To work across traditional boundaries to achieve shared goals

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 11. In respect to my colleagues I ... (please tick)

- Am willing to learn about colleagues' jobs and treats my colleagues with respect and appreciation
- Aware of the impact of own behaviour on others and adapt my behaviour to suit different situations and circumstances
- Appreciate and value their input regardless whether it suits my professional view
- Encourage and support them to broaden horizons

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 4. LEADING PEOPLE: People have a clear sense of direction and feel valued

Indicator 13. When showing my leadership I ... (please tick)

- Protect health and safety of myself and any other people who may be affected
- Create opportunities for all staff to expand their roles and develop
- Create a climate where people feel at ease and are able to air problems and doubt
- Deal professionally with a range of people issues, including improving performance through coaching and development, recognising and rewarding success, and dealing promptly with poor performance

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 14. My coaching experiences include ... (please tick)

- To welcomes new team members and help them settle in
- To creates opportunities for all staff to expand their roles and to help deliver objectives and develop potential
- To build a team containing complementary skills and approaches to work and communicates team's overall purpose and each individuals contribution to achieving it
- To be visible, accountable, inspire trust and constant learns including the promotion of equality of opportunity and diversity

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 5. DEVELOPING AND APPLYING EXPERTISE: People continuously develop and apply their knowledge and skills, including job specific knowledge and skills, to their work

Indicator 15. When I take a look at my skills and competences, I ? (please tick)

- Develop and apply my own portfolio of skills, knowledge and expertise
- Understand the relevance of my own and other relevant external organisations to own work
- Look for best practice inside and outside the organisation, and promote benchmarking and performance measurement
- Ensure knowledge is accessible, is proactively shared and promote continuous learning

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 16. When I don't have the requested expertise, I ... (please tick)

- Knows where to find the information to do the job
- Build networks with fellow specialists in other organisations
- Contributes to ideas for development and new applications of specialist skills in organisation/institution work
- Ensure knowledge management strategy is set up in business delivery and performance management

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 17. To develop my skills and knowledge, I ... (please tick)

- Take steps to update and develop my own specialist knowledge and skills
- Understand the role of own profession/specialism in the work of the organisation/institution and looks for opportunities to apply professional skills to produce a better outcome
- Ensure my own specialist staff's continuous professional development needs are met and contribute to the maintenance of critical mass of specialist expertise to secure quality services needed
- Ensure knowledge is accessible, is proactively shared and promote continuous learning

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 6. ANALYTICAL SKILLS AND CREATIVITY: The important issues are identified and creative responses developed

Indicator 18. When I experience a complex situation, I ... (please tick)

- Identify the essential information needed to do the job
- Sift information and identify the important points to keep track of all the threads of an issue
- Identify and consider a range of options to resolve an issue and take decisions which are firmly based on evidence
- Understand the validity, relevance and limitations of different sources of evidence

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 19. To solve a problem, I ... (please tick)

- Think beyond current circumstances and procedures drawing on past experience to think of new ways of doing things
- Identify links between events elsewhere and my own area of work to think laterally when considering issues
- Draw on collective experience of the team and the organization and encourage the use of creative thinking techniques (eg, brainstorming; lateral thinking)
- 3. Interprets and uses data to identify issues and develop out-of-the-box responses

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

OUTCOME 7. COMMUNICATING AND INFLUENCING: Messages are clear, persuasive and consistent and ranges of views are heard

Indicator 20. In my communication, I ... (please tick)

- Provide clear and concise verbal explanations and choose content and medium to suit the audience/recipient and context
- Can explain complex and technical subjects in terms the layperson can understand
- Identify the interests of others in proposals and am persuasive in selling the benefits of proposals to them.
- Understand the importance of effective, joined up communication and actively engage with staff and stakeholders to make it happen.

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Indicator 21. When I participate in meetings, I ... (please tick)

- Listen and asks questions to check my own understanding and record key points and decisions in writing as needed.
- Adopt a structured and planned approach to meetings and intervene at appropriate time and use listening skills
- Steer meetings to reach clear decisions or conclusions and use negotiation skills to achieve win/win outcome where possible
- Apply communication and group dynamics techniques in order to have fruitful meeting

AFTER TICKING FIRST OR LAST TICK BOX USER CAN SEE

Please briefly describe your personal experience

**Add evidence
Search / Upload**

or (if applicable) give information about the evidence and place where it can be found

Assessment date: **ONLY IF DATE IS NOT VISIBLE AUTOMATICALLY**

[Optional] Assessment by: (name, position)

View your [assessment report!](#)

Attachment competence framework

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A quality standard framework for delivery

<p>Delivering results</p> <ul style="list-style-type: none"> • Managing work and resources • Commitment to providing a service
<p>Delivering with others</p> <ul style="list-style-type: none"> • Working collaboratively • Leading people
<p>Delivering personally</p> <ul style="list-style-type: none"> • Developing and applying expertise • Analytical skills and creativity • Communicating and influencing

The three levels correspond to the following grades:

- Level 1 – Administrators and equivalents
- Level 2 – Middle managers and equivalents
- Level 3 – Senior Managers and equivalents
- Level 4 – Assistant directors, directors and equivalents

The indicators are cumulative in that administrators and middle managers are expected to demonstrate the indicators in levels 1 and 2, senior managers are expected to demonstrate the indicators in levels 1, 2 and 3 and directors are expected to demonstrate the indicators in levels 1, 2, 3



and 4. The difference in assessing the different levels comes from considering the behaviour in context. For instance, someone at level 1 will face fewer competing priorities and a less complex work situation than someone at level 2, who will be expected to display the same behaviours but in a more wider ranging and challenging circumstances.

Managing work and resources

Delivering results: Managing work and resources

Outcome: Objectives are achieved and quality standards and deadlines are met

Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. Takes responsibility for own actions 2. Focuses on the task in hand and is not easily distracted 3. Pays attention to detail and accuracy 4. Seeks guidance when priorities conflict or are unclear 5. Plans and manages own time effectively 	<ol style="list-style-type: none"> 1. Keeps track of several activities simultaneously and makes sure everything is progressing 2. Thinks ahead to spot problems and put contingency plans in place 3. Breaks down complex tasks into a logical sequence of activities and sets milestones 	<ol style="list-style-type: none"> 1. Ensures systems are in place for project planning and progress monitoring 2. Focuses on the delivery of outcomes 3. Considers the wider implications of activities 4. Regularly reviews and manages risks 5. Identifies areas where own activities 	<ol style="list-style-type: none"> 1. Can identify the organisation's business focus and own contribution to its financial and operational objectives 2. Uses financial data to make decisions, interpret trends, identify risks and manage issues. 3. Ensures personal delivery against plans and forecasts accurately.

<p>6. Follows relevant procedures, for example financial management procedures</p> <p>7. Works within organisation/institution policy and guidelines on equal opportunities</p>	<p>4. Puts in effort on all topics not just on the interesting ones</p> <p>5. Clearly defines tasks before work starts</p> <p>6. Delegates to match resources to priorities and shifts resources to reflect changes in priorities</p> <p>7. Considers the health and safety implications of tasks for self and others before work starts and acts to minimise any risks</p>	<p>can personally add value</p> <p>6. Negotiates for the resources needed to deliver the outcomes</p> <p>7. Looks for opportunities to use IT to improve quality of outputs and speed of delivery</p>	<p>Works to improve the value achieved from people, budget and assets</p> <p>4. Leads by example when incurring expenditure and managing business relationships and risks. Promotes and enforces financial and management controls to deliver business priorities</p> <p>5. Works with business experts and stakeholders, and provides them with routine or exceptional information as required.</p> <p>6. Identifies and uses a range of evidence sources</p> <p>7. Uses project and programme management techniques to ensure results are delivered and that identified business benefits are achieved.</p>
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Commitment to providing a service

Delivering results: Commitment to providing a service

Outcome: Effective service delivery is achieved to meet customer needs

Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. Contributes ideas and suggestions to improve services 2. Keeps calm under pressure 3. Responds constructively and flexibly to change 4. Displays honesty and integrity 	<ol style="list-style-type: none"> 1. Shows determination to provide a quality service 2. Questions working practices that do not need to be there 3. Follows up and through to ensure satisfactory outcomes 4. Doesn't ignore problems but takes early action to resolve them 	<ol style="list-style-type: none"> 1. Designs, manages and delivers services to meet customer requirements 2. Measures service delivery in terms of customer satisfaction 3. Deals constructively with conflict 4. Is able to take and hold a firm line 5. Encourages innovation and considered risks and is supportive if honest mistakes results 	<ol style="list-style-type: none"> 1. Uses feed back from customers, staff and stakeholders to identify areas for continuous improvement and takes remedial action where necessary

Working collaboratively

Delivering with others: Working collaboratively

Outcome: People with diverse talents work together to achieve a shared goal

Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. Keeps colleagues informed of developments or problems in good time for them to take action 2. Knows how own objectives fit in to the broader activities 3. Is willing to learn about colleagues' jobs and helps others 4. Listens to others and considers their point of view in a positive/constructive way 5. Treats all colleagues and contacts with respect and appreciation regardless of race, ethnic or national 	<ol style="list-style-type: none"> 1. Builds links with other teams 2. Shares credit with all who contribute 3. Understands the pressures affecting others and adapts own demands accordingly 4. Is aware of the impact of own behaviour on others and adapts own behaviour to suit different situations and circumstances 	<ol style="list-style-type: none"> 1. Promotes collaborative working across organisations to meet customer needs 2. Includes stakeholders in project teams, when appropriate 3. Focuses on long term quality service delivery 4. Sets up systems to get feedback from ultimate end users 	<ol style="list-style-type: none"> 1. Builds and maintains strong and productive relationships with stakeholders ensuring that the organization is respected and has a good reputation. 2. Works across traditional boundaries to achieve shared goals

<p>origin, nationality, age, religion, sex, gender identity, marital status, disability, sexual orientation, working hours, union membership, union office or union activity</p> <p>6. Contributes to an environment in which difference and diversity are respected</p> <p>7. Builds relationships with internal and external contacts and is aware of their interests</p> <p>8. Is impartial and even-handed in all dealings with contacts</p> <p>9. Knows when to refer the matter to others</p>	<p>5. Explains the reasons for decisions, especially for saying 'no'</p> <p>6. Develops clear service specifications for contractors when required</p> <p>7. Looks for opportunities to improve service quality or efficiency or to reduce costs</p> <p>8. Involves stakeholders at an early stage in decision making when appropriate</p> <p>9. Explains views to stakeholders¹ and conveys stakeholders' views.</p>	<p>5. Works to strike a balance between a range of stakeholder expectations</p>	
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1 Stakeholders are individuals, groups and organisations who may be affected by a job holder's decisions and actions, they include colleagues, customers, suppliers, interest groups and relevant sections of the community, inside and outside the organisation/institution.

Leading people

Delivering with others: Leading people

Outcome: People have a clear sense of direction and feel valued

Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. Welcomes new team members and helps them settle in 2. Identifies inequality and other unacceptable behaviours and follows up with suitable action 3. Protects the health and safety of themselves and any other people who may be affected by their acts or omissions 4. Takes responsibility for own role in performance management and personal development 	<ol style="list-style-type: none"> 1. Creates opportunities for all staff to expand their roles and develop 2. Coaches all staff to help deliver objectives and develop potential 3. Supports long term career development, beyond the current job 4. Involves staff in decisions about objectives and working practices 5. Values and harnesses people's previous and non-work experience 	<ol style="list-style-type: none"> 1. Identifies and develops potential in all staff 2. Creates a climate where people feel at ease and are able to air problems and doubt 3. Demonstrates strong leadership consistently 4. Strives to build a team containing complementary skills and approaches to work 5. Communicates team's overall 	<ol style="list-style-type: none"> 1. Understands , communicates and focuses on the organisation's strategy and priorities and ensures people's objectives are aligned with them 2. Deals professionally with a range of people issues, including improving performance through coaching and development, recognising and rewarding success, and dealing promptly with poor performance 3. Promotes equality of opportunity and diversity.

<p>5. Contributes constructive upward feedback</p>	<p>6. Encourages flexible working patterns and practices</p> <p>7. Is accessible and approachable and gives staff frequent constructive feedback</p> <p>8. Deals promptly, appropriately and effectively with underperformance</p> <p>9. Deals promptly, appropriately and effectively with actions contrary to the organisation's diversity and equal opportunities policies</p> <p>10. Recognises and responds to the different development and support needs of all staff by getting to know them as individuals and what limits them and motivates them at work</p> <p>11. Creates a climate where people feel able to challenge unacceptable behaviour</p> <p>12. Ensures that policies and procedures are applied equitably</p>	<p>purpose and each individuals contribution to achieving it</p> <p>6. Shares information and promotes upward and downward communication/feedback</p>	<p>4. Is not afraid to give difficult messages to colleagues, communities and other stakeholders, and does so with honesty, courage and realism.</p> <p>5. Is visible, accountable, inspires trust and constantly learns</p>
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Developing and applying expertise

Delivering personally: Developing and applying expertise

Outcome: People continuously develop and apply their knowledge and skills, including job specific knowledge and skills, to their work

Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. Develops and applies own portfolio of skills, knowledge and expertise 2. Can use relevant IT software to do own job 3. Is willing to embrace new ideas and ways of working to improve service delivery 4. Knows where to find the information to do the job 	<ol style="list-style-type: none"> 1. Understands the relevance of own and other relevant external organisations to own work 2. Applies previous experience to new situations 3. Develops ICT competence relevant to work and to potential for developing services 4. Encourages new ideas in others 	<ol style="list-style-type: none"> 1. Seeks out best practice inside and outside the organisation, and promotes benchmarking and performance measurement 2. Creates a climate where people are willing to put forward and listen to ideas 3. Encourages managed risk taking and expects learning to result 4. Contributes ideas for development 	<ol style="list-style-type: none"> 1. Ensures knowledge management strategy is embedded in business delivery and performance management 2. Ensures knowledge is accessible, is proactively shared and promotes continuous learning 3. Continuously develops and applies own knowledge and skills to enhance the business and team

<p>5. Communicates specialist advice simply and clearly</p> <p>6. Takes steps to update and develop own specialist knowledge and skills</p> <p>7. Obtains more expert specialist advice when appropriate</p>	<p>5. Feeds back learning into improving working practices and delivery</p> <p>6. Knows when specialist advice is needed</p> <p>7. Contributes ideas for use of own skills</p> <p>8. Understands the role of own profession/specialism in the work of the organisation/institution</p> <p>9. Looks for opportunities to apply professional skills to produce a better outcome</p> <p>10. Makes judgements on the level of specialist input and quality appropriate to the task</p> <p>11. Builds networks with fellow specialists in other organisations</p> <p>12. Takes responsibility for own continuous professional development</p>	<p>and new applications of specialist skills in organisation/institution work</p> <p>5. Takes account of the wider organisation's needs and balances professional considerations with what is achievable and affordable</p> <p>6. Ensures own specialist staff's continuous professional development needs are met</p> <p>7. Contributes to maintenance of critical mass of specialist expertise to secure quality services needed</p>	
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Analytical skills and creativity

Developing personally: Analytical skills and creativity

Outcome: The important issues are identified and creative responses developed

Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. Thinks beyond current circumstances and procedures drawing on past experience to think of new ways of doing things 2. Identifies the essential information needed to do the job 	<ol style="list-style-type: none"> 1. Identifies links between events elsewhere and own area of work 2. Sifts information and identifies the important points 3. Thinks laterally when considering issues 4. Keeps track of all the threads of an issue 5. Identifies and uses appropriate analytical tools and statistics in analysing issues 	<ol style="list-style-type: none"> 1. Keeps a strategic view without losing sight of the detail 2. Identifies and considers a range of options to resolve an issue 3. Takes decisions which are firmly based on evidence 4. Draws on collective experience of the team and the organisation 5. Encourages the use of creative thinking techniques (eg, brainstorming; lateral thinking) 	<ol style="list-style-type: none"> 1. Uses evidence to evaluate policies, projects and programmes to support continuous improvement 2. Understands the validity, relevance and limitations of different sources of evidence 3. Interprets and uses data to identify issues and develop realistic responses

Communicating and Influencing

Developing personally: Communicating and Influencing

Outcome: Messages are clear, persuasive and consistent and ranges of views are heard

Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. Provides clear and concise verbal explanations 2. Chooses content, and medium to suit the audience/recipient and context 3. Written work is logically structured, clear and concise using plain English 4. Uses correct spelling and grammar with minimal jargon 5. Contributes to discussions/meetings 	<ol style="list-style-type: none"> 1. Adopts a structured and planned approach to meetings 2. Incorporates communications aspects into workplans from the outset 3. Intervenes at appropriate time in meetings and uses listening skills 4. Uses verbal communications before putting things in writing when appropriate 	<ol style="list-style-type: none"> 1. Considers the communications aspect of all activities and in all directions: internal/external; up/down/sideways 2. Identifies the interests of others in proposals and is persuasive in selling the benefits of proposals to them 3. Communicates the wider organisation or government policy position effectively 	<ol style="list-style-type: none"> 1. Understands the importance of effective, joined up communication across teams and the organisation and actively engages with staff and stakeholders to make it happen.

<p>6. Listens and asks questions to check own understanding</p> <p>7. Records key points and decisions in writing as needed</p>	<p>5. Can explain complex and technical subjects in terms the layperson can understand</p> <p>6. Communicates only what matters</p>	<p>4. Steers meetings to reach clear decisions or conclusions</p> <p>5. Uses negotiation skills to achieve win/win outcome where possible</p> <p>6. Uses aids and techniques appropriate to audience and purpose in giving presentations</p>	
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