**COMPETENCY FRAMEWORK – Secondary Teacher Training Programme Officer**

|  |  |
| --- | --- |
| 1. **Personal Effectiveness** | **Rating** |
| **Teamwork**  Works as part of a team in order to achieve the organisation’s key objectives using appropriate methods and a flexible style to help build a cohesive team which can meet common goals | **Rating 4**  Champions the concept of team co-operation and instills team working skills in others. Uses personal behaviour and style to promote and generate team activity. Encourages and facilitates group members in discussions. Provides constructive feedback, using effective communication skills, to team members without losing respect. Shows strong support for the team as well as individual objectives. Enables effective working across other teams within the organisation and values others.  **Rating 3**  Plans personal activities in the context of team operations. Is responsive to the views of other team members. Offers support to other team members in order to achieve the overall objectives. Works and communicates considerately and effectively with others in the team. Understands the objectives and priorities of other team members and maintains excellent working relationships within them and is committed to working with other teams in the organisation when required to achieve the best results.  **Rating 2**  Shows interest in teamwork and supports the value of teamwork within the company. Shares resources and experience with other team members and is able to act on their advice and support. Has the ability to work as part of a team and assists others where necessary. Actively contributes to the overall success of the team.  **Rating 1**  Accepts that they are part of an overall team but may prefer to work in isolation. Can be selfish in their approach to work issues. Whilst the personal objectives may often be achieved the overall team objectives could suffer as a result. Will not realise that sometimes the team objectives can be more valuable to the business than personal objectives. |
| **Motivation**  Maintains the drive to deliver expected outcomes as well as inspiring others | **Rating 4**  Demonstrates a level of responsibility that shows that they are accountable for their actions and those of others where appropriate. Has the ability to encourage, lead and mentor others in taking accountability and responsibility in their everyday working life. For example: takes responsibility for errors, will take action to correct the errors, even when they were not personally responsible for the error.  **Rating 3**  Is able to show accountability for own performance and objectives in both success and failure and enjoys sharing the responsibility of associated departmental and team objectives. For example: takes responsibility for the actions of their colleagues and is able to celebrate the successes and have an appropriate action plan for any shortcomings.  **Rating 2**  Will take responsibility for their workload particularly when projects or performance exceeds expectations, but may need additional support when projects or performance fall behind agreed targets. May look to hold others responsible in these situations and will ask for assistance to produce corrective plans.  **Rating 1**  Is unable or unwilling to become accountable for individual approach, behaviour or performance or to take responsibility for own actions or performance throughout the working day. |
| 1. **Individual Impact** | **Rating** |
| **Innovation**  Contributes to the development of key work objectives, which support the organisation’s purpose. Continuously supports the improvement of the organisation’s effectiveness and the impact it makes on the lives of disabled people by generating new and practical ways of doing things | **Rating 4**  Will present and introduce advancement for the organisation through innovative ideas, solutions and suggestions. Has the ability to review the market and not only identify gaps but produce original products that fulfill the gap and in turn vastly improves organisation position. Enables others to step outside the box and will facilitate an environment in which innovation is welcomed and valued.  **Rating 3**  Actively seeks new opportunities to develop the organisation. Has the ability to develop ideas suggested by others to a workable stage. Will analyse existing processes and present an alternative approach which benefits the business overall. Will encourage colleagues and stakeholders to think laterally in order for new ideas to be accepted. Actively supports creativity in others.  **Rating 2**  Is willing to stretch their limits if lead and encouraged. Is able to see organisation issues from different angles especially if presented with a full explanation. Can build on others peoples innovation with enthusiasm but may struggle to suggest new and exciting ways of improving the organisation. Will look for ways to improve and maximise business efficiencies.  **Rating 1**  Will struggle to suggest innovative ideas and may find it difficult to understand the benefit of new initiatives presented by others. Once innovative ideas have been implemented and are well established is able to work with them but will not be fully efficient for some time. |
| **Interpersonal Skills**  Engages effectively with a wide range of stakeholders and builds as well as maintains productive relationships. Presents information in a way which can convince others. Communicates effectively, using a variety of means and in such a way that trust and common understanding is achieved. Will listen to and take into account the feelings and needs of others | **Rating 4**  Models clear and concise communication at all times using a full range of communication tools. Chooses the most appropriate tool in order to ensure that the message is received in the intended way. Will demonstrate sensitivity in approach, communication and language throughout all undertakings with others. Will bring internal and external stakeholders to their point of view by utilising effective communication skills. When pressure is high, will present complex and difficult information clearly and logically. Has the ability to present to both small and large groups of people confidently and professionally. Achieves desired organisational outcomes through effective negotiation.  **Rating 3**  Uses a variety of communication techniques in order to ensure the message is received and understood. Is aware of personal impact on others, is able to build rapport easily through interpersonal communication skills. Actively listens and uses clarification techniques to understand the views of others. Is able to present information at all levels within the specialist area confidently. Achieves the results required through effective negotiation.  **Rating 2**  Uses a limited number of communication techniques, but will use them well. Generally maintains good working relationships with others and is often able to share ideas and information. Will listen to others and absorb information. When confident of the subject area is able to participate in group meetings. Is able to negotiate on certain cases to an acceptable outcome and will appreciate the need for guidance in more complex cases. May lack confidence when dealing with senior management and certain stakeholders but will prepare thoroughly for such meetings in order to increase confidence levels.  **Rating 1**  Can work well with others providing they agree on the common goal. Difficulties can occur when a difference of opinion is presented. May not have the confidence or interpersonal skills to contribute during group meetings and may find it difficult to communicate on a one to one level. The overall communication method and lack of skill can cause conflict. |
| 1. **Managing Change** | **Rating** |
| **Organisational Awareness**  Understands the organisations core purpose, objectives and priorities whilst applying values and priorities and the key delivery partners involved. | **Rating 4**  Ensures the organisation meets and promotes its core values and mission statement. Adopts an entrepreneurial approach in order to seek out organisational advantage. Constantly scans the environment for change that has impact on development and growth. Gathers information in relation to competitor activity and is able to utilise this information to produce an action plan to develop organisational growth. Is able to interpret statistical and financial information and propose appropriate recommendations to enhance the organisation’s position. For example: puts together business plans and marketing strategies for new products and services.  **Rating 3**  Is fully aware of new and developing thinking, policy and practice taking responsibility for updating others. Develops own organisation awareness and encourages development in others. Is able to be proactive in drawing accurate conclusions and makes recommendations from research, financial and numerical information. Understands the core values and mission statements and helps others to embrace the philosophies and the impact on their role. Is able to review financial reports and understands how the information relates to the business and the individual.  **Rating 2**  Has basic knowledge of policy and practice that affects the day to day running of the organisation and is able to retain information when told. Has an acceptable knowledge of main partners and is able with support to recognise relevant information and how this affects the organisation overall. Has a basic knowledge of organisation standards and core values and how they impact on the organisation and the individual’s role. Puts effort into understanding financial information and attempts to understand how the information relates to the organisation and the individual.  **Rating 1**  Fails to understand the basic policy and practice that impact on the employee’s role. Will understand the core values of the business but are not always followed or promoted. Finds it difficult to digest information and how it relates to the business. |
| **Adaptability**  Accepts and aligns with a changing work environment and respond positively to the challenges that this can present. Able to demonstrate the quality of being adaptable or flexible in order to meet the changing environment of sports development. | **Rating 4**  Recognises where changes are necessary and will drive the required activity in order to gain organisational benefit. Not only copes with the pressures of but often enjoys the challenge that comes with working in a changing environment. Has the foresight to put in place mechanisms for others to cope with new demands or requirements. Instills a positive attitude to change for which they are responsible. Demonstrates the ability to remain adaptable in the face of adversity. Personal attitude and behaviour will remain constant throughout the period of change.  **Rating 3**  Will often view change as an opportunity rather than a barrier to working practices and will encourage others to do the same. Is able to live with ambiguity and uncertainty without losing the focus on objectives. Is able to suggest changes to their own working practices which will benefit the organisation without constant direction. Is able to change attitude, behaviour and performance regularly in order to meet the business requirements and encourage others to do the same. Will be able to identify when others are struggling with periods of change and is able to support others throughout the period.  **Rating 2**  Enjoys variety in the established role and accepts changes within the working environment and responds positively to changes that they agree with and can identify a clear benefit. Understands the need to be adaptable and can alter approach on a basic level. Can apply basic techniques to cope with the pressure often associated with change. Can take time to adjust to changes that do not have an immediate positive impact on them and in these circumstances can get involved in negative activity.  **Rating 1**  Frequently fails to understand the necessity for changes which regularly leads to changes being resisted when first introduced. Can and will often have a negative impact on others by voicing their resistance in an open forum rather than using more appropriate channels to recommend alternatives. Rarely understands the need to adapt approach or performance in order to meet the organisational needs. |
| 1. **Leadership** | **Rating** |
| **Provides Support and Ensures Accountability**  Actively supports management and colleagues in the achievement of the organisation’s objectives. Understands the need and demonstrate the acceptance that you should be answerable for personal conduct and performance. Maintains and inspires others to adopt a results driven approach. Focuses on results and performance indicators even under pressure. Thrives on success of both personal objectives and that of their colleagues and the organisation overall. Looks to inspire others to accomplish their aims and objectives. | **Rating 4**  Establishes an environment which supports common objectives and facilitates the development of team working skills in others. Builds multi disciplined teams and where possible selects team members for diversity and balance. Is able to reward and motivate across the organisation in order to get a desired result. Looks at employee relations as a proactive matter which prevents much of the harder side of employee relations ever reaching the surface. Will use all the organisation tools available to manage teams effectively and gains respect as a result. Will enforce compliance, company guidelines and general rules across the business.  **Rating 3**  Takes a role of a manager as well as a team member. Takes the team through development stages to maximise team performance. Facilitates interaction within the team and balances tasks and process issues. Initiates positive working relationships with other departments. Is able to deal with issues relating to employee’s performance, conduct and compliance when they arise, but will take proactive measures in order to prevent them occurring. Will be able to co-ordinate, organise and facilitate team workload/activity without losing team motivation.  **Rating 2**  Works and communicates effectively with the team members and will demonstrate support. Is able to work well managing existing teams but can struggle to manage new or developing teams. Will be reactive to problems that are bought to their attention within the team and will deal with them, however, may not always recognise the problem without being told about it. Can shy away from employee relations issues however, will be able to identify a problem and refer it to a more senior manager.  **Rating 1**  Fails to take responsibility for the performance of the team and as a result can lose the respect of the team members. Does not understand the fundamental processes involved with being an effective team leader/manager. Does not have the ability or confidence to deal with employee relations issues or communicate with employees on a management level. |
| **Decision Making/Problem Solving**  Makes rational, objective decisions based on the analysis of all available information. Is able to select the best course of action and accepts personal responsibility for the outcome. Will gather all information prior to making a decision or attempting to solve a problem. | **Rating 4**  Thinks laterally and creatively, looking beyond the immediate problem. Deals promptly with complex issues and problems. Takes corrective action without the need to seek support. Is able to make effective decisions that affect the whole organisation. Collates and reviews all the information prior to making a decision or attempting to solve a problem and considers all consequences of each possible decision. Accepts full responsibility for any decisions made personally and decisions made based on information provided by them.    **Rating 3**  Can identify alternative approaches when solving problems. Accepts personal responsibility for outcomes and will often resolve conflicts through seeking and identifying common ground. Makes decisions consistent with company vision and values. Will refer decisions or problems through to Line Management when the decision falls outside of their responsibility or technical ability. Will often present a problem with ideas for solutions rather than identifying the problem alone.  **Rating 2**  Is able to present and interpret statistical and written information to assist in the decision making process and communicate the decisions made. Takes corrective action, with set parameters and knows when to seek further information and support. Is able to solve smaller problems in their area of expertise whilst referring more complex problems/decisions to Line Management. Will be able to identify problems and whilst may be able to identify a solution, will always check the proposal with the Line Manager prior to implementation.  **Rating 1**  Can find it difficult to make a decision even when the decision falls into their responsibility which results in a failure to make decisions within the course of the day and will often look for assistance when problems need to be solved or decisions need to be made. When attempting to solve a problem may not take the most appropriate route and may create further problems by not seeing the full picture. |
| 1. **Delivering Results** | **Rating** |
| **Planning and Organising**  Plans and organises tasks and resources in a constantly changing environment. Achieves targets and objectives by establishing priorities, actions and milestones in a logical sequence, checking progress against these plans and taking appropriate action when required. | **Rating 4**  Has the ability to design both long (in excess of 12 months) and short term (less than 12 months) plans and delivers multiple inter-related projects, anticipates problems and builds in periodic reviews and contingency plans. Is able to complete multiple tasks at any one time without compromising standards. Has a demanding diary of commitments that are constantly changing and is able to plan and organise without losing efficiency.  **Rating 3**  Has the ability to design realistic short term (less than 12 months) plans using a variety of business tools. Creates flexible and adaptable plans and copes with conflicting demands. Knows when to take corrective action and builds regular reviews into the planning process. Is able to prioritise a busy work schedule without losing sight of a deadline. Can delegate tasks appropriately to meet objectives. Encourages others to use time management techniques in order to improve the planning and organising competence. Establishes frameworks to develop planning and organising ability in others.  **Rating 2**  Understand the business plans and agrees and prioritises clear objectives and sets action plans in order to meet the overall organisation plans. Is able to follow the action plan through to meet deadlines. Will be able to plan daily and weekly work schedules in order to meet the departmental demands and will raise concerns with line management if objectives/plans are unlikely to be met and agrees a revised action plan.  **Rating 1**  Whilst understands the agreed objectives on a personal level may not be able to achieve the objectives as a result of a failure to plan effectively. May not raise concerns with line management when deadlines are not going to be met which results in conflicts and disappointment. Is not able to prioritise the work schedule which will often result in basic mistakes being made. |
| 1. **Technical Knowledge** | **Rating** |
| 1. **Physical Education (PE) and school sport**   Is able to support the development of high quality physical education training to help build and develop a better skilled, informed and more confident workforce to deliver high-quality PE and school sport for all | **Rating 4**  A comprehensive strategic awareness of the role and potential of PE and school sport development for disabled pupils underpinned by clear evidence of how to secure improvement through tangible interventions. Has technical understanding around the delivery of PE in the context of SEN and Inclusion.  **Rating 3**  Good strategic awareness of developing inclusive PE and school sport. Is innovative and influential offering clear solutions and support to training providers.  **Rating 2**  Can support training and development providers to improve within a broad strategic framework. Does not necessarily innovate new ways of working nor apply within a strategic context.  **Rating 1**  Basic ability to support the development of training for PE staff with the more practical requirements. Less sure of the broader strategic value of inclusive PE and the opportunity they provide for disabled pupils. |
| 1. **Sport and disabled people**   Demonstrates strong understanding in terms of the delivery of sport that meets the needs of disabled people as well as the knowledge around the factors that lead to sustainable participation | **Rating 4**  Evidences a detailed knowledge, built on the application of experience to the full and complex range of sport issues and opportunities as experienced by disabled people. A strong and influential advocate able to draw on tangible examples of how to increase the participation of disabled people in sport. Has an in-depth understanding on how the sporting landscape can provide an inclusive environment to increase participation.  **Rating 3**  Is fully aware of the impact sport can have on disabled people and able to communicate that awareness effectively in order to influence change. Shows experience of leading and influencing others and takes a proactive approach to developing own knowledge and that of others on a national and local level.  **Rating 2**  Has a basic awareness which can be applied to practical situations to improve the position of disabled people in sport. Will have some experience of influencing others to achieve better outcomes.  **Rating 1**  Can understand basic concepts and principles relating to the development of sport for disabled people and has an awareness of the factors that lead to sustainable participation but is not necessarily able to apply strong principles to tangible opportunities nor influence the behaviour and activity of others. |