

**PERMANENT SECRETARY INDIVIDUAL PERFORMANCE OBJECTIVES 2013/14**

<b>Name</b>	<b>Department</b>
<b>Chris Wormald</b>	<b>Department for Education (DfE)</b>

<b>1. Business delivery objectives:</b>	<b>Performance Measures:</b>	<b>Milestones:</b>
<ul style="list-style-type: none"> <li>Oversee a continued significant increase in the number of Academies, Free Schools and University Technical Colleges (UTCs)</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Secretary of State, departmental ministers, No 10, Cabinet Office and Lead Non Executive Director, Cabinet Secretary and Head of the Civil Service</li> <li>Significant increases in the numbers of Academies and Free Schools</li> </ul>	<ul style="list-style-type: none"> <li>Agree budget allocation with ministers</li> <li>Opening of next wave of Free Schools September 2013</li> </ul>
<ul style="list-style-type: none"> <li>Driving through improvements in the education workforce and creating a self-improving system where the best schools lead and model outstanding practice, and teachers and leaders throughout the system emulate it</li> </ul>	<ul style="list-style-type: none"> <li>Maintain overall recruitment to Initial Teacher Training, both overall and in the shortage subjects, while increasing the proportion of high achieving graduates entering teaching; expand Teach First; much greater school-led Initial Teacher Training.</li> <li>National network of teaching schools; expanded networks of National Leaders of Education and National Support Schools; licensed</li> </ul>	

	<p>leadership training partnerships led by outstanding schools.</p>	
<ul style="list-style-type: none"> <li>• Effective oversight of the school funding system and driving through a simplification of local funding arrangements and a new national funding formula; and oversight of the distribution of the Pupil Premium and the Year 7 Catch Up Premium to narrow the attainment gap and to improve progression of students with low prior attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools target their resources on effective interventions and are held to account effectively including through Office of Standards in Education, Children's Services and Skills (Ofsted);</li> <li>• Both the attainment gap and the raw attainment of Pupil Premium pupils improve at a faster rate than the previous trends; faster progression for those in receipt of the Catch Up Premium than the previous trends.</li> <li>• Budgets set for schools on time and are more predictable;</li> <li>• Greater equivalence in the way that Local Authority maintained schools and Academies are funded, and greater accuracy, timeliness and confidence in Academy budgets;</li> </ul>	<ul style="list-style-type: none"> <li>• New school-level accountability framework for disadvantaged attainment starts to be used by Ofsted - Sept 13</li> <li>• Key Stage (KS) 2 and 4 results analysis shows improvement - Feb 2014</li> </ul>
<ul style="list-style-type: none"> <li>• Deliver capital projects on time and within budget and to support</li> </ul>	<ul style="list-style-type: none"> <li>• The condition of the school estate significantly</li> </ul>	

<p>local authorities to provide sufficient school places for all children through the provision of appropriate capital funding.</p>	<p>improves.</p> <ul style="list-style-type: none"> <li>• Capital is provided to Local Authorities, based on accurate data about the places they need, to support them in providing a good quality school place for every child.</li> <li>• Drive a capital culture of value and efficiency so as to deliver more schools for less money.</li> </ul>	
<ul style="list-style-type: none"> <li>• Sharpen accountability arrangements to hold schools and colleges to account for the education they provide, as a balance to their autonomy and oversee a drive to turnaround school failure by turning the weakest schools into Academies supported by a vibrant Academy sponsor market and tougher inspections and floor standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging and fair national expectations at Key Stage (KS) 2, KS4 and KS5 are set.</li> <li>• Improved governance and arrangements for holding chains, Local Authorities and Dioceses to account.</li> </ul>	
<ul style="list-style-type: none"> <li>• Oversee an overhaul of the adoption system so more children are adopted more quickly and successfully, where adoption is the right long term care plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring all children with a robust and well evidenced adoption care plan are adopted.</li> <li>• Removing unnecessary delay from the system to improve the speed and quality of permanence</li> </ul>	<ul style="list-style-type: none"> <li>• New statutory guidance published and come into force</li> <li>• Start of the new two stage adopter approval process</li> <li>• New Adoption Register contract in place</li> <li>• Statutory data shows</li> </ul>

	<p>decisions to within four months of entering care.</p> <ul style="list-style-type: none"> <li>Improving the capacity and efficiency of the system to improve the speed of placement following an adoption decision.</li> </ul>	<p>that more children are being placed faster</p> <ul style="list-style-type: none"> <li>Royal assent of legislation on adoption</li> </ul>
<ul style="list-style-type: none"> <li>Deliver, in the children in care system improvements in placement stability, further progress on attainment, and better outcomes for care leavers.</li> </ul>	<ul style="list-style-type: none"> <li>Reducing adoption breakdowns as a percentage of adoptions.</li> <li>Local Authorities and schools work together to provide better support to children in care and narrow the attainment gap with peers.</li> <li>Quality of care in children's residential homes starts to improve.</li> <li>Foster care recruitment and the quality of foster care improves</li> </ul>	<ul style="list-style-type: none"> <li>Require appointment of virtual school heads by local authorities through Children and Families Bill</li> <li>Publish for consultation new regulations to improve the quality of children's residential homes</li> <li>Fund and support voluntary sector to support 25 local authorities target foster carers from under-utilised groups</li> </ul>
<ul style="list-style-type: none"> <li>Oversee a rise in professional standards in the social work workforce and improvements in how local services meet the needs of children in need, including protecting those at risk of harm.</li> </ul>	<ul style="list-style-type: none"> <li>Munro Review and revisions to Working Together having an impact, including development of new assessment processes to provide more effective help faster.</li> </ul>	<ul style="list-style-type: none"> <li>Appointment of Chief Social Worker (May 2013) and commencement of Frontline elite entry to social work profession (September 2013)</li> <li>Introduction of new Ofsted inspection</li> </ul>

	<ul style="list-style-type: none"> <li>Structures are in place to drive improvements in social work practice.</li> <li>Serious Case Reviews are carried out more frequently, are better quality and are published.</li> </ul>	<p>framework (September 2013)</p> <ul style="list-style-type: none"> <li>Serious Case Review independent expert panel established (June 2013)</li> </ul>
<ul style="list-style-type: none"> <li>Take forward radical reforms of policy and provision for 0-25 year olds with Special Educational Needs (SEN) and disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the pathfinder programme shows that, in those areas, parents and young people are more closely involved in the assessment process and decisions about the support they receive.</li> <li>Non-pathfinder authorities well prepared to begin implementing the reforms from September 2014.</li> </ul>	
<ul style="list-style-type: none"> <li>Implement reforms to improve the quality and affordability of early education and childcare, supporting better outcomes and economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>Simplified and improved regulation and strengthened early years qualifications and training to drive quality and choice.</li> <li>Market adapted to increase affordable and flexible childcare by introducing childminder agencies and making it easier for schools to offer</li> </ul>	<ul style="list-style-type: none"> <li>Revised Early Years Foundation Stage and inspection regime in place from September 2013</li> <li>130,000 two year olds accessing government funded places from September 2013</li> </ul>

	<p>early years and 8-6 provision; with LAs sustaining sufficiency in Children's Centres to support effective early engagement with families.</p> <ul style="list-style-type: none"> <li>• The government's commitment to extend early learning for two year olds successfully implemented.</li> </ul>	
<ul style="list-style-type: none"> <li>• Reforms to National Curriculum, key stage assessments and general qualifications and accountability system which set higher expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in take-up of single science GCSEs (biology, chemistry and physics).</li> <li>• Increase in take-up of GCSEs in history, geography and languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation on new GCSE (General Certificate of Secondary Education) subject criteria in English, maths, science, history, geography and languages launched in June 2013</li> <li>• New National Curriculum available to schools in September 2013; Parliamentary approval in autumn 2013</li> </ul>
<ul style="list-style-type: none"> <li>• Increasing the quality of the education available post-16, including through the development of apprenticeships and traineeships, and reducing the proportion of young people who are not in education, employment or training (NEET) so that 16-19 year olds will be better educated and better</li> </ul>	<ul style="list-style-type: none"> <li>• A greater proportion of 16-19 year olds participating in education and training, including apprenticeships, and fewer not in education, employment or training (NEET).</li> <li>• More 16-19 year olds who are participating</li> </ul>	<ul style="list-style-type: none"> <li>• New study programmes for 16-19 year olds, including traineeships, introduced (September 2013)</li> <li>• Implementation plan for Government's post-Richard Review apprenticeship reforms published (Autumn 2013) and reforms implemented (Autumn 2013 -</li> </ul>

<p>prepared for Higher Education and for productive, sustainable jobs.</p>	<p>studying and achieving high quality qualifications, including English and maths at GCSE (General Certificate in Secondary Education) A*-C</p> <ul style="list-style-type: none"> <li>Supported by a clearer and more transparent 16-19 funding system.</li> </ul>	<p>Summer 2017)</p>
<ul style="list-style-type: none"> <li>Oversee progress towards the successful implementation of universal free school meals for infants and the extension of free meals to disadvantaged college students from September 2014.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from external reference groups and the implementation support for schools contractor on schools' and colleges' readiness to deliver from September</li> </ul>	<ul style="list-style-type: none"> <li>Announcement of total revenue and capital funding available – December 2013</li> <li>Revenue and capital allocations announced – by January 2014</li> <li>Contract for implementation support to schools in place – February 2014</li> <li>Legislation in relation to infants completed (if agreed) – by March 2014</li> </ul>
<p><b>2. Corporate objectives:</b></p>	<p><b>Performance Measures:</b></p>	<p><b>Milestones:</b></p>
<ul style="list-style-type: none"> <li>To implement the Department for Education Review, as part of the Civil Service Reform Plan, creating a Department that is leaner, more efficient and more fit for purpose in an increasingly autonomous schools system.</li> </ul>	<p>Feedback from other Permanent Secretaries, Head of the Civil Service and the Minister for the Cabinet Office</p> <ul style="list-style-type: none"> <li>Delivery of commitments set out in Department for Education Review published in November 2012.</li> </ul>	<ul style="list-style-type: none"> <li>30% of staff working on a flexible basis by March 2014</li> <li>Reduction of number of Department for Education sites by 2 by March 2014.</li> </ul>

<ul style="list-style-type: none"> <li>• Achievement of the Department's 50% administration reduction target, and identification of further efficiencies.</li> <li>• Deliver the actions set out in the single savings plan for government once this has been agreed between Departments, HM Treasury and Efficiency and Reform Group, including all existing Public Expenditure Committee: sub committee on Efficiency and Reform (PEX(ER)) mandates and those agreed during 2013/14.</li> <li>• Delivery of Civil Service Reform Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Reductions in administration spend of 50% over SR period</li> <li>• As agreed with the Cabinet Office</li> </ul>	<ul style="list-style-type: none"> <li>• As agreed with the Cabinet Office</li> </ul>
<p><b>3. Capability building objectives:</b></p>	<p><b>Performance Measures:</b></p>	<p><b>Milestones:</b></p>
<ul style="list-style-type: none"> <li>• Following on from the Senior Civil Service recruitment process build a new high performing and cohesive Senior team.</li> <li>• Improve staff engagement levels following the Department for Education Review.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior roles are filled successfully and new staff inducted into Senior team.</li> <li>• Staff survey engagement score to improve against the backdrop of the significant change following the Department for Education</li> </ul>	<ul style="list-style-type: none"> <li>• By October 2013</li> <li>• Results in Nov/Dec 2013</li> </ul>

<ul style="list-style-type: none"> <li>• Embed the new performance management process in the Department for Education and hold staff accountable.</li> </ul>	<p>Review.</p> <ul style="list-style-type: none"> <li>• Improved performance management in the Department for Education with managers encouraging and rewarding strong performance whilst dealing rigorously with poor performers</li> </ul>	<ul style="list-style-type: none"> <li>• By end of performance year 13/14.</li> </ul>
<ul style="list-style-type: none"> <li>• As Head of profession for the Policy Profession, undertake a review of the profession's role and effectiveness in driving up capability across the Civil Service.</li> <li>• Working with other Permanent Secretaries to build capability throughout the Civil Service, not just in the Department for Education, and work together to identify, manage and deploy talented people from all backgrounds, to build the next generation of Civil Service leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• The review of the profession's role takes place and any changes successfully implemented</li> <li>• The Civil Service talent pipeline is stronger and more diverse.</li> </ul>	<ul style="list-style-type: none"> <li>• During 2013/2014 performance year</li> <li>• During 2013/14 performance year</li> </ul>