

PERMANENT SECRETARY INDIVIDUAL PERFORMANCE OBJECTIVES 2014/15

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Role

Permanent Secretaries are responsible for supporting their Secretary of State on the implementation of the Government's priorities in their Department and for responding effectively to new challenges. The Coalition Agreement and Structural Reform Plans set out the Government priorities in detail.

Working to the Cabinet Secretary and Head of the Civil Service, Permanent Secretaries are collectively responsible for supporting proper and effective decision making and effective implementation of the Government's overall priorities. They also have an individual responsibility to maintain the underlying capability and responsiveness of the departments they lead.

Permanent Secretaries are also responsible for the long-term health and stewardship of their Departments, in particular for ensuring the maintenance of an impartial Civil Service that commands the confidence of Ministers and MPs of all political parties. They have particularly to pay attention to the overall capability of their Departments, including through talent management, succession planning and the effective implementation of the Departmental Improvement Plan.

Chris Wormald is a member of the Civil Service Capabilities Board and Head of the Policy Profession. He is also appointed by the Treasury as Accounting Officer with responsibilities to Parliament for financial management, value for money and the running of the Department as set out in Managing Public Money.

2014/15 Priorities

In the Department for Education (DfE), the priorities in 2014/15 are to:

- Improve accountability and drive towards a self-improving, school-led system, with increased reach and responsibilities for Teaching Schools and academy chains.
- Continue to focus on developing a great workforce – with strong leadership.
- Increase rigour, and expectations of curricula, assessment and behaviour in schools and colleges. Including through implementing reforms to the school curriculum, academic and vocational qualifications; and driving forward reforms to empower teachers to maintain consistently excellent behaviour.
- Protect and support our most vulnerable children – through implementation of reforms to social work, adoption, services for children in and leaving care, and Special Educational Needs (SEN).

- Continue to increase the number of high quality schools. This includes opening the next tranche of free schools in September 2014, making progress on the Priority Schools Building Programme (PSBP), and providing capital funding to meet basic need.
- Improve support for children 0-7. This includes delivering an early education entitlement to around 260,000 two year olds and the universal free school meals offer for infant pupils in all state-funded schools by September 2014.

Corporate and Capability Management

Permanent Secretaries are also required to contribute to the corporate leadership of the Civil Service and support Civil Service Reform. The Civil Service Reform Plan challenged the Civil Service to professionalise its policy making. As part of this, Chris Wormald was appointed to the Head of Policy Profession across Whitehall to champion the professionalisation of policy.

In addition to these generic responsibilities, Permanent Secretaries – like all other civil servants – have specific objectives to achieve during the course of each year. And like all other civil servants, they have responsibilities to learn, develop and acquire new skills needed to discharge their roles. Chris Wormald's specific objectives for 2014/15 are set out overleaf.

Objective	How Progress will be judged
Business Objectives	Overall: Feedback from Secretary of State, departmental ministers, No 10, Cabinet Office and Lead Non Executive Director, Cabinet Secretary and Head of the Civil Service.
a) Improve accountability and drive towards a self-improving, school-led system, with increased reach and responsibilities for Teaching Schools and Academy chains.	<p>a) i) Reforming the accountability system by 2016 to hold schools and colleges to account for the quality of the education they provide.</p> <p>ii) Reducing the number of failing schools and turning the weakest schools into Academies.</p> <p>iii) Setting high and fair national expectations for what children can achieve at age 11 (already set), age 16 and more challenging minimum standards for post-16 providers by 2017.</p> <p>iv) Expanding the numbers and reach of the national network of teaching schools, National Leaders of Education (NLEs) and National Support Schools (currently c. 555 teaching schools representing 96% of all local authorities, 1012 NLEs and National Support Schools, 33 Licensees).</p>
b) Continue to focus on developing a great workforce – with strong leadership.	<p>b) i) Recruiting sufficient numbers to Initial Teacher Training, both overall and in the shortage subjects.</p> <p>ii) Ensuring maintained schools make use of pay flexibilities for teachers and headteachers with effect from September 2014 onwards.</p> <p>iii) Completing a review of teacher recruitment and supply by end December 2014.</p> <p>iv) Working with the Government's Chief Social Worker to continue to drive improvements in the social work profession, including: improving initial education of social workers following Sir Martin Narey's review published in Feb 2014; improvements in the quality of entrants to social work through the Step Up to Social Work and Frontline training programmes; wider reforms to the regulatory and registration system for social workers.</p> <p>v) Driving the publication of more Serious Case Reviews to ensure that all relevant</p>

	<p>professionals learn from serious incidents, drawing on support from the national Serious Case Review panel.</p>
<p>c) Increase rigour, and expectations of curricula, assessment and behaviour in schools and colleges. Including through implementing reforms to the school curriculum, academic and vocational qualifications; and driving forward reforms to empower teachers to maintain consistently excellent behaviour.</p>	<p>c) i) First teaching of the new National Curriculum in primary and secondary schools in September 2014, with high levels of confidence among schools that they are prepared and ready, as confirmed by Ofsted data; and new GCSEs in English and maths available to schools in Autumn 2014 for first teaching in Autumn 2015.</p> <p>ii) Increasing the quality of post-16 education, including implementing reforms to A Levels, improving quality of apprenticeships and continuing to deliver increasing numbers of traineeships.</p> <p>iii) Helping to achieve 2 million Apprenticeship starts during this Parliament and implementation of reforms to improve quality and employer-ownership of Apprenticeships.</p> <p>iv) Regularly updating guidance for schools to support behaviour management, and publishing new tools and advice for schools in the Summer on how pupil behaviour relates to mental health.</p> <p>v) The attainment of disadvantaged pupils (who attract the Pupil Premium) will improve more quickly than it has so far, and the attainment gap with their peers will narrow.</p>
<p>d) Protect and support vulnerable children – through implementation of reforms to social work, adoption, services for children in and leaving care, and Special Educational Needs (SEN).</p>	<p>d) i) Ensuring more children are adopted more quickly and successfully, and more potential adopters will be recruited.</p> <p>ii) Reducing the percentage of adoptions that fail by improving access to and availability of support services, including successful national roll-out of the Adoption Support Fund.</p> <p>iii) Through the new Social Care Innovation Programme, develop new models of support for adolescents in, or on the edge of care, as well as specific reforms to improve the quality of residential care – including the introduction of new National Quality Standards.</p> <p>iv) Working closely with Local Authorities to</p>

	<p>help them prepare for radical changes to policy and provision for 0-25 year olds with SEN and disabilities.</p>
<p>e) Continue to increase the number of high quality schools. This includes opening the next tranche of Free Schools in September 2014, making progress on the Priority Schools Building Programme (PSBP) and providing capital funding to meet basic need.</p>	<p>e) i) Increasing the numbers of Academies, Free Schools, Studio Schools and University Technical Colleges (UTCs) up from 3850, 174, 28 and 17 respectively.</p> <p>ii) 100% of annual school allocations will be made to open academies, free schools, colleges and other providers by 31 March 2015.</p> <p>iii) The PSBP programme will remain on track to deliver over 261 schools by the end of 2017, and on budget.</p> <p>iv) Capital funding will be provided to Local Authorities (LAs) and academies and they will deliver the school places needed by September 2014, and will be on track to do so for September 2015 (including an estimated total increase of 357,000 primary places between academic year 2009/10 and 2015/16).</p>
<p>f) Improve support for children 0-7: This includes delivering an early education entitlement to around 260,000 two year olds and the universal free school meals offer for infant pupils in all state-funded schools by September 2014.</p>	<p>f) i) Successfully implementing the government's commitment to extend early learning for two year olds, so that take-up increases term on term.</p> <p>ii) Increasing availability of affordable, high quality and flexible childcare and making it easier for schools to offer early years and 8am-6pm provision.</p> <p>iii) Ensuring that local authorities, external stakeholders and contractors all report that schools are confident they will be ready to deliver universal infant free school meals from September onwards. Schools Census data will provide information on actual take-up of universal infant free school meals.</p>

<p>Cross Government Working and Civil Service Reform</p>	
<p>g) To implement the Department for Education (DfE) Review, as part of the Civil Service Reform Plan, creating a Department that is leaner, more efficient and fit for purpose in an increasingly autonomous schools system.</p> <p>h) Achievement of the Department's 50% administration reduction target, and identification of further efficiencies.</p> <p>i) As Head of Profession Policy drive up Policy making capability across the Civil Service.</p> <p>j) Working with other Permanent Secretaries to build capability throughout the Civil Service, not just in the DfE, and work together to identify, manage and deploy talented people from all backgrounds, to build the next generation of Civil Service leaders.</p>	<p>g) Ensuring that the DfE continues to deliver against ministerial priorities, while spending less.</p> <p>h) i) Delivering commitments set out in DfE Review published in November 2012.</p> <p>ii) Reducing administration spend by 50% in real terms by May 2015.</p> <p>i) i) Effectively implementing the recommendations in the cross-government 12 steps document.</p> <p>ii) Positive feedback at Policy Profession Board from Departmental heads of profession.</p> <p>iii) Successfully establishing of a Top 150 policy event and achieving positive feedback about its impact.</p> <p>j) i) Positive feedback from 2 cross-Whitehall mentees.</p> <p>ii) Input into High Potential Development Scheme (HPDS), Senior Leaders Scheme (SLS) and Future Leaders Scheme (FLS), and positive feedback from participants.</p> <p>iii) Promoting HPDS, SLS and FLS within DfE, and identification of top-quality candidates.</p>
<p>Capability</p> <p>k) Following on from the Senior Civil Service (SCS) recruitment process build a new high performing and cohesive senior team.</p> <p>l) Continue to drive up standards in DfE through effective use of the performance management system and effective development of talent.</p>	<p>k) i) Positive feedback from Ministers and non-executives.</p> <p>ii) Positive results in Board Effectiveness evaluation.</p> <p>l) i) Improving people survey feedback on senior staff showing improved effectiveness of senior team and generally increased engagement scores.</p>

	<p>ii) Better use of the managing poor performance system to improve quality of work or remove poor performers from the organisation. Effective use of data to track cases of persistent absence or underperformance and tackling these quickly.</p> <p>iii) Effectively using a rolling programme of Change Leader events for SCS, Grade 6 and Grade 7.</p> <p>iv) Rolling out of internal talent scheme for high potential Deputy Directors, Grade 6s and Grade 7s.</p> <p>v) Delivering on the recommendations in the Departmental Capability Plan.</p>
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