

What are competencies?

Competency is a term used to describe the way in which people behave and the knowledge they need to provide effective performance, deliver the business goals of the College and to be competent in our individual roles. Competences are strongly linked to the vision and values of the College.

There are two types of competencies:

1. **Personal Competencies** – the way people behave. There are many other competencies which exist, however, we have chosen to include only those which we feel are most relevant to the success of the College.
2. **Technical Competencies** – the things that people need to know and do to perform the specialist parts of the job. These are included in your Job Description. These can be unique to the individual/role whereas ‘personal competencies’ can apply to all.

Why do we need competencies and a framework?

The College, following discussion with staff, has identified the technical competencies expected from staff, by way of job descriptions and standard objectives which are dependant on your role at the College (eg Support Staff, Teaching Staff, Curriculum Managers and Support Managers).

A simple framework of personal competencies/behaviours have also been developed which, together with technical competencies, are recognised as being valuable to help staff to fully understand their roles and enable managers to guide and support them. This clarity of purpose, roles and responsibility will in turn ensure that the College can move forward in this competitive FE environment.

The personal competency framework and more standardised and mainly technical objectives are a key part of the annual PPDR process and enable an open, honest and continuing two-way dialogue and measurement of performance.

What are the ESC Personal Competencies?

Core Competencies - Apply to all Employees

- **Valuing Equality and Diversity**
- **Working with People;** Team Working, Communication
- **Results Focus;** Drive to Achieve Excellence, Technical Skills & Professionalism
- **Focus on Delivery;** Organisational Awareness, Customer/Student Focus
- **Self Motivation;** Adaptability & Flexibility, Accountability

Management Competencies – Apply in addition to Core competencies for all Managers, Curriculum Leaders and Supervisors

- **Performance Management**
- **Resource Management**

Leadership Competencies – Apply in addition to Core & Management competencies for to Senior Management

- **Developing Partnerships**
- **Inspirational Leadership that focus' on the future**

Detail of what is expected from staff in relation to each competency is provided in the framework, so that both staff and managers can use this to understand what behaviour is expected. This will also encourage a transparent and less subjective method of performance measurement. If these expectations are not met by the member of staff, this framework will help both the member of staff and the manager to identify and verbalise behaviour that may not be effective and will also enable the manager and staff member to recognise where improvements may be required. The behaviours highlighted for each competency are not exhaustive but are provided as a guide. The framework also enhances recruitment and selection processes where competency based interviews may feature in the future.

What do the 4 levels mean?

They can be explained as follows:

- **Level 1** - relates to individuals with no staff supervisory responsibility. This typically includes Lecturers, LSA's, Skills Practitioners, Technicians, Technical Learning Assistants, Administrative and Support staff.
- **Level 2** - relates to staff with some staff supervisory responsibility within a particular department/division, eg Curriculum Leaders, Co-Ordinators.
- **Level 3** - relates to staff on the College Management Team who usually have direct responsibility for the management and direction of a number of staff in a particular area of the College, eg Heads of Division/Department, Managers.
- **Level 4** - relates to the Senior College Management Team who need to demonstrate the competencies for the whole of the College – i.e. the Executive Team, Directors.

It is important to note that performance at a given level automatically implies that all the lower levels are also applicable, eg if you hold a Level 2 role you will be expected to meet all personal competencies of both Levels 1 and 2.

CORE PERSONAL COMPETENCY

VALUING EQUALITY & DIVERSITY			
Promotes equality and a culture of inclusiveness. Does not discriminate against others.			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Treats everyone with dignity and respect, and is never offensive to others • Accepts that people are different and have other perspectives, and is tolerant and understanding of other people's views and opinions • Lecturing staff: Ensure that differentiation is embedded in all aspects of teaching and learning making this fully inclusive • Respects the right of staff and customers to express beliefs, preferences and choices • Complies with equalities legislation, policy, procedure and guidelines and acts in accordance with the E&D values of the college at all times • Keeps abreast of E&D developments • Does not discriminate or treat anyone inappropriately • Consistently draws on the available diversity of skills, knowledge and experience of others • Is positive, takes an interest in the promotion of equality and recognises the value of diversity 	<ul style="list-style-type: none"> • Promotes equality, values diversity and acts as a role model • Relates well to people from all cultural backgrounds and demonstrates high cultural awareness • Ensure that all staff have undertaken compulsory E&D Training, and that NVQ in E&D is promoted • Ensure that all employees understand the College ethos regarding E&D 	<ul style="list-style-type: none"> • Monitors performance of staff and teams in terms of equality and diversity • Delivers objectives linked to equality and diversity • Constantly updates knowledge of equality and diversity issues • Ensures that staff have appropriate training if learning needs are identified • Develop a culture that promotes E&D in own area 	<ul style="list-style-type: none"> • Sets mission and establishes culture of the college in relation to E&D • Sets aims and targets and measures performance against national and quality standards • Promotes equality and diversity across the college • Ensures that resources are available to meet training and development needs • Understand and keeps up to date with legal developments and other initiatives

CORE PERSONAL COMPETENCY

WORKING WITH PEOPLE (TEAM WORKING)			
The ability to work co-operatively with others across the College, with respect, openness and transparency to give priority to ESC objectives.			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL(Senior Manager/Executive)
<ul style="list-style-type: none"> • Willingly works co-operatively within the team and cross functionally towards the achievement of shared goals and objectives • Shares knowledge and is willing to learn from others and support them to benefit the customers and College • Values individual contributions • Treats people as individuals, treating them with fairness, dignity and respect in accordance with equality and diversity policies and best practice • Attitude and behaviour enhances team performance • Appreciates what impact actions have on others • Is punctual and arrives to meetings/classes on time • Participates in team planning and group discussion • Is tolerant of others and does not show impatience • Builds trust and credibility. • Is flexible when working with colleagues, hearing what they say and taking this on board to determine a course of action. • Feedback is given to others in a constructive manner and does not apportion blame, which may otherwise create a negative impact • Gives credit for the work of others, when applicable 	<ul style="list-style-type: none"> • Understands and pre-empts how the actions of their department will impact other parts of the College (vice versa) • Builds and maintains strong relationships with Colleagues across College particularly for problem resolution • Encourages team working, shares best practice and learning by using effective interpersonal skills and promoting good morale and co-operation • Is aware of what each Division/Department in the College does and how they inter-relate 	<ul style="list-style-type: none"> • Promotes direct communication across College and is visible and approachable • Builds an open culture, manages the Team by example and promotes and maintains a co-operative team • Proactively collaborates with staff across College to work towards ESC Strategic Objectives or to support others in their roles • Actively seeks opportunities to improve delivery to the customer and raise College performance by working with colleagues • Gives priority to benefits for the whole College over 'quick wins' for own area • Commits resource from own area to support wider projects and initiatives 	<ul style="list-style-type: none"> • Shares full information with all staff or Management, which could benefit the College • Identifies, welcomes and is receptive to contributions from all levels and is not be closed to learning opportunities • Picks up the 'mood' of the College – takes steps to raise morale • Seeks input and advice from trusted staff, externals and stakeholders to help form plans to develop the College

CORE PERSONAL COMPETENCY

WORKING WITH PEOPLE (COMMUNICATION)			
Communicating effectively, in writing, verbally & face to face with the ability to persuade/influence others positively			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Communicates clearly, accurately, consistently and concisely by the most effective means appropriate to the situation/audience, altering style/approach where necessary • Creates a positive impact on others to build a rapport using effective verbal & body language, eg voice & eye contact, endeavouring to minimise conflict • Listens actively and takes on board the views of others, being aware of the impact of own behaviour • Is enthusiastic, open, reliable, builds trust & acts with honesty & integrity • Challenges individuals or groups constructively, being assertive where necessary and asking questions to seek clarity • Deals with authority or opposition effectively and without relying on positional power, dominance or status to influence others • Applies intuition, experience and judgement to actions and decisions • Shows confidence and resilience in challenging circumstances • Creates a positive impression of self and the College • Ensures communication is in line with legislation, guidelines, policy etc • Simplifies communications where necessary to avoid jargon • Admits to mistakes and learns from these • Judges and gives the required amount of information, not too much or too little 	<ul style="list-style-type: none"> • Uses appropriate communication methods including written and verbal to inspire action. • Communicates tough messages and sensitive issues equally well. • Anticipates likely objections and builds responses to approach and tackle them • Influences across levels to accomplish results • Appears confident in person. Sees self as a capable contributor 	<ul style="list-style-type: none"> • Displays confidence and conviction when presenting business cases and decisions • Maintains openness to create an environment where people feel able to communicate freely, remove any barriers • Remains receptive to new ideas/suggestions from others • Thinks about the implications of actions taken and how they may impact on the image and reputation of ESC • Focuses on the key benefits, including the basics, to get the message across • Adapts the content, style, message and tone of a meeting, presentation or discussion to the level/perspective of the audience 	<ul style="list-style-type: none"> • Can clearly articulate big picture thinking to appropriate audience. • Prepared to voice opinions that are controversial • Sells own ideas by linking them to others' values, needs and goals. This may include the use of technical experts to help sell a concept by adding credibility • Uses a variety of influencing approaches for strategic impact • Builds empathy and support, internally and externally, to ensure buy-in and ownership of ideas • Expresses opinions on all aspects of the College with confidence and conviction • Holds genuinely open discussions, listening to others views, and showing a willingness to compromise for the good of the College • Has an input in and then translates the overall ESC strategy into own areas

CORE PERSONAL COMPETENCY

RESULTS FOCUS (DRIVE TO ACHIEVE EXCELLENCE)			
The desire & commitment to succeed and move the College to 'Outstanding' by delivering to a high standard.			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Is conscientious, focused and organises time and self effectively to achieve all goals/commitments • Takes ownership by setting stretching but realistic personal goals and monitors own progress against these, delivering to deadlines • Approaches work enthusiastically, with energy and pride wanting to continually produce high quality work • Proactively seeks to understand expectations and delivers beyond minimum requirements • Utilises quality processes effectively, aiming for continuous improvement by using innovative and creative solutions and constantly looking for new opportunities • Sees problems as challenges and learning experiences • Shares best practice with others • Focuses on achievement, not just activity • Is concerned about missing deadlines or failing to meet business targets, and takes action to minimise these occurrences • Attention to detail and accuracy is always maintained by checking work • Is aware of College/Departmental goals, aims and purpose and works towards these • Prioritises tasks by necessity rather than those which are familiar or enjoyable • Learns from experience 	<ul style="list-style-type: none"> • Identifies, drives and encourages better ways of process improvement/ quality. • Sets and monitors agreed standards, eg targets, Service Level Agreements (SLAs) • Applies innovative and creative thinking to all decision making • Balances short-terms requests with long-term priorities. • Makes sensible decisions about time, resource and effective delegation • Plans ahead for predictable peak times • Develops agendas to ensure meetings are well structured • Can keep track of and manage several tasks simultaneously • Tries to do everything without delegation 	<ul style="list-style-type: none"> • Sets high expectations of own and others contributions to achieve both personal and College excellence • Strives to strengthen competitive advantage and attraction of the College • Identifies better ways of doing things (e.g. makes changes to systems or processes to improve quality, customer satisfaction, morale, revenues etc) – innovative and imaginative solutions • Shows real enthusiasm and motivation to inspire others • Drives performance through actively investing in people • Incorporates contingencies while planning 	<ul style="list-style-type: none"> • Clearly defines success criteria, targets and goals for self, team and/or College. • Constantly reviews and re-establishes goals to ensure they provide a challenge and meet College strategy • Takes ownership for improvements in performance that are difficult to achieve • Is prepared to try new approaches and take risks to achieve results • Has energy and dynamism, which drives them to get tasks done and move the business forward • Deals effectively with conflicting objectives, priorities and agendas

CORE PERSONAL COMPETENCY

RESULTS FOCUS (TECHNICAL EXPERTISE & PROFESSIONALISM)			
The skills, knowledge and expertise required to deliver excellence			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Maintains the level of skills, knowledge and experience required for effective performance • Actively and enthusiastically seeks a variety of development opportunities, without relying solely on training courses to ensure no gaps in skills/knowledge • Owns own development, understanding the learning style of self and others • Networks with other organisations • Presents solutions and uses expertise to help others, giving constructive criticism where required and appropriate • Advises with credibility on a range of issues and acts as a point of reference/coach for others, both internally and externally • Is a member of any appropriate professional bodies and has secured, or is working towards, appropriate qualifications for the role • Asks questions to check understanding or verify learning to ensure accurate work and presentations • Is aware of own strengths and weaknesses • Complies with all college policies, best practice and legislation and anticipates organisational impact of actions • Demonstrates the demeanour and character required of a professional at all times 	<ul style="list-style-type: none"> • Makes time to actively look and consider opportunities to develop members of the team, groups, in areas/skills • Shares own experience or expertise to meet others' learning needs • Looks for innovative development opportunities both within and beyond own functional area • Promotes College policies, best practice and legislation • Delegates effectively and puts people in roles that they are suited to so that they can utilise their skills effectively 	<ul style="list-style-type: none"> • Provides timely and appropriate feedback, focusing on objectives and personal behaviours, both positive and negative to individuals within the team • Effectively delegates tasks to balance individuals development needs and business outcomes • Enables and supports individuals to take responsibility for their own career development • Recognises people for achieving personal development objectives • Uses a range of tools, methods of development and training to achieve end result • Links in team capability with future strategy, direction and plan accordingly • Forward plans to identify level of capability required and potential successors to roles 	<ul style="list-style-type: none"> • Recognises high flyers and takes action to ensure their ongoing commitment to the College • Thinks beyond own immediate area to develop capability to meet ESC goals • Recognises and grooms high potential staff for more senior positions • Continually develops own personal and professional expertise

CORE PERSONAL COMPETENCY

FOCUS ON DELIVERY (ORGANISATIONAL AWARENESS)			
Understanding issues that affect the college, and seeking opportunities to promote the college effectively			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Communicates positively about the college at all times (internally and externally) maximising its reputation and acting as an ambassador • Identifies opportunities to expand the College's services • Understands external trends and potential impact on the college • Lives and promotes the values of the college while at work • Demonstrates loyalty and commitment to the college • Understands, and demonstrates, individual and collective responsibility in the delivery of the college goals and imperatives • Promotes own department but not at the expense of areas of the college • Understands the importance of learning from other sectors or industries. • Acts proactively to find out what's going on; doesn't wait to be told. • Doesn't take all information at face value, investigates where necessary to gain full understanding. • Conducts succinct research and information gathering, to maximise efficiency and relevance 	<ul style="list-style-type: none"> • Uses external sources to gather information where appropriate. • Adapts solutions from one situation to another. • Asks probing questions to get to the bottom of a situation or problem 	<ul style="list-style-type: none"> • Uses information to champion innovative and groundbreaking initiatives or to create change. • Thinks through the impact of FE and environment trends and patterns on the customer • Goes to some length to gather critical industry information. 	<ul style="list-style-type: none"> • Keeps abreast of developments in FE to maximise commercial opportunities for the College and limit threat competition. • Uses influence and networks to access sources of potential interest not readily available to the College.

CORE PERSONAL COMPETENCY

FOCUS ON DELIVERY (CUSTOMER/LEARNER FOCUS)			
The willingness and ability to understand and meet the needs of customers and stakeholders			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Is committed and takes personal responsibility for ensuring customer expectations are met and problems are resolved. • Puts the needs of the customers first • Monitors standards of personal service and asks for feedback from customers, respecting and valuing their point of view and adjusting future service where necessary • Responds quickly and effectively to customer requests and enquiries, delivering high quality & accurate work within agreed timescales • Listens and seeks clarification of customer requests • Acts in a positive and friendly manner to build a rapport with customers • Is credible and professional in dealings with customers, maintaining a calm and patient stance to bring a positive outcome • Deals with all queries in line with confidentiality and data protection regulations • Actively seeks to resolve problems or act on feedback • Recognises that all customers are different and adjusts approach accordingly • Shares information and knowledge of the customer base. • Follows a process but also takes in to account customer requirements. • Ensures that the focus on the customer is not to the detriment of other targets. 	<ul style="list-style-type: none"> • Constantly reviews service in order to identify improvements. • Takes responsibility for solving customer queries and requests. • Encourages others to make customer focus a priority. • Uses customer feedback to enhance service and revisit processes. • Understands customers personalities and adopts appropriate behaviour to manage existing relationships. • Encourages new or innovative thinking of others regarding customer service. 	<ul style="list-style-type: none"> • Ensures that all actions and decisions are consistent with and support the customer as well as the long-term business interests. • Establishes and maintains sound business relationships with key internal and external customers. • Reinforces the business benefits of excellent customer service. • Demonstrates a deep understanding of customers underlying or future needs. • Understands the critical forces that will shape customers needs. • Look for long-term internal/external benefits to the customer; always thinks customer. 	<ul style="list-style-type: none"> • Drives strategy and champions a customer focused environment • Makes decisions based on maintaining long-term relationships with customers. • Makes decisions based on the value-added for the customer and the business in parallel. • Encourages continual dialogue with customers about their needs. • Engages customers where possible in decision making

CORE PERSONAL COMPETENCY

SELF MOTIVATION (ADAPTABILITY & FLEXIBILITY)			
Responding positively, innovatively and creatively to changing demands			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Understands and positively embraces change and new challenges to grow the business. • Responds positively and flexibly to changing circumstances, demands and requests and employs a 'can do' attitude • Proactively seeks alternative ways of getting a job done to keep up with the needs of the College and changes in technology • Adapts to and works effectively within a variety of situations, individuals and teams • Remains calm in pressurised situations by minimising emotion and planning workload successfully • Is not resistant to change and appreciates that this is an ongoing challenge for any business to remain competitive 	<ul style="list-style-type: none"> • Willingly undertakes tasks commensurate to the role but which are outside usual day to day activities • Encourages others to accept change • Works effectively in an uncertain environment of shifting priorities 	<ul style="list-style-type: none"> • Seeks opportunity for change to improve services/efficiency and the impact of this • Listens to ideas for change and translates these in to a practical solution • Involve stakeholders in change 	<ul style="list-style-type: none"> • Drives continuous improvement and monitors progress to ensure that ESC are aiming for Outstanding and are a competitive FE College. • Leads and embeds change; demonstrate clarity, communication, and planning • Takes and implements difficult and unpopular decisions promptly to bring about improvements • Engages the public, Governors, and all stakeholders in the development of College values, goals and strategies

CORE PERSONAL COMPETENCY

SELF MOTIVATION (ACCOUNTABILITY)			
Takes ownership and responsibility for actions by making strong decisions and judgements			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<ul style="list-style-type: none"> • Takes responsibility for resolving issues, whatever the cause • Acts quickly, proactively and meets all timescales • Takes in to account suggestions and recommendations of others dealing with criticism constructively • Deals with issues in a professional and objective manner • Is risk aware evaluating the outcome of actions and impact on own and other areas • Sees problems as opportunities • Makes sound judgements about whether to escalate an issue or 'just get on and do it'. • Is able to make quick and accurate decisions about own work, referring where appropriate, in order to perform tasks. • Does not blame others for work not completed • Does not make knee-jerk decisions, carrying out relevant research to enable informed decisions and sound judgement 	<ul style="list-style-type: none"> • Explores and creates new opportunities • Reflects on the pros and cons of a number of options and decides on the most appropriate, using agreed criteria. 	<ul style="list-style-type: none"> • Will make a decision even when it may be unpopular in some quarters. • Uses intuition and is prepared to make a decision even when there is considerable uncertainty, but where making no decision is not a viable option. • Uses the 'big picture' as a yardstick when evaluating options and making decisions. • Approaches debates involving numerical data from a strategic standpoint, scrutinising detail as required. • Makes important decisions, which will impact across divisions or our external customers. 	<ul style="list-style-type: none"> • Decision making at this level involves the same processes, however the 'breadth and impact' of the decision is far greater.

MANAGEMENT PERSONAL COMPETENCY

PERFORMANCE MANAGEMENT

The ability to provide direction, support, training and encouragement to enable staff to perform to their full capacity and achieve all goals.

<p>LEVEL 1 (Lecturers/ Support Staff)</p>	<p>LEVEL 2 (Curriculum Leader/ Supervisor)</p>	<p>LEVEL 3 (Manager)</p>	<p>LEVEL 4 (Senior Manager/Executive)</p>
<p>Performance Management can be evident at any level and should be actively encouraged.</p> <p>Accountability for its application is normally at Level 2 and above.</p>	<ul style="list-style-type: none"> • Acts as a good role model taking responsibility for actions/targets, while being professional and honest and following College values • Contributes ideas and suggestions to improve performance of staff. • Fully understands and actively supports and promotes ESC's mission and values to drive their area and College forward • Inspires by communicating with passion and enthusiasm, encouraging teamwork and the sharing of information • Uses performance management processes effectively and maintains two-way communication with staff • Ensures quality standards are adhered to • Demonstrates effective coaching and mentoring skills • Understands own role in relation to the wider management team • Delegates resources effectively and makes others accountable for tasks, while also taking ownership for own and others actions • Manages and plans meetings effectively, following up on action points • Tackles sensitive issues with discretion, seeking advice as appropriate • Challenges inappropriate actions/ behaviours and removes barriers to effective working , while also acknowledging good performance • Provides clear and constructive feedback • Adopts an approachable, non-hierarchical style. • Provides direction, leaving individuals clear about what is happening and what is expected of them • Before making changes fully assesses the impact and expected outcomes, and after implementation monitors effectiveness 	<ul style="list-style-type: none"> • Leads by example; inspiring, empowering and motivating others to achieve goals • Puts in place appropriate departmental plans which are linked to ESC Strategic Plan, reviewing progress and adapting accordingly (to include QIP/SAR) • Sets and communicates clear goals and objectives in a 'no blame' environment (departmental/team/individual) • Articulates and promotes the case for change effectively and engages others by illustrating the benefits of change for the college • Instils accountability in all staff • Recognises good performance and celebrates achievement and success • Manages and leads projects in own team, or cross college, involving all necessary staff to achieve objectives. • Conducts effective and timely performance reviews • Implements changes that will bring long term benefit even if initially unpopular. • Removes obstacles and barriers to team/department success. 	<ul style="list-style-type: none"> • Inspires and directs the management team to act as one • Develops an excellent rapport with staff and regularly gives feedback on relevant issues. • Ensures that others understand and buy into ESC vision, strategy and goals. • Adapts personal style in order to suit the audience and get buy-in. • Is seen as a role model and a credible leader within ESC. • Demonstrates effective use of delegation and deployment of staff to achieve goals.

MANAGEMENT PERSONAL COMPETENCY

RESOURCE MANAGEMENT			
Effectively managing resources including staff, equipment, and budgets to maximise productivity			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<p>Resource Management can be evident at any level and should be actively encouraged.</p> <p>Accountability for its application is normally at Level 2 and above.</p>	<ul style="list-style-type: none"> • Is fully aware of resources available and complies with college procedure and best practice for finance, budgeting, procurement and recruitment • Understands the financial position of the college and individual area • Seeks best value for money avoiding hasty purchasing decisions • Manages staff time effectively and takes appropriate measures to improve staff attendance levels • Understands the breadth and depth of skills across the area • Monitors budgets effectively • Accurately predicts and plans the necessary resource for a project/task • Considers human resources effectively involving the right staff in a task or project dependent on their individual/group skills 	<ul style="list-style-type: none"> • Manages resources via appropriate systems, adjusting plans in line with constraints and available resources • Sets and keeps within agreed budgets • Include resources when drawing up business plans, undertake cost/benefit analysis • Avoids waste and looks for more cost effective ways of operating e.g. sharing of resources • Identifies resources before a task/project and secures these, if a shortfall is predicted raise with Senior Manager • Identifies strategies to increase available funds • Uses staff skills flexibly and innovatively to maximise their benefit to the College • Anticipates future resources based on realistic analysis of trends, enrolments and developments 	<ul style="list-style-type: none"> • Develops and deploys the College/Departmental budget in the most effective way for the business in terms of activities, timings and price. • Puts in place strategies and target that deliver continuous improvements, value for money and the best outcome for the learner • Challenge any spend in excess of budgets and investigate to confirm whether this is justified

LEADERSHIP PERSONAL COMPETENCY

DEVELOPING PARTNERSHIPS			
The ability to establish good relations with all stakeholders and with external agencies and the community to achieve co-operation			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<p>Developing Partnerships can be evident at any level and should be actively encouraged.</p> <p>Accountability for its application is normally at Level 4 and above.</p>			<ul style="list-style-type: none"> • Focuses on the community, learners and employers, proactively seeking partnerships to enable effective delivery • Identifies the potential contribution of stakeholders through networking and develops this for the benefit of the college and its learners • Creates a positive working environment • Earns respect and trust through honesty, integrity, transparency and professionalism • Works effectively and productively with the Board of Governors • Builds rapport and productive working relationships within the college • Creates a positive impression of the college in dealings with external customers and partners

LEADERSHIP PERSONAL COMPETENCY

INSPIRATIONAL LEADERSHIP THAT FOCUS' ON THE FUTURE			
Identifies strategic issues, opportunities and risk and communicates a clear vision of the future linked to goals.			
LEVEL 1 (Lecturers/ Support Staff)	LEVEL 2 (Curriculum Leader/ Supervisor)	LEVEL 3 (Manager)	LEVEL 4 (Senior Manager/Executive)
<p>This competency can be evident at any level and should be actively encouraged.</p> <p>Accountability for its application is normally at Level 4 and above.</p>			<ul style="list-style-type: none"> • Sets stretching strategic business imperatives and goals of the college and ensures that targets and goals set contribute directly to the achievement of the strategic plan • Evaluates the long term impact before reaching a decision • Communicates positively and clearly about future plans minimising ambiguity • Takes difficult decisions and is consistent in the message • Anticipates problems and puts preventative action in place • Is fully aware of the College commercial situation and understands the impact of external factors and plans appropriately • Actively focuses on, and is committed to, the ultimate goals • Constantly identifies and pursues opportunities • Expects high standards in all aspects of college delivery • Listens to others views or opinions