



Performance Management Policy

Most recent update: 22 September 2025

Introduction

This policy specifically refers to adult education (including some under 19 provision) delivered by the Skills and Employment Service (S&E) and sub-contracted partners. Employment support projects are performance managed by their individual funding providers.

Cheshire West and Chester Council's (CW&C) Skills and Employment Service is committed to supporting the development of our members of staff and those of sub-contracted partners. We believe that all staff benefit from a strong performance management processes. We believe that this approach - and a commitment to staff training and development - will not only help organisations but also significantly improve outcomes for learners.

This policy has been designed to support CW&C education providers in ensuring that tutors and managers know what is expected of them. In addition, all should understand that continuous professional development is a core entitlement for tutors, reflecting a commitment to following the Professional Standards for Teachers and Trainers in Education and Training.

What Is Performance Management?

An effective performance management process provides a framework that allows for clear and consistent assessment of staff performance. Performance management should support the personal and professional development of staff within the context of our organisation's goals. It is a constant process rather than an event.

Good performance management will help everyone to know:

- what your organisation is trying to achieve
- their role in helping the organisation achieve its goals
- the skills and competencies they need to fulfil their role
- the standards of performance required
- how they are doing
- when there are performance problems and what to do about them

Performance management must be fair to all staff and decisions must be based on merit. In accordance with the council's principles of equity diversity and inclusion, our commitment to performance management, appraisal, and training and development of staff extends to everyone regardless of their gender, race, colour, ethnic or national origin, religion, disability, marital status, caring responsibility, trade union membership, age, sexual orientation, working pattern or grade.

Scope and Application

S&E requires sub-contracted partners to demonstrate their commitment to establishing and using strong performance management processes. Consequently, we have produced guidelines (should they be required) for providers to support the development of robust processes. We recognise that



different providers will be at different stages in this development and will therefore require differing levels of support.

We will provide a termly data-driven performance management profile for each tutor delivering on CW&C funded provision and undertake graded observations to inform appraisals, action plans and objective setting.

Guidance On Performance Management And Appraisal For Tutors

Deciding on an approach

There are three essential elements of any good performance management system:

1. Setting objectives - what the employee is expected to achieve
2. Identifying competencies or behaviours - the way in which employees work towards their objectives
3. Personal development - the development employees need in order to achieve objectives

These elements can be integrated into a responsive performance management cycle:



**Step 1: Set Goals**

This is the most important element of any performance management cycle. When setting goals with your tutors you could consider the Growth model:

G	Goal	What needs to be achieved, be very specific and detailed (SMART)
R	Results	What will the results look like, be like and feel like when they have been achieved. How will the results be evaluated and measured.
O	Ownership	Who owns the goal? Who else is involved?
W	Will	What is their will to succeed and achieve this target? What is their motivation and engagement to make this happen?
T	Timed	How long will it take? What are the short, medium and long term timescales and milestones?
H	How	How will they do this? How will plans be developed? How will challenges and problems be overcome?

When setting goals with tutors you may want to consider:

- Achievement, retention, success rates (use ALDAS reports and tutor course reports)
- Areas for improvement in teaching, learning and assessment as identified in the SAR/QUIP and during learning walks and lesson visits, and your own formal observations of professional practice
- Learner feedback
- Organisational priorities. Follow those of CW&C's Skills and Employment team and/or your organisation's own priorities for the year. This could be embedding topics into teaching, learning and assessment such as Equity Diversity & Inclusion, English, maths and ICT, or providing Information, Advice and Guidance (IAG)
- Continuing Professional Development (CPD) e.g. Safeguarding including Prevent training; Equity, Diversity and Inclusion training

Step 2: Develop And Deliver

- Seize opportunities for learning walks and lesson visits and follow up with feedback. Think about how areas for improvement can be turned into goals/objectives for the tutor
- Consider ways to encourage and motivate tutors. Make use of opportunities to recognise a great effort, contribution or result. Try to place more emphasis on positive reinforcement of good work
- Consider training needs. Make sure you let us know as we may be able to help with CPD
- Consider time, resources and tools available to tutors



Step 3: Monitor And Review

Meet with each of your tutors for formal one-to-ones throughout the year to review progress against goals and objectives. You may decide to meet once per term if you set your goals at the start of the academic year; you may then decide to meet in January - so that autumn term delivery can be reviewed - and April - so that spring term delivery can be reviewed.

During formal one-to-ones you may want to address:

- Wellbeing of tutor and how they feel things are going
- Achievement, retention and success rates (from ALDAS reports and tutor course reports)
- Lesson Visits: strengths and areas for improvement
- Feedback from learning walks
- Learner feedback
- CPD/training opportunities

We can provide proforma to help you to structure your one-to-one meeting and record discussions and agreed actions, if needed.

Step 4: Take Action

In many cases this will be an opportunity to recognise great results. Positive reinforcement is really important. Discuss the things that have gone well and consider together why they have gone so well.

In some cases there may be performance issues that need to be addressed. This can feel difficult; however it is important that contract managers realise when there is underperformance and address it as quickly and effectively as possible.

Tips:

- Deal with issues as soon as you can – don't ignore them and hope they will go away
- Don't over-react
- Sometimes you may need to build up evidence – make sure you keep written records
- Don't make excuses for objectives not being met

Finally make sure you communicate your approach to your tutors so that they know what to expect throughout the year. A regular dialogue between line managers and tutors is at the heart of performance management. Managers should discuss work by holding regular informal meetings to establish how the employee is doing in terms of objectives and competencies, areas to work on and any concerns about performance.

We want performance management to be seen as a positive experience. We are all working within a framework that is there to provide the right conditions and tools for everyone to do their jobs to the best of their abilities. This approach maximises both job satisfaction and the experience for our learners to achieve and progress.

For more details on performance management contact Skills and Employment Manager Matthew Smith on Matthew.smith@cheshirewestandchester.gov.uk