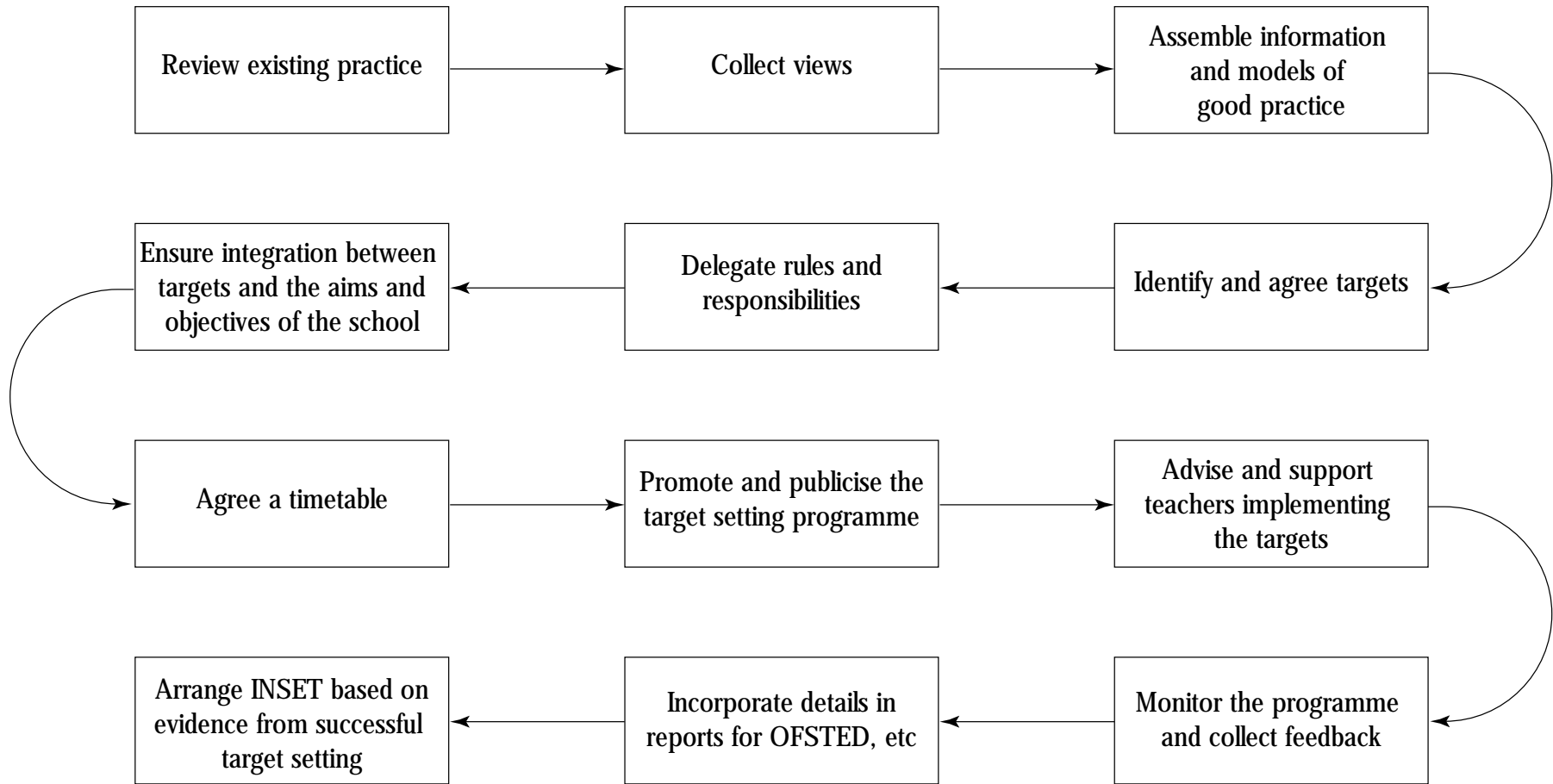


# Management Functions in Target Setting

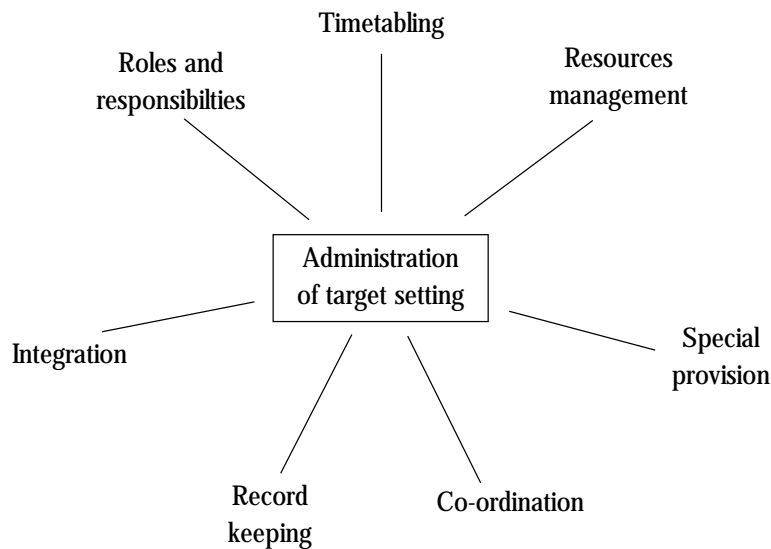


## Action Plan Checklist

	Tick once completed	Date completed
• Consultation and discussion with senior management team/ governors about what target setting involves and how it might be used in the school.	<input type="checkbox"/>	.....
• Reflection and report on existing school practice in relation to target setting.	<input type="checkbox"/>	.....
• Targets chosen.	<input type="checkbox"/>	.....
• Roles and responsibilities defined and allocated.	<input type="checkbox"/>	.....
• Models of good practice reviewed.	<input type="checkbox"/>	.....
• Strategy formulated for good communication between those involved in the target setting project.	<input type="checkbox"/>	.....
• Measures of progression identified.	<input type="checkbox"/>	.....
• Arrangements made for motivating and supporting students.	<input type="checkbox"/>	.....
• Teaching methods and resources chosen.	<input type="checkbox"/>	.....
• Timetabling arrangements finalised.	<input type="checkbox"/>	.....
• Integration with other aspects of the school considered.	<input type="checkbox"/>	.....
• Procedures agreed for monitoring the project and feedback.	<input type="checkbox"/>	.....

## 4 Administration

The main considerations of administration of a target setting programme are summarised in the illustration below and in the text that follows. At the end of the unit there is a set of forms which can be used to plan your own administrative arrangements.



*The main considerations in administering a target setting programme*

- Roles and responsibilities – A useful starting point is to outline the different roles and responsibilities of each member of staff involved in running the programme. Even if this is only one person, it would still be helpful to record the various tasks they have to undertake. Begin by making a list of the main roles. This might include the following:
  - choosing goals
  - selecting teaching methods and strategy
  - record keeping
  - co-ordinating the team responsible for running the programme
  - resources management
  - timetabling arrangements
  - liaison with school management team
  - liaison with parents
  - writing reports on the programme.

Some of these roles might be shared between two or more members of staff; others may be carried out by one person exclusively. Allocate responsibility for each role, making the best use of the experience and skills available within the team. Check that the distribution of the workload seems fair, and that none of the team are overburdened or under-utilised. Ensure that each person is happy with the roles they have been asked to fulfil. Keep a record to show how the workload has been divided (see Form 6 (page 33)).

## *Successful Target Setting*

- **Timetabling** – Agree how many hours of classroom time will be devoted to the programme. Work out a schedule showing how this time will be allocated for each day or week. Provide each member of the teaching team with a copy of the schedule and check that they understand how it is intended to work. Also, agree how much work will be set for the students to complete in their own time, and any arrangements for providing extra tuition outside of normal school hours.
- **Resources management** – Compile a list of the resources that will be required for delivering the programme. Make a special note of any resources that may need to be ordered because they are not currently available within the school. Check with the teaching team that these are suitable resources for the purposes of the programme and, where relevant, confirm the quantity of each resource that will be required. Use Form 7 (pages 34 to 35) to record the appropriate details.
- **Special provision** – Consider whether it may be necessary to make special arrangements for any of the students on the programme. Some may have learning difficulties, for example, which might make it hard for them to keep up with the other students. Extra tuition for the students affected might help solve the problem. Alternatively, any arrangements for differentiation might be fine-tuned to accommodate the different starting points and/or ability levels of students.
- **Co-ordination** – This will be important at a number of levels. Co-ordination between members of the teaching team is particularly important. Regular meetings to review progress and discuss key issues would seem appropriate. But it will also be necessary to liaise with other members of the school over matters such as resource allocation, teaching strategies, curriculum issues, advice and support, record keeping, and preparing reports for OFSTED, etc. It might be helpful to prepare a ‘map’ outlining the various communication functions that need to be satisfied in running the programme.
- **Record keeping** – At least two types of record will need to be kept. One is a record of the programme in general, summarising key details such as aims and objectives, teaching methods and strategies, examples of good practice, feedback from students and teachers, etc. The other is a record of student performance at the individual and group levels. This should be a series of ‘snapshots’ showing the progress the students have made in working to achieve the specific goals. Form 8 (pages 36 to 37) can be used to make a note of your arrangements for record keeping.
- **Integration** – At least one member of the teaching team should be responsible for ensuring that the arrangements for implementing the programme are compatible with school practice and policy in other areas. You might check, for example, that the sanctions and rewards used in the programme meet with the approval of the school management team. Likewise, advice might be sought from departmental heads in relevant subjects that the proposed teaching methods are compatible with wider teaching practice in the school.