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| **EMOTIONAL INTELLIGENCE** | |
| **PERSONAL COMPETENCE**  **HOW OUR LEADERS MANAGE THEMSELVES** | **SOCIAL COMPETENCE**  **HOW OUR LEADERS MANAGE RELATIONSHIPS** |
| **SELF-AWARENESS**   * **Emotional Self-Awareness**: Can read their own emotions and recognises their impact. * **Accurate and Honest Self-Assessment**: Has a clear understanding of their own strengths and limits and works on improving their areas of weakness. * **Self Confidence**: Has a clear sense of self-worth and their own capabilities. | **SOCIAL AWARENESS**   * **Empathy**: Senses the emotions of others showing an understanding of their perspective and taking an active interest in their concerns. * **Organisational Awareness**: Reads situations, understanding groups and staff dynamics. * **Service**: Recognises, understands and meets pupil and parental needs. |
| **SELF MANAGEMENT**   * **Emotional Self-control**: Keeps disruptive emotions and impulses under control and displays positivity to others. * **Transparency**: Displays honesty and integrity and trustworthiness. * **Adaptability**: Has the flexibility to adapt to changing situations and overcome obstacles successfully – learning to be comfortable outside their comfort zone. * **Achievement**: Has the drive to improve performance to meet inner standards of excellence and performance targets. * **Initiative**: Shows a readiness and willingness to seize opportunities. * **Optimism**: Focuses on the positive. | **RELATIONSHIP MANAGEMENT**   * **Inspirational Leadership**: Guides and motivates with a compelling vision. * **Influence**: Wields a range of tactics of persuasion. * **Developing Others**: Bolsters other’s abilities through feedback and guidance. * **Change Catalyst**: Initiates, manages and leads in new directions. * **Conflict Management**: Successfully resolves disagreements. * **Building Bonds**: Cultivates and maintains a network of positive relationships. |

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| **OPERATIONAL EXCELLENCE FOR TEACHERS / MIDDLE LEADERS (SUBJECT LEADER)** | |
| **COMMUNICATION**   * Has a written and verbal style that is clear and has impact. * Delivers thoughts in a straight forward way and maintains listener interest. * Listens and responds effectively and checks understanding. * Has a rigorous but impartial questioning style. * Is effective at chairing meetings. * Ensures good communication between relevant parties. | **CLIENT FOCUS**   * Acts as an ambassador for our school. * Appreciates how our school operates within the wider community and actively seeks opportunities to forge effective partnerships. * Adapts approach so they are able to deal successfully with a range of influential parties and circumstances. * Deals with school professionals, outside agencies, governors and parents with sensitivity and tact. * Ensures confidentiality procedures are followed when sharing information. * Has a clear understanding of parental and pupil needs. |
| **PLANNING**   * Effectively links objectives and actions to our School Plan. * Prioritises and schedules to ensure optimum use of time and resources. * Is sufficiently organised and flexible to switch between several ongoing tasks. * Recognises when plans need to be adapted and acts accordingly. * Seeks input from others in the planning process. * Ensures plans are understood by all involved. | **PEOPLE MANAGEMENT**   * Deals with issues, problems, poor performance and conflict in a prompt manner – not leaving situations to fester or worsen. * Is well received as a team member and as a leader of a team. * Adapts personal style to empathise with a range of people. * Builds and maintains rapport over sustained periods. * Invites a two-way exchange of information and feedback from others. * Demonstrates a management and leadership style that is consistent and congruent with whole school requirements. |
| **ACTION**   * Is able to complete tasks within deadlines and budgets. * Can effectively delegate when necessary. * Makes confident decisions that show clear understanding of our whole school vision and ethos. * Achieves a balance between ‘planning’, ‘delegating’ and ‘doing’. | **CREDIBILITY & INFLUENCE**   * Gains respect by operating in a professional and credible manner. * Engenders co-operation by considering the perspective of others. * Handles disagreements or resistance constructively and fairly * Is confident about one’s own knowledge and ability. |
| **DRIVE & OWNERSHIP**   * Strives to add value to the organisation. * Develops self to improve performance. | **CRITICAL REASONING**   * Thinks strategically, taking a holistic view of the way forward. * Seeks the right information to analyse a situation and draw sound conclusions. |

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| * Remains positive and maintains effort despite setbacks or changes. | * Generates justifiable alternatives to solve a problem or reach an outcome. * Applies knowledge/experience effectively, yet is open to exploring new ideas. |