

**TEACHERS / MIDDLE LEADERSHIP (SUBJECT LEADER) COMPETENCY DEFINITIONS**

<b>EMOTIONAL INTELLIGENCE</b>	
<b>PERSONAL COMPETENCE</b> <b>HOW OUR LEADERS MANAGE THEMSELVES</b>	<b>SOCIAL COMPETENCE</b> <b>HOW ARE LEADERS MANAGE RELATIONSHIPS</b>
<p><b>SELF-AWARENESS</b></p> <ul style="list-style-type: none"> <li>● <b>Emotional Self-Awareness:</b> can read their own emotions and recognises their impact</li> <li>● <b>Accurate and Honest Self-Assessment:</b> Has a clear understanding of their own strengths and limits and works on improving their areas of weakness</li> <li>● <b>Self Confidence:</b> Has a clear sense of self-worth and their own capabilities</li> </ul>	<p><b>SOCIAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>● <b>Empathy:</b> Senses the emotions of others showing an understanding of their perspective and taking an active interest in their concerns</li> <li>● <b>Organisational Awareness:</b> Reads situations, understanding groups and staff dynamics</li> <li>● <b>Service:</b> Recognises, understands and meets pupil and parental needs</li> </ul>
<p><b>SELF MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>● <b>Emotional Self-control:</b> Keeps disruptive emotions and impulses under control and displays positivity to others</li> <li>● <b>Transparency:</b> Displays honesty and integrity and trustworthiness</li> <li>● <b>Adaptability:</b> Has the flexibility to adapt to changing situations and overcome obstacles successfully – learning to be comfortable outside their comfort zone</li> <li>● <b>Achievement:</b> Has the drive to improve performance to meet inner standards of excellence and performance targets</li> <li>● <b>Initiative:</b> Shows a readiness and willingness to seize opportunities</li> <li>● <b>Optimism:</b> Focuses on the positive</li> </ul>	<p><b>RELATIONSHIP MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>● <b>Inspirational Leadership:</b> Guides and motivates with a compelling vision</li> <li>● <b>Influence:</b> Wields a range of tactics of persuasion</li> <li>● <b>Developing Others:</b> Bolsters other’s abilities through feedback and guidance</li> <li>● <b>Change Catalyst:</b> Initiates, manages and leads in new directions</li> <li>● <b>Conflict Management:</b> Successfully resolves disagreements</li> <li>● <b>Building Bonds:</b> Cultivates and maintains a network of positive relationships</li> </ul>

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### OPERATIONAL EXCELLENCE FOR TEACHERS / MIDDLE LEADERS (SUBJECT LEADER)

<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>● Has a written and verbal style that is clear and has impact</li> <li>● Delivers thoughts in a straight forward way and maintains listener interest</li> <li>● Listens and responds effectively and checks understanding</li> <li>● Has a rigorous but impartial questioning style</li> <li>● Is effective at chairing meetings</li> <li>● Ensures good communication between relevant parties</li> </ul>	<p><b>CLIENT FOCUS</b></p> <ul style="list-style-type: none"> <li>● Acts as an ambassador for our school</li> <li>● Appreciates how our school operates within the wider community and actively seeks opportunities to forge effective partnerships</li> <li>● Adapts approach so they are able to deal successfully with a range of influential parties and circumstances</li> <li>● Deals with school professionals, outside agencies, governors and parents with sensitivity and tact</li> <li>● Ensures confidentiality procedures are followed when sharing information</li> <li>● Has a clear understanding of parental and pupil needs</li> </ul>
<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>● Effectively links objectives and actions to our School Plan</li> <li>● Prioritises and schedules to ensure optimum use of time and resources</li> <li>● Is sufficiently organised and flexible to switch between several ongoing tasks</li> <li>● Recognises when plans need to be adapted and acts accordingly</li> <li>● Seeks input from others in the planning process</li> <li>● Ensures plans are understood by all involved</li> </ul>	<p><b>PEOPLE MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>● Deals with issues, problems, poor performance and conflict in a prompt manner – not leaving situations to fester or worsen</li> <li>● Is well received as a team member and as a leader of a team</li> <li>● Adapts personal style to empathise with a range of people</li> <li>● Builds and maintains rapport over sustained periods</li> <li>● Invites a two-way exchange of information and feedback from others</li> <li>● Demonstrates a management style that is consistent and congruent with whole school requirements</li> </ul>
<p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>● Is able to complete tasks within deadlines and budgets</li> <li>● Can effectively delegate when necessary</li> <li>● Makes confident decisions that show clear understanding of our whole school vision and ethos</li> <li>● Achieves a balance between ‘planning’, ‘delegating’ and ‘doing’</li> </ul>	<p><b>CREDIBILITY &amp; INFLUENCE</b></p> <ul style="list-style-type: none"> <li>● Gains respect by operating in a professional and credible manner</li> <li>● Engenders co-operation by considering the perspective of others</li> <li>● Handles disagreements or resistance constructively and fairly</li> <li>● Is Confident about their own knowledge and ability</li> </ul>
<p><b>DRIVE &amp; OWNERSHIP</b></p> <ul style="list-style-type: none"> <li>● Strives to add value to the organisation</li> <li>● Develops self to improve performance</li> </ul>	<p><b>CRITICAL REASONING</b></p> <ul style="list-style-type: none"> <li>● Thinks strategically, taking a holistic view of the way forward</li> <li>● Seeks the right information to analyse a situation and draw sound conclusions</li> </ul>

- 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