



## NPQML competencies tested at final assessment

Competencies	Level 1 indicators:	Level 2 indicators:	Qualification level indicators:
<b>Modelling excellence in leadership of teaching and learning</b>	<ul style="list-style-type: none"> <li>Adapts teaching and learning approaches to suit the needs of students</li> <li>Actively shares new ideas and tries out new approaches to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Provides a model for effective leadership of teaching and learning at team and classroom level</li> <li>Energises and motivates others around new teaching and learning initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Models practice of the most effective relationships with learners</li> <li>Openly and consistently illustrates that continual improvement of children's learning is core role as a school leader</li> <li>Provides a model for effective leadership at school, team and classroom level</li> <li>Provides others with the clarity they need to feel empowered and accountable in their role</li> </ul>
<b>Learning focus</b>	<ul style="list-style-type: none"> <li>Applies theory and knowledge of learning to improve outcomes for children</li> <li>Is committed to learning and achieving excellence</li> </ul>	<ul style="list-style-type: none"> <li>Sets specific teaching and learning objectives for self and the team</li> <li>Has a secure understanding of the concepts underpinning learning and uses these to enhance the experience of all learners</li> </ul>	<ul style="list-style-type: none"> <li>Takes on and leads challenging initiatives within the school to improve teaching practice and learning</li> <li>Works to ensure that all learners (pupils and adults) are actively engaged in collaborative learning.</li> <li>Stimulates debate on teaching practice, encouraging others to explore new approaches to teaching and learning</li> <li>Secures and embeds the moral purpose and culture of the learning-centred school</li> </ul>
<b>Inspiring others</b>	<ul style="list-style-type: none"> <li>Leads by example</li> <li>Explains the reasons for a decision</li> </ul>	<ul style="list-style-type: none"> <li>Unites others around a common goal or objective</li> <li>Generates energy and enthusiasm when working with others</li> </ul>	<ul style="list-style-type: none"> <li>Provides direction and communicates clear priorities to others</li> <li>Gets specific- breaks down broad vision of the future into concrete plans and actions</li> <li>Tailors broader vision to</li> </ul>



			<p>appeal to individual needs and responsibilities</p> <ul style="list-style-type: none"> <li>• Comes across with confidence and credibility; sees self as a leader</li> </ul>
<b>Self Awareness</b>	<ul style="list-style-type: none"> <li>• Is aware of own feelings</li> <li>• Takes time to evaluate own thoughts and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies situations that arouse strong emotions for them</li> <li>• Recognises own strengths and development areas</li> </ul>	<ul style="list-style-type: none"> <li>• Understands why situations arouse strong emotions for them and manages this appropriately</li> <li>• Reflects on underlying reasons for feelings and behaviour</li> <li>• Strikes a balance between confidence in their own ability and modesty</li> <li>• Makes decisions based on understanding of own strengths and limitations</li> </ul>
<b>Relating to others</b>	<ul style="list-style-type: none"> <li>• Treats others with care and respect</li> <li>• Builds and maintains rapport with students and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Takes time to form relationships with students and colleagues</li> <li>• Actively listens to others to understand different perspectives, constraints and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Builds positive relationships with others across diverse backgrounds</li> <li>• Understands more than is said: understands poorly expressed thoughts, concerns and emotions</li> <li>• Demonstrates understanding of others and acts accordingly</li> <li>• Picks up on strengths and weaknesses based on deeper understanding of the individual</li> </ul>
<b>Developing others</b>	<ul style="list-style-type: none"> <li>• Looks for the chance to help others to grow</li> <li>• Takes time to understand the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Provides practical support to help others to accomplish tasks</li> <li>• Delegates work activities with the development of the individual in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a strong understanding of individuals' strengths and development needs</li> <li>• Gives clear and balanced feedback to encourage ongoing development</li> <li>• Provides specific advice or suggestions for performance improvement</li> <li>• Creates opportunities to develop others</li> </ul>



<b>Holding others to account</b>	<ul style="list-style-type: none"><li>• Tells people what they need to do</li><li>• Clearly communicates what is expected of others</li></ul>	<ul style="list-style-type: none"><li>• Clarifies expectations as well as standards required, checks with individuals to ensure they understand</li><li>• Delegates tasks or objectives based on who is best placed to deliver them</li></ul>	<ul style="list-style-type: none"><li>• Introduces new, different or higher standards of performance</li><li>• Holds others to account for performance</li><li>• Clearly spells out the consequences of non-compliance</li><li>• Regularly monitors progress of others against objectives</li></ul>
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