



Leadership Development Diagnostic Tool

This diagnostic will enable you to get feedback on your strengths and areas for development across nineteen key leadership competencies. The feedback will be from you. You may wish to seek feedback from a trusted colleague, making this a more rounded view of your performance. (In a full 360 degree appraisal, feedback would be sought anonymously from several nominated raters.)

These competencies are grouped into three clusters and each competency has four levels. The diagnostic will help identify what level you are working at for each of nineteen competencies and also get an idea of how your view of your leadership behaviours differs from the opinion of your trusted colleague. We suggest you discuss the outcomes of the diagnostic with an in-school coach or mentor if you have one.

Considering your feedback

Each competency has a general description as well as more detailed information for each of the four levels. As you progress through the diagnostic, you will be asked to consider the information given for each competency and level and select the level you feel that you are at. When your raters complete their element of your diagnostic they will be asked to consider the same information.

You (and your rater) will need to decide to what extent each competency is a strength or an area for development for you. The default level for leaders who are solid performers is level three across all competencies but it is expected that you will have a range of levels across the different competencies.

Summary Report: Once you have completed your self-assessment and your trusted colleague has completed the diagnostic, create your own summary report by transferring your scores to the summary sheet. Keep a copy of this report to hand as you progress through the programme as it will help to provide evidence for your assessment submission.

Strategic Leadership - Self awareness

Someone who is strong on self-awareness is aware of their personal strengths and areas for future growth and understands how own behaviour impacts on others. This involves being aware of your own emotional triggers and identifying ways to manage these more effectively. Takes ownership for what one can do and sharing out responsibilities when others are better placed to accomplish particular tasks or objectives.

Why it matters

Our school leaders need to understand their own strengths and weaknesses as well as how they impact others, so that they are more adept at making good decisions and behaving appropriately.

Key question: Do you understand yourself? Is this self-awareness used to make for better interactions with others?

Level 1: Indicates the competency is being applied at a level which requires development

- Is aware of own feelings
- Takes time to evaluate own thoughts and behaviour

Level 2: Indicates the competency is being applied at an emergent level

- Identifies situations that arouse strong emotions in themselves
- Expresses own thoughts and emotions appropriately
- Recognises their own strengths and development areas

Level 3: Indicates the competency is being applied at an effective level

- Understands why situations arouse strong emotions in themselves and manages this appropriately
- Strikes a balance between confidence in their own ability and modesty
- Makes decisions based on understanding of own strengths and limitations

Level 4: Indicates the competency is being applied at a level which is a strength

- Reflects on underlying reasons for feelings and behaviour
- Actively seeks feedback to become more self-aware
- Continuously seeks to understand themselves and how they impact others

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Strategic Leadership - Drive for Success

Someone who is strong on personal drive sets their own targets and achieves the highest standards within their role. Self-motivated, energetic and willing to take on new challenges to improve own levels of performance, they make decisions having assessed what will be in the best interest for students and the school. They seek out opportunities and new challenges showing a desire to improve.

Why it matters

Our school leaders need to be motivated to reach the highest standards possible, to deliver tough objectives and take on challenges even when the outcome is not clear in order to achieve high performance throughout the school.

Key question: Do you demonstrate a real desire to take on challenges and to achieve excellence within your role?

Level 1: Indicates the competency is being applied at a level which requires development

- Wants to do the job well and is positive about good performance
- Is intent on improving performance
- Expresses a desire to do better

Level 2: Indicates the competency is being applied at an emergent level

- Strives to meet and improve on personal performance objectives
- Keeps track of and measures outcomes against personal standards not imposed by others
- Looks for ways to improve ways of working in immediate environment

Level 3: Indicates the competency is being applied at an effective level

- Sets and works to meet challenging goals
- Builds on existing techniques to enhance own and others' effectiveness
- Consistently challenges own performance with a view to improving

Level 4: Indicates the competency is being applied at a level which is a strength

- Takes calculated risks and seeks out new ways of taking the departments/school to greater heights
- Dedicates personal effort and resources to achieve challenging educational objectives
- Makes significant improvements in measures of school performance

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Strategic Leadership - Integrity

Someone who is strong on integrity is honest, transparent and principled when interacting with others. This involves standing up for personal and organisational values even in difficult situations. Individuals demonstrating this characteristic are able to gain the respect of others by acting in line with their own values, as well as making decisions or choices with the best interests of education and pupils in mind.

Why it matters

Our school leaders need to be honest and transparent in their interactions with students and colleagues to gain their trust and respect. They need to 'walk the talk' and remain committed to personal and school values even in the most trying of circumstances.

Key question: Do you behave in a manner that is in line with your and the school's values, even in trying situations?

Level 1: Indicates the competency is being applied at a level which requires development

- Acts consistently in line with own values and principles
- Treats others with respect; acts with dignity
- keeps promises and is honest with others

Level 2: Indicates the competency is being applied at an emergent level

- Brings up ethical concerns
- Appropriately expresses own thoughts and opinions when faced with a situation or issue
- Shares information, insights, or comments when it would be easier to refrain from being open about the situation

Level 3: Indicates the competency is being applied at an effective level

- Acts on values even when it is not easy to do so
- Openly admits own mistakes/communicates lessons learned
- Speaks out about unethical or unprincipled practices with the best interests of students/the school in mind

Level 4: Indicates the competency is being applied at a level which is a strength

- Aligns own values with the those of the school and education sector
- Appropriately challenges senior colleagues to act in accordance with their own and the school's values
- Makes tough decisions in the best interest of the school

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Strategic Leadership - Resilience and Emotional Maturity

Someone who is strong on resilience and emotional maturity demonstrates a level of emotional maturity that enables them to remain tenacious and focused when faced by increasingly challenging circumstances. They are able to respond appropriately, manage uncertainty and bounce back even in the most trying of situations.

Why it matters

Our school leaders work in a challenging and pressurised environment. They need to be resolute in the face of adversity, learn from mistakes and stay determined and motivated to recover from setbacks.

Key question: Are you able to remain resilient and calm under pressure? How effectively do you cope with mistakes and setbacks?

Level 1: Indicates the competency is being applied at a level which requires development

- Manages own emotions well
- Recognises the importance of learning from setbacks
- Avoids impulsive decisions when under pressure

Level 2: Indicates the competency is being applied at an emergent level

- Behaves calmly and professionally when under pressure
- Learns and bounces back from adversity
- Listens to negative feedback and reacts appropriately

Level 3: Indicates the competency is being applied at an effective level

- Stays optimistic in the face of setbacks
- Makes attempts to understand and adjust future approach, learning from the experience
- Seeks out and acts on constructive criticism, learning from it to improve performance

Level 4: Indicates the competency is being applied at a level which is a strength

- Comes back stronger after personal criticism, setbacks or failure
- Epitomises optimism and confidence in the face of challenging situations
- Remains motivated and determined despite being faced with on-going uncertainty

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Strategic Leadership - Conceptual Thinking

Someone who is strong on conceptual thinking has the ability to spot patterns between potentially unrelated concepts, drawing on past experience to understand a situation. At higher levels, this involves simplifying complex issues, being highly innovative, taking a broader view and bringing in additional information.

Why it matters

Our school leaders are required to use their previous work and life experiences to make sense of everyday issues, as well as come up with insightful ways of addressing educational challenges.

Key question: Do you use and apply your own life experience in order to make sense of underlying issues and come up with innovative ways of solving problems?

Level 1: Indicates the competency is being applied at a level which requires development

- Sees patterns based on their own life experience
- Employs basic reasoning or judgement to identify trends or patterns between issues
- Applies simple rules, common sense, and past experiences to identify problems

Level 2: Indicates the competency is being applied at an emergent level

- Spots similar patterns, trends or inconsistencies
- Draws on prior experience to make sense of similar situations or issues
- Applies learned concepts within their everyday work

Level 3: Indicates the competency is being applied at an effective level

- Simplifies complex ideas so that others can understand them more easily
- Assembles ideas and issues into a useful and clear explanation
- Thinks broadly on a topic in order to make sense of complex issues

Level 4: Indicates the competency is being applied at a level which is a strength

- Draws on a variety of perspectives to create truly unique education-based practices
- Develops innovative ways of doing things that are not apparent to others
- Thinks about issues that are beyond the scope of the job

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Strategic Leadership- Future Focus

Someone who is strong on future focus recognises issues and opportunities and takes action to resolve these. Leaders need to look ahead to identify and resolve potential issues and capitalise on opportunities as well as manage day to day problems.

Why it matters

It is important that our school leaders are able to address immediate issues quickly and take action over the long term to ensure that disruption from change is minimised and that the school offers the best possible experience for staff and students.

Key question: Do you wait for guidance or for others to act or do you take the initiative to resolve issues and look ahead to make the most of opportunities?

Level 1: Indicates the competency is being applied at a level which requires development

- Reacts quickly to resolve immediate issues
- Takes decisive action in order to make the most of an opportunity
- Deals with short-term issues, when others may hope the situation will resolve itself

Level 2: Indicates the competency is being applied at an emergent level

- Is opportunistic and acts on own initiative as and when the chance arises in order to add value to the school
- Anticipates problems or opportunities and takes action, typically within a school term

Level 3: Indicates the competency is being applied at an effective level

- Anticipates and takes action to prevent problems arising within the academic year
- Proactively looks for and acts on medium-term opportunities that will benefit colleagues, students and the school
- Finds the balance between firefighting and implementing longer-term initiatives that benefit the school

Level 4: Indicates the competency is being applied at a level which is a strength

- Assesses the wider context and creates opportunities that will enhance the school in the long-term
- Effectively judges when going through short-term disruption will be of future benefit to the school
- Understands the potential impact of the changing political landscape and takes action to maximise opportunities and minimise disruption over the long term

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Strategic Leadership - Impact and Influence

Someone who is strong on impact and influence has a positive impact on students, colleagues and the wider community through persuading, convincing and bringing others round to their perspective. They understand others' perspectives and priorities and tailor their communication to suit their audience.

Why it matters

Our school leaders must be able to influence students, colleagues and the community in an appropriate and considered manner. To do this, they must understand the needs of others and adapt their approach to create the desired impact.

Key question: Are you able to influence others effectively and appropriately through using a range of strategies as well as gauging the impact you have on other people?

Level 1: Indicates the competency is being applied at a level which requires development

- Takes single action to persuade
- Uses direct persuasion when interacting with others
- Appeals to reason and others self interest
- Holds the attention of an audience when presenting or leading a discussion

Level 2: Indicates the competency is being applied at an emergent level

- Carefully prepares data to use in persuading others
- Uses at least two different points or arguments in an attempt to influence others
- Takes multiple action to persuade and gain support

Level 3: Indicates the competency is being applied at an effective level

- Calculates impact of action or words and tailors approach accordingly
- Considers audience and adapts approach to best suit them
- Listens to others and adapts approach to best suit them

Level 4: Indicates the competency is being applied at a level which is a strength

- Uses indirect influence and gains support from key people
- Understands the need to, and uses others to influence third parties
- Builds behind the scenes support for complex ideas

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Educational Excellence - Delivering Continuous Improvement

Someone who is strong on delivering continuous improvement secures and maintains positive improvement through articulating a clear vision, setting high expectations and leading a cycle of research, planning, monitoring, analysis and change. They use data confidently and effectively to identify priorities and secure improved standards, in order to close any achievement gaps and to drive forward sustained improvement in performance. They demonstrate the ability to combine operational action with strategic planning, securing short term improvements whilst building sustainable change. They review progress regularly and effectively to inform future priorities and are prepared to change plans, if necessary, in order to secure more rapid improvement. They reflect on and review progress regularly.

Why it matters

Leadership to deliver continuous, sustained improvement is stronger and more effective when it is linked to clear strategic and operational planning informed by effective monitoring, evaluation and analysis of pupils' progress and performance data as well as teaching, learning and curriculum practices that impact on outcomes.

Key question: Do you achieve long-term, sustainable change by translating a clear strategic vision into reality through effective operational analysis, planning and implementation?

Level 1: Indicates the competency is being applied at a level which requires development

- Use data and monitoring to inform changes to teaching practice
- Use evidence to set clear targets and make realistic plans for improvement
- Work with colleagues to push improvements forward

Level 2: Indicates the competency is being applied at an emergent level

- Embed a variety of means of analysing and assessing teaching performance into day to day ways of working
- Convert proposed improvements into effective plans
- Establish consistent expectations and set specific teaching and learning objectives

Level 3: Indicates the competency is being applied at an effective level

- Articulate clear expectations for improvement
- Draw together policy, innovation, information and research to deliver sustained improvement
- Apply highly developed strategies across the school to achieve measurable gains in performance
- Identify effective means to share information within and beyond school to achieve improvement in standards

Level 4: Indicates the competency is being applied at a level which is a strength

- Inspire others to achieving the highest possible standards
- Establish well-defined strategic priorities for improvement, linked to a clear and compelling vision
- Regularly review progress against strategic priorities, remove barriers and adapt plans to secure ongoing improvement
- Cultivate productive networks, collaborations and relationships within and beyond the school to maximise improvement

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Educational Excellence - Modelling Excellence in Leadership of Teaching and Learning

Someone who is strong on modelling excellence in the leadership of teaching and learning consistently demonstrates and communicates their vision, passion and commitment to high quality teaching and its impact on learning. They lead by example, have high levels of professional credibility and demonstrate total commitment to high quality teaching through their own leadership behaviours, including way they interact with teachers and pupils and their focus on classroom practice.

Why it matters

In leadership practice modelling is concerned with the power of example and it is clear that the example set by leaders strongly influences pupils and colleagues alike. Modelling is key in setting and maintaining a culture committed to high quality teaching and in reinforcing vision, values and agreed monitoring / improvement strategies. Greater freedom and autonomy means school leaders need to be skilled at designing a curriculum, appropriate to the local context, to meet the needs of children and young people.

Key question: Do you demonstrate total commitment to excellence in teaching, and model this in all your interactions with teachers, pupils and other stakeholders?

Level 1: Indicates the competency is being applied at a level which requires development

- Adapt teaching and learning approaches to suit the needs of students
- Actively share new ideas and try out new approaches to teaching and learning
- Demonstrate appropriate behaviour in times of difficulty and challenge

Level 2: Indicates the competency is being applied at an emergent level

- Actively model, through practice and enthusiasm, excellence in learning across the school
- Provide a model for effective leadership of teaching and learning at team and classroom level
- Energise and motivate others around new teaching and learning initiatives
- Coach staff to engage with best practice

Level 3: Indicates the competency is being applied at an effective level

- Model practice of the most effective relationships with learners
- Openly and consistently illustrate that continual improvement of children's learning is your core role as a school leader
- Provide a model for effective leadership at school, team and classroom level
- Provide others with the clarity they need to feel empowered and accountable in their role

Level 4: Indicates the competency is being applied at a level which is a strength

- Constantly express what you stand for and what you want to achieve in relation to teaching and learning
- Model openness to new experience and ongoing learning
- Demonstrate a passion for high quality teaching in all you say and do
- Set a clear example by modelling the vision and values of the school in your leadership approach

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Educational Excellence - Learning Focus

Someone who is strong on learning focus keeps learning and pedagogy at the core of the whole school curriculum and at the heart of their leadership practice. Their strong knowledge and understanding of learning theories (both adult and children) and pedagogies allows them to use their leadership to influence and improve effective teaching and learning. They encourage a culture of dialogue- formal and informal- about pedagogy, learning, curriculum design and development (assessment).

Why it matters

Leaders need have the knowledge, skills and experience in the leadership of learning and teaching in order to develop school wide capacity and commitment. They must have clear sense of the changes in culture, skills and practice that are needed to achieve best practice and to ensure high quality teaching and learning consistently across the school.

Key question: Do you have a strong understanding of learning theories and pedagogy, and encourage others to develop their own knowledge and skills through open discussion of teaching practice?

Level 1: Indicates the competency is being applied at a level which requires development
-Apply theory and knowledge of learning to improve outcomes for children
-Understand how children learn and recognise and overcome barriers to their learning
-Are committed to learning and achieving excellence

Level 2: Indicates the competency is being applied at an emergent level
-Place children at the heart of the learning experience and create a positive, collaborative learning environment
-Articulate new teaching and learning approaches in a simple and meaningful way to your team
-Set specific teaching and learning objectives for yourself and your team
-Have a secure understanding of the concepts underpinning learning and use these to enhance the experience of all learners

Level 3: Indicates the competency is being applied at an effective level
-Take on and lead challenging initiatives within your school to improve teaching practice and learning
-Work to ensure that all learners (pupils and adults) are actively engaged in collaborative learning
-Stimulate debate on teaching practice, encouraging others to explore new approaches to teaching and learning
-Secure and embed the moral purpose and culture of the learning-centered school

Level 4: Indicates the competency is being applied at a level which is a strength
-Develop culture, skills and practice within the school to ensure consistently high quality teaching and learning is achieved across the curriculum
-Maintain a strong focus on learning and pedagogy during times of change
-Encourage and promote others to show leadership and take risks, exploring and adopting innovative teaching practice
-Ensure a continued and vibrant dialogue within and beyond school informs teaching practice and school culture.

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Educational Excellence - Serving Others

Someone who is strong on serving others is guided by a deep concern to have a positive and lasting impact on the school community. This entails working proactively with colleagues, external partners, students and families to understand their needs and shape the leadership of schools and the education sector accordingly.

Why it matters

Leaders must have the desire and passion to want to help others better themselves and those around them. It is critical that they be committed to improving the life chances of all students.

Key question: Do you demonstrate the commitment to serve the needs of all those that engage with the school, primarily students and parents?

Level 1: Indicates the competency is being applied at a level which requires development

- Follows up promptly with requests and enquiries from parents and external agencies
- Keeps students, parents and other parties updated with relevant information
- Is polite, helpful and attentive at all times

Level 2: Indicates the competency is being applied at an emergent level

- Maintains clear communication with parents and external parties regarding expectations
- Monitors the needs and expectations of students where appropriate
- Builds rapport with others including colleagues, students, parents and external agencies in order to better understand and meet their needs

Level 3: Indicates the competency is being applied at an effective level

- Takes personal responsibility for the experience encountered within the school
- Makes self fully available to students, parents and external parties to help support and manage their needs
- Takes decisions based on what will best meet the needs of students, colleagues, parents and the community
- Commits to improving the school experience for all and goes beyond what is expected

Level 4: Indicates the competency is being applied at a level which is a strength

- Shows a deep understanding of the issues students and parents face both in and outside school and takes action to address these
- Links school activities with the wider community, serving a broader range of people

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Educational Excellence - Organisational or Community Awareness

Someone who is strong on organisational or community awareness has the ability to learn and understand the power relationships in their own organisation, other organisations and the wider community. This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events or situations will affect individuals and groups within the community.

Why it matters

Leaders are increasingly working with other people within and beyond their own school. It is critical therefore that they understand the spoken and unspoken organisational factors which impact the decisions and actions people take.

Key question: Are you able to understand the formal and informal structure as well as underlying factors which influence decision making and behaviour within the school community?

Level 1: Indicates the competency is being applied at a *level* which requires development

- Recognises and uses the key decision makers within a school environment
- Understands and uses the informal networks within own school to drive through actions
- Has an awareness of the roles and accountabilities of others working in different departments or areas

Level 2: Indicates the competency is being applied at an emergent *level*

- Understands the climate and culture within a department, school or multi-agency team
- Recognises what is and isn't possible in a particular educational environment and adjusts approach accordingly

Level 3: Indicates the competency is being applied at an effective level

- Identifies and engages with the influential people in the local education community
- Understands and uses the unspoken political relationships and power bases within the school community in order to influence effectively

Level 4: Indicates the competency is being applied at a *level* which is a strength

- Demonstrates a deep understanding of cultural and political influences that shape Children's Services
- Recognises and takes action to address ongoing historical issues within the school and wider community

Rate Yourself:

What score would you *give* yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Educational Excellence - Partnership Working

Someone who is strong on partnership working is able to work with a range of people in schools and the wider community to build a culture of cooperation and achievement through team working. This is about being open to different perspectives and viewpoints as well as sharing expertise, achieving common objectives and contributing to developments within the education sector.

Why it matters

Our leaders need to collaborate with others in a powerful and effective way to share expertise, achieve common goals and strengthen a broad range of relationships within Children's Services.

Key question: Are you able to collaborate internally and across agencies to build a common vision and purpose for the benefit of the school and the wider community?

Level 1: Indicates the competency is being applied at a level which requires development

- Works well with others and supports team decisions
- Expresses positive attitudes and expectations of team members
- Shares all relevant or useful information with others

Level 2: Indicates the competency is being applied at an emergent level

- Encourages co-operation and collaboration between colleagues and the wider community
- Seeks out and values others' input and expertise to deepen understanding and tackle issues
- Shows a willingness to learn from others both within and outside of the education sector

Level 3: Indicates the competency is being applied at an effective level

- Creates purpose, clarity and focus on shared goals and ways of working
- Seeks out opportunities to work with different groups and acts as a catalyst to energise and empower others to work collaboratively
- Publically recognises the contribution of group members

Level 4: Indicates the competency is being applied at a level which is a strength

- Works to build a shared vision and sense of belonging with diverse groups to tackle complex issues
- Takes the lead in diffusing conflict and ensuring a beneficial resolution
- Promotes inter-group harmony regardless of personal likes/dislikes

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Educational Excellence - Inspiring Others

Someone who is strong on inspiring others leads by motivating and energising students, colleagues and other educational staff, uniting them around shared goals or objectives. They also bring their communities together through articulating a compelling vision.

Why it matters

It is fundamental that our school leaders can inspire students and colleagues in order to create an energising learning environment for all. This is also important in order for the individual to build confidence in themselves as a leader.

Key question: Do you possess the ability to generate excitement and energy in others and provide direction and clarity of vision when leading?

Level 1: Indicates the competency is being applied at a level which requires development

- Leads by example
- Demonstrates to others what is possible
- Explains the reasons for a decision

Level 2: Indicates the competency is being applied at an emergent level

- Makes work exciting for others
- Unites others around a common goal or objective
- Generates energy and enthusiasm when working with others
- Comes across with confidence and credibility; sees self as a leader

Level 3: Indicates the competency is being applied at an effective level

- Provides direction and communicates clear priorities to others
- Is specific, breaks down broad vision of the future into concrete plans and actions
- Tailors broader vision to appeal to individual needs and responsibilities

Level 4: Indicates the competency is being applied at a level which is a strength

- Articulates a compelling vision
- Gains commitment from others in long term plans for the school
- Inspires others and leads on community wide educational issues

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Operational Management- Information Seeking

Someone who is strong on information seeking systematically scans the environment, seeking and networking for information. This involves paying attention to what is happening in school but also within the wider community. Leaders need to be curious about the community in which they are working and go beyond routine questioning to gather information from a wide range of sources that will improve their ability to lead effectively and further their understanding of the education sector.

Why it matters

By keeping abreast of developments in the broader school context and the education sector, locally, nationally and globally, leaders are best positioned to understand the needs of their community and shape the future of the school.

Key question: Do you possess the curiosity and desire to find out more about the issues that impact your school and the broader education sector?

Level 1: Indicates the competency is being applied at a level which requires development

- Personally investigates situations
- Finds those closest to a problem and questions them
- Uses easily available information to help inform decisions
- Seeks to understand immediate issues presented to them

Level 2: Indicates the competency is being applied at an emergent level

- Asks probing questions to get to the root of a situation, problem or opportunity
- Speaks to people not directly involved to get a broader perspective
- Digs deeper and doesn't stop at first answer if this isn't sufficient
- Stays in touch with headline developments in the education sector

Level 3: Indicates the competency is being applied at an effective level

- Obtains data or feedback about a situation to help develop deeper understanding
- Uses broad range of sources to investigate a complex issue
- Regularly meets with external contacts to discuss issues and collect information
- Collects and organises information from different sources to help solve issues

Level 4: Indicates the competency is being applied at a level which is a strength

- Sets up systematic approach to gathering a wide range of perspectives on relevant topics
- Sets up others to find out information for them
- Reviews and analyses a broad range of information to identify trends in relevant sectors and inform long-term planning

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Operational Management - Analytical Thinking

Someone who is strong on analytical thinking comfortably analyses complex data and understands the connections that exist between issues through breaking down problems into their component parts. This competency also involves organising parts of a problem in a systematic way, prioritising issues moving forward, as well as establishing casual relationships between issues that may or may not be obviously related.

Why it matters

It is important that our school leaders can break down problems into manageable parts and link the related issues. This will help them to understand the implications of situations and employ sound judgement in their decision-making.

Key question: Do you possess the ability to prioritise activities, establish causal relationships and understand the implications of events or issues?

Level 1: Indicates the competency is being applied at a level which requires development

- Seeks to understand everyday problems and issues
- Breaks down problems into chunks or basic parts
- Makes a list of items without prioritising

Level 2: Indicates the competency is being applied at an emergent level

- Identifies basic cause and effect relationships between issues/situations (e.g. if....then)
- Unravels situations further by breaking them down in terms of pros and cons
- Sorts out tasks in order of importance

Level 3: Indicates the competency is being applied at an effective level

- Makes multiple links between issues; establishes chains of events (e.g. A leads to B leads to C)
- Analyses relationships between several aspects of a problem (e.g. that may or may not be obviously related)
- Anticipates possible obstacles and thinks ahead regarding the implications of particular issues

Level 4: Indicates the competency is being applied at a level which is a strength

- Creates complex plans and analyses to overcome challenging problems
- Peels back the layers of a problem to understand its issues in greater depth
- Uses a range of analytical methods to identify and weigh up the merits of different solutions

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Operational Management - Relating to Others

Someone who is strong on relating to others builds relationships through being able to pick up on and understand the thoughts, emotions and feelings of students, colleagues, parents and stakeholders, identifying reasons for why others behave the way they do.

Why it matters

Our school leaders need to understand others to enable them to develop lasting relationships and work together more effectively within an educational context.

Key question: Do you take the time to get to know and understand others in order to build relationships with a broad range of people?

Level 1: Indicates the competency is being applied at a level which requires development

- Recognises emotions in others
- Reads body language, facial expressions and tone of voice and responds appropriately
- Treats others with care and respect
- Builds and maintains rapport with students and colleagues

Level 2: Indicates the competency is being applied at an emergent level

- Understands poorly expressed thoughts, concerns and emotions
- Infers meaning beyond what is being said
- Takes time to form relationships with students and colleagues
- Actively listens to others to understand different perspectives, constraints and concerns

Level 3: Indicates the competency is being applied at an effective level

- Builds positive relationships with others across diverse backgrounds
- Demonstrates understanding of others and acts accordingly
- Picks up on strengths and weaknesses based on deeper understanding of the individual

Level 4: Indicates the competency is being applied at a level which is a strength

- Shows an in depth understanding of ongoing reasons for behaviour or emotion in others
- Seeks to build extended networks in the education community that will help him or her grow
- Has a deep understanding of others' specific strengths, development needs and motivation

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Operational Management - Holding Others to Account

Someone who is strong on holding others to account clarifies expectations, set high standards for others and ensuring that goals or objectives are achieved. This involves holding others to account for performing in line with expectations. Part of this will also involve using one's own position or authority to get others to do what is asked of them, and at times, this will involve making tough or unpopular decisions. However, these choices or actions will always be instigated with the best interests of students and schools in mind.

Why it matters

Our school leaders need to spell out what needs to be done, who needs to do it, by when and what the outcome should look like. They need to keep an eye on progress and ensure educational standards do not drop. This is critical in order for schools and the sector to continually deliver against what is expected.

Key question: Are you able to set clear expectations and hold others to account for making it happen?

Level 1: Indicates the competency is being applied at a level which requires development

- Tells people what they need to do
- Delegates tasks or activities appropriately
- Clearly communicates what is expected of others

Level 2: Indicates the competency is being applied at an emergent level

- Clarifies expectations as well as standards required
- Allocates tasks or objectives based on who is best placed to deliver them
- Checks in with individuals to ensure they understand what is expected of them

Level 3: Indicates the competency is being applied at an effective level

- Introduces new, different or higher standards of performance
- Clearly spells out the consequences of non-compliance
- Regularly monitors progress of others against objectives

Level 4: Indicates the competency is being applied at a level which is a strength

- Consistently demands high performance and holds others to account for performance
- Challenges and confronts underperformance
- Intervenes swiftly and enforces consequences when performance levels drop

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Operational Management - Developing Others

Someone who is strong on developing others develops and empowers colleagues so that they experience real, significant personal growth. Proactively looks for ways to develop others even when they are not required to do so. This involves continually seeking out opportunities to develop colleagues through activities such as mentoring, supporting, championing and guiding, in order to bring out the very best in them.

Why it matters

Our school leaders need to demonstrate a genuine commitment to developing others. They need to support and empower others to reach their full potential.

Key question: Are you passionate about developing others? Are others more capable and do they feel empowered as a result of your actions?

Level 1: Indicates the competency is being applied at a level which requires development

- Openly expresses faith or belief in the abilities of others
- Looks for the chance to help others to grow
- Shows intent to help others
- Takes time to understand the needs of others

Level 2: Indicates the competency is being applied at an emergent level

- Provides practical support to help others to accomplish tasks
- Gives reasons and rationale to help others learn from their mistakes
- Delegates work activities with the development of the individual in mind

Level 3: Indicates the competency is being applied at an effective level

- Demonstrates a strong understanding of individuals' strengths and development needs
- Gives clear and balanced feedback to encourage ongoing development
- Provides specific advice or suggestions for performance improvement

Level 4: Indicates the competency is being applied at a level which is a strength

- Regularly provides in-depth mentoring or coaching, both formally and informally
- Creates opportunities for the long-term development of others
- Helps others to think through their development priorities and creates a clear plan for addressing these needs

Rate Yourself:

What score would you give yourself for this area of competency and why?

If you have discussed this with a trusted colleague what is their response and what are the reasons they gave for this?

Summary Report

Your strengths Highest scoring competencies

	Competency	Average	Self	Colleague
1				
2				
3				
4				
5				

Areas for development Lowest scoring competencies

	Competency	Average	Self	Colleague
1				
2				
3				
4				
5				