# Characteristics / Competencies

| Title | Definition | Level 1 | Level 2 | Level 3 | Level 4 |
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| Analytical Thinking | The ability to think logically, break things down and recognise cause and effect. | Breaks down problems | Recognises cause and effect | Analyses variables | Undertakes analysis of very complex problems |
| Challenge & Support | A commitment to do everything possible for each pupil and to enable all pupils to be successful. | Cares for the pupil | Expresses positive expectations | Strives for the best possible provision | Challenges others in the pupils best interests |
| Community Engagement | Engaging with the aspirations and needs of groups in varied circumstances, understanding their position while persuasively communicating their position their vision for the school. | Sensitive to individuals aspirations and responses | Sensitive to group needs and dynamics | Communicates and connects own vision to that of others | Reconciles diverse and conflicting agendas |
| Conceptual Thinking | The ability to see patterns and links, even where there is a lot of detail. | Uses common sense | Sees patterns | Uses concepts | Makes the complex simple |
| Confidence | The belief in ones ability to be effective and to take on challenges. | Shows confidence | Actively contributes | Expresses a professional view | Rises to challenges |
| Creating Trust | Being consistent and fair, keeping ones word. | Acts reliably | Acts fairly and consistently | Lives up to what he / she professes to believe | Lives up to his or her professed beliefs even when it is difficult to do so. |
| Developing Potential | Works to develop the long term capabilities and potential of others | Shows how | Provides tangible support | Gives feedback and encouragement | Creates development opportunities. |
| Drive for Improvement | Relentless energy for setting and meeting challenging targets, for pupils and the school. | Wants to do a good job | Sets down standards | Creates improvements | Sets and tackles challenging targets |
| Enduring Resilience | Able to sustain energy, optimise and motivation in the face of pressure and setbacks | Generally optimistic about events | Confident in own agency and ability | Aware of own needs and triggers | Actively manages emotions and energy. |
| Flexibility | The ability and willingness to adapt to the needs of a situation and change tactics | Keeps an open mind | Adapts procedures | Changes tack | |
| Holding People Accountable | The drive and ability to set clear expectations and parameters to hold others accountable for performance. | Makes expectations clear | Sets boundaries | Demands performance | Confronts poor performance |
| Impact & Influence | The ability and the drive to produce positive outcomes by impressing and influencing others | Uses logic to persuade | Takes actions to persuade | Calculates an impact | Influences indirectly |
| Information Seeking | A drive to find out more and get to the heart of things; intellectual curiosity | Finds out | Digs deeper | Gathers information | Uses own systems |
| Initiative | The drive to act now to anticipate and pre-empt events | Seizes opportunities and sorts out problems | Acts decisively | Thinks and acts ahead | Prepares for future opportunities |
| Managing Pupils | The drive and the ability to provide clear direction to pupils, and to enthuse and motivate them | Gets pupils on task | Keeps pupils informed | Makes the class effective | Takes actions on behalf of the class |
| Passion for Learning | The drive and an ability to support pupils in their learning, and help them to become confident and independent learners. | Creates a learning environment | Shows how | Supports practice | Drives for understanding |
| Respect for Others | An underlying belief that individuals matter, and deserve respect. | Listens | Values others | Values others despite provocation | Creates a community where there is mutual respect |
| Team Working | The ability to work with others to achieve shared goals | Helps and supports others | Shares information | Gets inputs from others | Builds team spirit |
| Understanding Others | The drive and ability to understand others, and why they behave as they do. | Is sensitive to body language | Understands meanings | Understands ongoing behaviour | |