

# QUEST ACADEMY



## Assistant Clinical Psychologist

Closing Date – 4<sup>th</sup> July 2022

Salary scale: £23,173.09 - £26,171.95 plus discretionary special school allowance of £750 (pro rata)

*Interviews to be held: 7<sup>th</sup> July 2022 2022*

In case of any queries about applying please contact – [recruitment@macintyreacademies.org](mailto:recruitment@macintyreacademies.org)

# QUEST ACADEMY

## REASONS TO WORK AT QUEST ACADEMY:

- ◆ Supportive, forward thinking Multi Academy Trust (MAT).
- ◆ Sponsored by MacIntyre Charity who have a strong reputation nationally as a high-quality person-centred establishment.
- ◆ Friendly and caring atmosphere.
- ◆ Weekly joint planning time every Friday 1.45- 3.30.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ Positive, enthusiastic and dedicated staff team.
- ◆ Ideas are sought and welcomed.
- ◆ Wellbeing of staff is considered.
- ◆ A unique, innovative learning environment that is child centred.
- ◆ The Leadership team is approachable and supportive.
- ◆ Great opportunities for staff development and significant emphasis on staff CPD.
- ◆ Wonderful pupils and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special school which provides 100 places for children of both sexes aged 7 –19 years who have social, emotional and mental health needs and/or an autistic spectrum condition.

We recently achieved the “Family First Quality” award which is a national award given to schools who are able to “demonstrate how families lie at the heart of everything they do.”

As a new school we have termly monitoring DfE visits which have been positive and indicate that we are on track to achieve at least a good Ofsted outcome in Year 3.

### **We are looking to appoint someone who:**

- ◆ Has a passion for making a difference and is willing to go to the extra mile.
- ◆ Has a compassionate approach.
- ◆ Is an exceptional administrator.
- ◆ Is ambitious for the future on pupils behalf.
- ◆ Understands the importance of working together with stakeholders.
- ◆ Shares the same vision and values as the school.
- ◆ Views change as an opportunity to build upon the school’s current successes.
- ◆ Is innovative and willing to try out new ideas.
- ◆ Has high expectations of themselves and others.

**Our Quest: working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. “Ready for Life”**

# QUEST ACADEMY



## Our Mission-

To create a school community where everyone can **“be who they are and become who they are not yet”**.

## Our Ethos-

We use the Spanish word **Querencia** to describe the way we work together, creating a sense of belonging through mutual trust and connectivity.

## Our Core strategies-

Planning, Accountability, Communication and Empowerment.



# QUEST ACADEMY



**INTERACTIVE IMMERSIVE CLASSROOM**



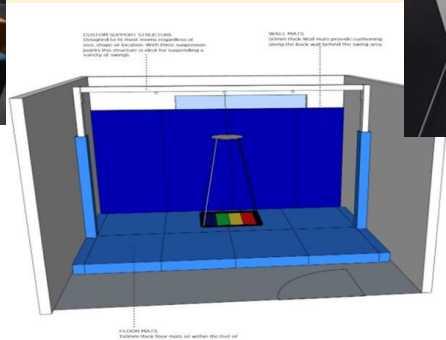
**SOFT PLAY**



**SENSORY ROOM DESIGN**



**CAFE**

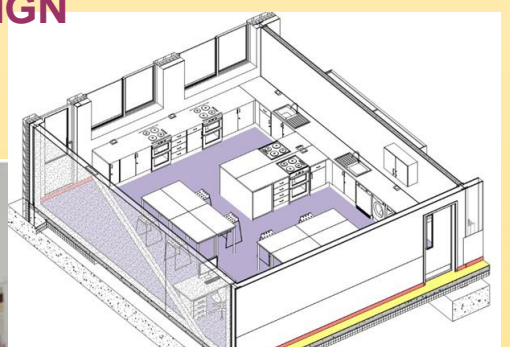
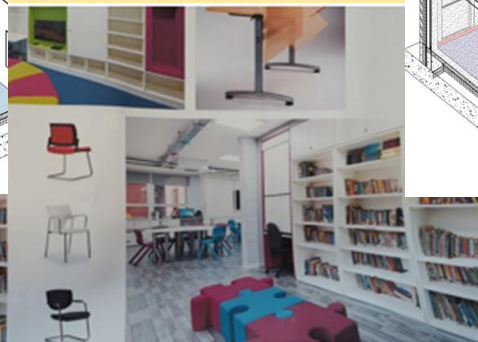


**TEACHER WALLS**

## THERAPY ROOM DESIGN



**SCIENCE**



**FOOD TECH**

## CONCEPT FOR LIBRARY

Our Address: Quest Academy  
Anderson Avenue  
Rugby  
CV22 5PE

## STAFF BENEFITS

- ◆ Free onsite Gym or a discounted local gym.
- ◆ Easy access to Rugby railway Station and close to the M6, A5 and M1.
- ◆ State of the art technology and facilities in a brand-new building.
- ◆ Access to the Employee Assistance Programme to support health and well-being.
- ◆ Cycle to Work Scheme upon successful completion of probation period.
- ◆ Pension scheme with generous employer contributions.

## HOW TO APPLY

Full details of this vacancy can be found on the school's website:

<http://www.thequestacademy.org/home>

Or via the link below:

(insert link)

You can contact the school at:

[quest.office@macintyreacademies.org](mailto:quest.office@macintyreacademies.org)



## AT QUEST ACADEMY WE BELIEVE:

- In a strong sense of community placing the child and their family at the heart of everything we do.
- That our pupils deserve an outstanding education.
- In the need to be ambitious for pupils' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and pupils supports everyone to be the best that they can be.
- Believe in being outward facing.

## OUR CORE VALUES

- **Compassion:** We focus on the positives.
- **Ambition:** We challenge ourselves (pupils, families, staff and schools) to go further.
- **Partnership:** we are better when we work together.



Recent comments from Parents:

“Can’t find fault with the school, it exceeds our expectations and communication is excellent”

“The school is excellent and supports my child and its parents in whatever way possible.

Highly commended.”

## OUR CURRICULUM

Our overriding aim is to ensure that our pupils become:

- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens

We place equal emphasis on our pupils developing the skills and knowledge from the four areas of our holistic curriculum:

- ◆ Academic
- ◆ Skills for Life
- ◆ Engagement
- ◆ Wellbeing



MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. MacIntyre Academies' Safeguarding Policy can be found on our website and candidates will be asked about this as part of the recruitment process.

Quest Academy  
Anderson Avenue  
Rugby  
Warwickshire  
CV22 5PE

E: [quest.office@macintyreademies.org](mailto:quest.office@macintyreademies.org)



Putting children and families *first*



# Recruitment Advertisement

## Assistant Clinical Psychologist

**Job Title:** Assistant Clinical Psychologist

**Reference No(s):** 0000000144

**Salary:** £23,173.09 (C24) - £26,717.20 (C28) \* plus discretionary

Special School Allowance of £750 (pro rata)

**Location:** Rugby, Warwickshire

**Closing Date:** 4<sup>th</sup> July 2022

**Interviews:** 7<sup>th</sup> July 2022

**Start Date:** TBC

**Hours of Work:** Full time (38 hours per week)  
39 weeks per year

**Be part of a team that is passionate and committed to making a positive difference to the lives of the pupils and their families; in an innovative school in Rugby, for children and young people with autism and/or social, emotional and mental health needs.**

### About Us

In September 2019, MacIntyre Academies Trust opened a new and exciting Academy in a purpose-built state of the art building in Rugby, Warwickshire for children and young people with social, emotional and mental health needs and/or autism, aged between 7 years and 19 years. The school has specialist facilities including a sensory room, therapy room, interactive immersive classroom, soft play room, recording studio and photography suite. We are very proud of our holistic curriculum which enables the pupils to benefit from blended therapy in the classroom. We have a café located at the front of the school where parents can meet and the pupils can display the items they have made within the school which will be available to purchase. We are passionate to support our pupils and families from the local community to ensure the best outcomes.

Whilst the new building was being constructed the academy was located in a temporary modern school building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018.

MacIntyre Academies is delighted to have been chosen to set up this Academy which joins the existing 'Endeavour Academy' in Oxford which opened in 2014 and 'Discovery Academy' which opened in September 2015 and Venture Academy in 2020. MacIntyre Academies is sponsored by MacIntyre Charity, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

### The Role

You will be responsible for supporting and enhancing the psychological care of the students at Quest Academy providing psychological assessment and psychological interventions under the supervision of a qualified clinical psychologist. You will assist with clinically related administration, conduct of audits, collation and analysis of statistics, development of audit and/or research projects, and project work. You will also adhere to professional guidelines of the British Psychological Society.

You will work with the leadership and staff teams in the academy. You will contribute to the creation of an ethos, supporting a vision and direction which enables effective support, and achievement by students, and, a sustained improvement in the young people's spiritual, moral, social, cultural, mental and physical well-being.

Your role will support young people in preparation for the opportunities, responsibilities and experiences of adult life. This is an exciting yet challenging time to join this academy and really make your mark whilst developing your career. If this challenge inspires you then we are waiting to hear from you.

### About You

You will have the relevant degree or diploma to practice and hold the knowledge and experience of working with young people with autism and associated learning difficulties. You will have demonstrable experience of working as an Assistant Psychologist.

You will need to have knowledge and experience of developing working practices in line with regulatory organisations and the Academy's policies. You will also need to be a facilitative and effective communicator both written and verbal to enable you to build strong links with all internal and external stakeholders

## **Benefits of Working for MacIntyre Academies**

In return, we can offer you a competitive salary, local government pension scheme, an Employee Assistance Programme to support your health and wellbeing as well as full induction, training and career opportunities.

## **To Apply**

Please visit <https://macintyrecharity.current-vacancies.com/Jobs/Advert/1565546?> and complete our online application form. For queries please contact [recruitment@macintyreacademies.org](mailto:recruitment@macintyreacademies.org).

\*Salaries are FTE and dependent on experience and qualifications

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to children and is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide: DBS filtering guide - GOV.UK ([www.gov.uk](http://www.gov.uk)) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding Policies for our Academies can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.





# Assistant Clinical Psychologist Job Description

## Reporting to

The Clinical Psychologist

## Purpose:

To support and enhance the psychological care of the students at Quest Academy; providing psychological assessment and psychological interventions under the supervision of a qualified clinical psychologist. To assist with clinically related administration, conduct of audits, collation and analysis of statistics, development of audit and/or research projects, and project work. Adhere to professional guidelines of the British Psychological Society.

## Key Responsibilities:

1. Working with learners
  - Conduct psychological assessments of learners applying psychological (including neuropsychological) tests, self-report measures, rating scales, direct and indirect structured observations of learners
  - Organise and teach psycho-educational interventions in group or individual format
  - Assist with case management
  - Collect, collate and analyse clinical information
  - Update learner/research records and write letters and sections of psychological reports on clinical matters (assessment and treatment)
  - To provide reassurance, motivation, empathy and genuineness towards learners. To communicate effectively with clients to facilitate understanding of complex issues, therapeutic techniques and theory
  -
2. Working with Families
  - Provide advice (within competencies) to families and carers in both informal (school / home visits) and formal (training / presentations) ways
  - Liaise with families and carers regarding non-complex, sensitive clinical/care information
3. Working with Resources
  - To prepare test materials and visual aids as required
  - To undertake specific administrative duties as required
  - To perform other duties of a similar kind appropriate to the grade, which may be required from time to time by the supervising psychologist
  - Participate in research and development activities including literature searches/reviews and data collection/analysis
  - To develop department resources. For example, producing drafts of information leaflets and self-help booklets, developed in conjunction with qualified members of staff
  - Receive regular clinical supervision in accordance with professional practice guidelines
  - Plan and prioritise own workload
  - To develop skills and competencies that assist in the delivery of current duties
  - Undertake appropriate professional and mandatory training and appraisals
  - Work within departmental, occupational and professional guidelines

4. Working with Partners

- Liaise and advise (within competencies) other professionals e.g. CAMHS and social care
- Participation MDT meetings internally/externally
- Participation in research internal/external projects
- Assisting in provision of training internally/externally

**Strategic Direction and Development of the Academy:**

1. To contribute to the creation of an ethos, provide the vision and direction which enables effective support, and achievement by students providing sustained improvement in their spiritual, moral, social, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.
2. To support the Principal in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.
3. To ensure high standards of quality in the delivery of Occupational Therapy requirements.

**Leading and Developing People:**

1. To lead, exemplify and evaluate excellent practice.
2. To provide high quality support and mentoring to all staff and other relevant stakeholders to ensure that they are able to support the daily delivery of occupational therapy programmes.
3. To ensure that all staff are working in accordance with relevant Codes of Practice relating to OT requirements.
4. To promote the health and safety of employees at work and of people supported through the implementation of MacIntyre Academies Trust Policy for Health, Safety and Welfare at Work in accordance with all relevant statutory requirements.

**Accountability:**

1. To demonstrate clinical effectiveness by use of evidence-based practice and outcomes measures.
2. To produce reports and care plans reflecting specialist knowledge.
3. To ensure that people we support are treated with respect, dignity and equality.
4. To be aware and observe legal requirements, policies and procedures relating to occupational therapy.
5. To be personally responsible for the standard and quality of your practice.
6. To safeguard and promote the welfare of the people we support.
7. To develop risk assessments and ensure that each person is supported through a positive approach to risk management.
8. To maintain the confidentiality of information.
9. To adhere to the academies policies and procedures.
10. To liaise with and manage the relationship with Ofsted, Local Authorities and other stakeholders and partners.
11. To be responsible for your own personal and professional development and undertaking learning and development activities as required.
12. To participate in regular supervision sessions and annual appraisals.
13. To work in accordance with relevant codes of practice and governing legislation.

**Strengthening Community:**

1. To work in partnership with parents, carers and other agencies in the provision of spiritual, moral, social, emotional and cultural well-being of students and their families.
2. To promote a culturally inclusive ethos which actively values and promotes diversity, unity

and community cohesion, and support students to become successful citizens.

3. To work in liaison with all relevant agencies in order to adequately safeguard and protect the students. To be part of a team that provides outreach to other providers

#### Additional Duties:

- To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School's Safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
- To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.
- To work closely with young people and their parents/carers agreeing decision making relevant to individual care management.
- To demonstrate appropriate physical management of young people with disabilities.
- To appropriately manage programmes for young people who have challenging behaviour.
- To attend relevant multidisciplinary meetings where relevant.
- To produce high quality, functional reports for annual review meetings etc.
- To undertake any other duties as required by your line manager.

#### Training Required:

- Prevent
- Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
- Code of conduct
- Accident Reporting
- GDPR – Data protection Essentials 2019
- GDPR – Information & Security
- KCSIE
- KCSIE annual update
- Health & safety Essentials & Basics
- Equality & Diversity
- Fire Awareness in Education
- Mental Health Awareness
- Stress Awareness
- Slips, Trips & Falls
- Display Screen Equipment
- Risk Assessment
- Manual Handling
- Conflict resolution
- Team Teach
- Infection prevention and Control

## Assistant Clinical Psychologist Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<b>Education, knowledge and experience</b>	<p>Single honours degree (upper second class or higher) in psychology.</p> <p>Experience of working as an Assistant Psychologist or relevant other experience and the ability to apply skills in an education setting.</p> <p>Computer literate in Microsoft Office and statistical packages for data analysis.</p> <p>Experience of conducting literature searches and reviews.</p> <p>Experience of working with client groups with psychological difficulties and understanding their needs.</p> <p>Knowledge of child development</p> <p>Demonstrative written and verbal communication skills.</p> <p>Experience of building successful relationships with internal and external Stakeholders</p> <p>Ability to effectively manage change</p>	<p>Further post graduate training in relevant areas of professional psychology.</p> <p>Experience of working with groups.</p> <p>Presentation skills</p> <p>High level report writing skills</p> <p>Knowledge and understanding of autism spectrum conditions</p>
<b>Personal Attributes</b>	<p>The Candidate must be/have:</p> <p>Emotional resilience in working with behaviour that challenges</p> <p>Commitment to a high-quality transparent service to children and their families</p> <p>Balance prospective</p> <p>Drive to see things through</p> <p>A commitment to professional and personal development</p> <p>Capable of performing a wide variety of tasks</p> <p>Ability to work independently, reliably and consistently with work agreed and managed at regular intervals</p> <p>An ability to interact effectively with staff from all disciplines</p> <p>An ability to work as part of a team and maintain good relationships with colleagues</p> <p>Ability to recognise limits of own expertise and to seek advice/support when necessary</p> <p>Ability to cope with and maintain professionalism in potentially upsetting circumstances</p> <p>Ability to accept and use supervision appropriately and effectively</p> <p>A desire to explore a career in professional psychology</p> <p>Subject to enhanced DBS check</p>	

**MacIntyre Academies Trust  
Support / Care Role Competencies**

Competency	Description	Example Positive Indicators	Example Negative Indicators
<b>Respecting and Understanding Others</b>	<ul style="list-style-type: none"> <li>• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions.</li> <li>• Treats children and young people we support and colleagues with respect, dignity, honesty and equality.</li> <li>• Adapts their working style and level of support to an individual's needs or wishes.</li> <li>• Works cooperatively with colleagues and assists when they need support.</li> <li>• Values the different contributions that people can make within a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Is self-aware</li> <li>• Has empathy, humility and kindness</li> <li>• Is approachable and quickly gains rapport with people</li> <li>• Treats others with respect</li> <li>• Shows and promotes positive behaviours</li> <li>• Discourages and challenges negative behaviours</li> <li>• Gives and receives effective feedback and acts to improve personal performance</li> </ul>	<ul style="list-style-type: none"> <li>• Is dismissive of others' perspectives</li> <li>• Is rude or disrespectful</li> <li>• Gives importance to own feelings but not those of others</li> <li>• Adopts a patronising attitude or shows little empathy when working with others</li> <li>• Doesn't consider the individual needs of others</li> <li>• Tries to resolve concerns alone when it is out of their remit or expertise</li> <li>• Does not invite or respond to feedback</li> </ul>
<b>Influential Communication</b>	<ul style="list-style-type: none"> <li>• Listens actively and display enthusiasm in their communication.</li> <li>• Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates well in different formats and forums</li> <li>• Manages emotions to minimise negative impact on others</li> <li>• Uses information and logical arguments that relate to needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty communicating verbally or in writing</li> <li>• Takes stress out on others; loses patience or temper</li> <li>• Misses cues that the communication style isn't appropriate</li> <li>• Uses the same communication style for all interactions</li> </ul>
<b>Facilitating Success and Improvement in Others</b>	<ul style="list-style-type: none"> <li>• Support, motivate and inspire others to try new tasks or activities.</li> <li>• Seek assistance appropriately and receive feedback from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be fluid and flex their approach, being creative and doing things differently</li> <li>• Willing to get involved</li> <li>• Provides proactive, constructive feedback to others to support their development</li> </ul>	<ul style="list-style-type: none"> <li>• Is inflexible about own system and way of doing things</li> <li>• Views certain tasks as being outside of their job description</li> <li>• Creates a culture of dependence</li> <li>• Uses well proven or familiar approaches without adapting, improving or refining</li> <li>• Does not give feedback or celebrate success</li> </ul>
<b>Supporting Learning and Teaching or Care in an Educational Setting (for</b>	<ul style="list-style-type: none"> <li>• Is ambitious, has consistent and high expectations of staff and pupils</li> <li>• Demonstrates personal enthusiasm for and</li> </ul>	<ul style="list-style-type: none"> <li>• Overcomes disadvantage as a barrier to achievement</li> <li>• Is highly inclusive and child centred</li> </ul>	<ul style="list-style-type: none"> <li>• Does not differentiate</li> <li>• Is not creative and always uses familiar methods</li> <li>• Does not reflect or plan improvements</li> </ul>

Competency	Description	Example Positive Indicators	Example Negative Indicators
<b>those in an operational role)</b>	<ul style="list-style-type: none"> <li>• commitment to the learning process</li> <li>• Demonstrates the principles and practice of effective learning and teaching</li> <li>• Initiates and supports research and debate about effective learning and teaching</li> <li>• Provides appropriate support intervention based upon a detailed knowledge of individual pupils</li> <li>• Provides care to the highest standards, with special attention to the dignity of the young person</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes rich opportunities for learning both within and out of the classroom</li> <li>• Follows care plan and other documents</li> <li>• Takes measures to protect the young person's dignity while providing personal care</li> </ul>	<ul style="list-style-type: none"> <li>• Does not celebrate pupil's success</li> <li>• Pupils are not given feedback or challenged</li> <li>• Don't pay enough attention to the young person needs</li> </ul>
<b>Results &amp; Quality Focus</b>	<ul style="list-style-type: none"> <li>• Completes work to a high standard, with a high degree of attention to detail</li> <li>• Takes personal responsibility for the quality of their work and be willing to 'go the extra mile'.</li> <li>• Looks for continual improvement in own performance</li> <li>• Work to agreed policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Wants to learn from others, has an enquiring mind</li> <li>• Consistently maintains high standards and expectations</li> <li>• Proactively considers ways and opportunities to add value</li> <li>• Challenges less effective behaviour of colleagues to lead to improvements</li> <li>• Is a strong advocate and positively promotes best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Has low or inconsistent standards</li> <li>• Makes promises they are unable to keep; sets unrealistic or no timescales for tasks</li> <li>• Completes only the tasks which are expected of them; fails to go the extra mile</li> <li>• Ignores or overlooks ineffective behaviour</li> <li>• Responds reactively</li> <li>• Misses opportunities to promote best practice</li> </ul>
<b>Problem Solving and Decision Making</b>	<ul style="list-style-type: none"> <li>• Is able to collect, interpret and evaluate information effectively</li> <li>• Can develop a deep understanding of a problem, exploring alternative ways of resolving problems including new possibilities.</li> <li>• Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses various sources of information, interpreting information in a timely manner, relevant to the situation</li> <li>• Uses a logical approach to evaluate a situation and ensures all aspects are considered</li> <li>• Thinks creatively, seeking to innovate</li> <li>• Involves others in decision making processes, when appropriate</li> <li>• Understands the implications of their decisions</li> <li>• Understands when to escalate a decision or issue, and does so when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Misses key information as a result of rushing, or creates additional time pressures by taking longer than necessary</li> <li>• Overlooks aspects of the problem resulting in an incomplete solution being created</li> <li>• Uses only traditional solutions or develops unworkable new solutions to problems</li> <li>• Completes decision making on their own</li> <li>• Does not fully understand or consider the implications of the decisions they make</li> <li>• Escalates decisions or issues inappropriately</li> </ul>

Competency	Description	Example Positive Indicators	Example Negative Indicators
<p><b>Resilience to Change and Challenges</b></p>	<ul style="list-style-type: none"> <li>• Is open to change and embracing new developments / initiatives</li> <li>• Adapts well in new and unfamiliar situations responding to changing plans quickly</li> <li>• Works independently without direction</li> <li>• Is resilient and copes well in emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>• Is open to change and new ways of working</li> <li>• Proactively volunteers to be involved in new initiatives and developments</li> <li>• Responds to new and unfamiliar situations in a timely, composed and appropriate manner using their initiative</li> <li>• Adopts a positive manner in the face of setbacks or obstacles</li> <li>• Responds quickly to changing circumstances; able to adapt plans or priorities as required</li> <li>• Develops contingency plans so that unexpected factors do not impact on final outcomes</li> <li>• Demonstrates resilience in possible emergency situations; remaining calm, controlled and professional</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits a rigid way of thinking</li> <li>• Focuses on their existing workload; leaves others to be involved in initiatives</li> <li>• Appears irritated or impatient in new or unfamiliar situations, takes time to adjust to changes to ways of working and finds it hard to work without direction from others</li> <li>• Focuses on setbacks or obstacles instead of how to address them</li> <li>• Finds it uncomfortable when required to change their plans or priorities in response to circumstances; or is unable to do so</li> <li>• Plans tasks or actions in a linear way with little or no contingency planning</li> <li>• Becomes flustered, confused or unprofessional when faced with a possible emergency</li> </ul>
<p><b>Personal Development</b></p>	<ul style="list-style-type: none"> <li>• Is committed to achieving high standards for their own self-development</li> <li>• Is able to reflect on self-development needs and address them.</li> <li>• Meets agreed development action plans as agreed with line manager.</li> <li>• Achieves positive feedback from peers, senior colleagues and external stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Strives towards targets and seeks responsibility</li> <li>• Demonstrates critical self-reflection and judgement</li> <li>• Is honest, owns up to mistakes, doesn't hide them</li> <li>• Asks for feedback</li> <li>• Is positive and enthusiastic about their job</li> <li>• Monitors tasks for accomplishment &amp; quality</li> <li>• Meets agreed development action plans as agreed with line manager</li> </ul>	<ul style="list-style-type: none"> <li>• Stops or is put off by obstacles</li> <li>• Questions or doubts own ability</li> <li>• Seeks excuses rather than solutions</li> <li>• Fails to meet deadlines</li> <li>• Fails to acknowledge the feedback of others</li> <li>• Does not volunteer for new challenges and avoids unfamiliar tasks</li> <li>• Persistently underperforms, fails to meet targets and deadlines</li> </ul>