

**Hugh Christie School
White Cottage Road
Tonbridge
Kent
TN10 4PU**

**CHAIR OF GOVERNORS
EXECUTIVE PRINCIPAL
HEAD OF SCHOOL**

**Sue Mason
Jon Barker
Mark Fenn**

www.hughchristie.kent.sch.uk

Briefing Pack for:

**The appointment of
Assistant Principal
(Quality of Education Team)**

Start date: September 2022



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Hugh Christie School

Assistant Principal (Quality of Education) L8 to L12 (£50,150 - £55,337)

Hugh Christie is a mixed all-ability school rated 'Good' by Ofsted in 2017. The school is a welcoming community with a friendly atmosphere. All staff strive to ensure every child is happy, successful and prepared for adult life.

A rare opportunity has arisen for an enthusiastic and ambitious teacher to join our Leadership Team. This follows the successful promotion of the existing post holder to Deputy Headteacher.

We are seeking a leader to join our Quality of Education Team. This team oversee the improvement of the curriculum and educational quality across the whole school and within individual departments through line leadership. Specific roles and responsibilities within the team will be negotiable depending on the skills of the successful candidate.

The successful candidate needs to already have experience as a middle leader and be preferably able to teach either Science or English to at least Key Stage 4. As a member of the Leadership Team, you will share in our collective responsibilities in supporting students, parents and staff.

To support teacher welfare, we benefit from an early 1.35pm finish on Fridays and a two-week half term in October.

Please contact Mrs N Riddle for an application pack on 01732 353544 ext 242 or nriddle@tonbridgefederation.co.uk. Further information is available on the school's website: www.hughchristie.kent.sch.uk. For more information about the role, please contact Palak Shah (Senior Deputy Principal) by email pshah@tonbridgefederation.co.uk

Closing date for applications: 8am Thursday 26th May. **You must be available for interview on Friday 27th May.**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure



May 2022

Dear Applicant,

Thank you for expressing an interest in the post of Assistant Principal.

Hugh Christie is part of the Tonbridge Federation – a small collaboration between Long Mead Primary School and Hugh Christie. Both schools share resources and expertise working together to support some very disadvantaged children within our community. Our website contains lots of information about our values, ethos and organisation - www.hughchristie.kent.sch.uk.

I have been at Hugh Christie for seventeen years and thoroughly enjoyed my time here. It is a great place to work with wonderful colleagues who share my passion to do the very best for our students. All of my own children have attended Hugh Christie.

We are a wide ability school but, because of the local selective system, do have a larger proportion of disadvantaged pupils. Our staff are therefore committed to make a difference to these young people by challenging them to achieve their very best.

This post is an excellent opportunity to join our Leadership Team. Our team is very friendly and focused on doing the best for our students and staff at the school. We welcome fresh ideas and creative thinking. You will work alongside very experienced colleagues and gain valuable experience that will support future career development and aspirations.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please refer to the information contained within this pack on our Quality of Education and Emotional Intelligence standards and write a short supporting statement within the application form about how your current experience and personal values support our aims.

If you have any specific questions you would like to ask about the application process, then please contact me on 01732 353544 EXT 242 or by email via nriddle@tonbridgefederation.co.uk

I look forward to meeting short listed candidates at interview.

Yours sincerely

Jon Barker
Executive Principal

Hugh Christie School and Long Mead School

Vision Statement

Aspiring to be outstanding:

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We bring in experts from outside to validate the schools' self-assessment at least once a year, including safeguarding.
- We monitor the schools' appraisal systems to ensure staff are meeting the required standards and being provided appropriate training opportunities to develop and meet their aspirations.

Our schools are tolerant and inclusive places where every child and member of staff has the right to be safe, happy, respected and receive equality of opportunity:

- We have appointed a Governor with responsibility for Equality and Diversity.
- We challenge Senior Leaders to ensure staff workload and wellbeing are considered before making changes and expect unnecessary burdens, that do not positively impact on pupils, to be removed.
- We receive and challenge information from Senior Leaders about any incidents of discrimination.
- We ensure our schools are both physically and emotionally safe places by challenging Senior Leaders, receiving surveys, visiting and speaking to stakeholders.

Every child has the opportunity to receive a high quality of education:

- We review the aims of the curriculum to ensure it is meeting the needs of learners and we monitor its implementation to ensure it is delivered.
- We check that teaching supports the acquisition and retrieval of knowledge, skills and vocabulary over time.
- We receive reports on the impact of the curriculum in terms of external exam results, course completion rates and pupil destinations, which are challenged.
- We monitor attendance, behaviour, and participation to ensure all children are fully engaged.

Disadvantaged and SEND children receive equality of opportunity:

- We have appointed Governors with responsibility for disadvantaged and SEND children.
- We require high expectations and aspirations for all SEND and disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding on disadvantaged children and support for SEND children.

- We challenge data on outcomes, attendance and behaviour for disadvantaged and SEND children.
- We check that the range of opportunities available at the schools to build social and cultural capital and experiences are shared equally.

Our 'Learning Journey' prepares children well for the future:

- We check the curriculum offer in our schools fulfil statutory responsibilities, meet the needs of all children and prepare them well for their future.
- We check that the curriculum is appropriately sequenced and enriched by a range of additional opportunities available to all children.
- We monitor the additional opportunities provided to prepare every child well for their future.
- We find out if stakeholders are satisfied with the curriculum and additional opportunities available.

Developing a strong sense of community, leadership and character underpinned by British values:

- We challenge Senior Leaders as to how they are instilling a strong sense of community locally, nationally and internationally.
- We monitor the strength of the schools' community through discussions with stakeholders.
- We check how students and staff are being supported to develop their leadership potential.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We monitor the provision for Personal, Social, Health and Citizenship Education to ensure it meets statutory responsibilities and the needs of the pupils.
- We investigate how character and values are taught, modelled and developed.
- We check to ensure any radicalisation or extremism is effectively tackled.

Preparing for the future:

- We are building capacity, anticipating challenges, minimising risks and developing personnel.
- We monitor policies, finance, staff development and appraisal.
- We attend training to keep ourselves informed of changes and challenges ahead.
- We check all children are well prepared through the information, advice and guidance they receive by receiving information on destinations and speaking to children.

About Hugh Christie School

Hugh Christie is 'The Place to be...'

Hugh Christie opened in 1957 as a co-educational school for children of all needs and abilities. We have around 925 students on roll. Based in Tonbridge with excellent transport links, the school is housed in new buildings on an attractive campus with excellent facilities. It is our aim that every child at Hugh Christie is happy, successful and well prepared for adult life.

Our priorities for the school are that;

- Every student achieves their very best
- Our students make better progress because every teacher is good and on the journey to outstanding
- Students are happy, behave well and engage with their learning
- We make a greater difference to the lives of our students because we aspire to outstanding leadership
- Our provision meets the academic, economic, social, cultural and emotional needs of all our students and ensures they are well prepared for adult life in modern Britain.

We are very proud of the students and staff at Hugh Christie. We are passionate about providing a unique learning experience for your child that will enable them to achieve well, learning new skills, enjoy learning and have a successful and prosperous future.

Who was Hugh Christie?

Hugh Christie was a pioneer in every way. Born in London and the son of a city merchant, he was a farmer, public servant and educationalist and lived in Quarry Hill, Tonbridge. A founder member of the National Farmers Union and also involved in the formation of the Women's Institute, in 1957 during the year in which our school was founded bearing his name, he was awarded the OBE for political and public services in Kent. A man of outstanding character, integrity and courage, he died in 1962.

Quality of Education at Hugh Christie School

THE INTENT

Our intention is to provide a broad a balanced curriculum, delivered through a culture of high expectations, principled and caring relationships and consistent routines. We use our expert subject knowledge to inspire and enthuse children, sparking curiosity and risk taking.

Throughout both schools, the intention of our curriculum and teaching is to develop vocabulary, knowledge, skills, character and culture over the long term. We support this through our 'Pillars of Excellence'; strategies that represent best practice throughout the curriculum.

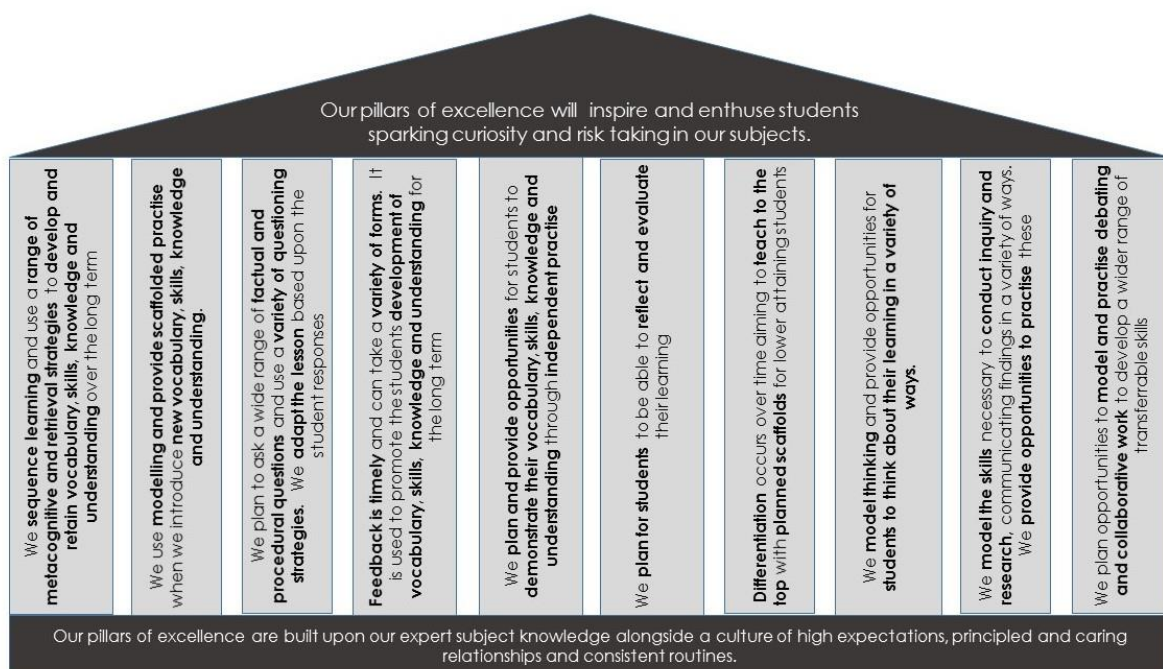
THE PILLARS OF EXCELLENCE

The Pillars of Excellence represent best practice for developing the intention of our curriculum. They are based on best practice, such as Rosenshine's Principles for evidence based strategies that lead to better child outcomes.

The pillars are not a checklist to be seen in every lesson but a set of principles for teachers to use when planning, teaching and assessing.

The pillars will be used at appropriate times by the teacher to support the development of vocabulary, skills and knowledge needed for a deeper learning within our curriculum.

Through effective implementation, the Pillars of Excellence will inspire and enthuse children, sparking curiosity and risk taking. Our Pillars of Excellence are built upon our teachers' expert knowledge alongside a culture of high expectations, principled and caring relationships and consistent routines.



PLANNED CURRICULUM SEQUENCE

The Foundation Years programme

Years 7, 8 and Semester 1 of Year 9 constitute the Foundation Programme. During the Foundation Years our pupils follow courses in eight areas of experience:

- English
- Mathematics
- Science
- Languages
- Humanities (Delivered through the REAL curriculum in Years 7 and 8 to deepen, broaden and enrich pupils' learning. In Semester 1 of Year 9, pupils are taught History and Geography with RE delivered through focus days)
- Arts
- Design and Information Technology
- Physical Education
- PSHE and Citizenship (delivered through ten 'Focus Days')

In addition Pupils experience five Focus Days each year. The Focus Day covers Personal, Social, Health and Economic Education, Relationships and Sex Education and Citizenship.

All Pupils, irrespective of their ability, follow a Foundation Years Programme which covers eight areas of experience:

In English - Pupils follow the English National Curriculum at KS3 (Key Stage 3).

In Maths - Pupils follow the Mathematics National Curriculum at KS3.

In Science - Pupils follow the Science National Curriculum at KS3.

In Languages - Pupils follow the German or Spanish National Curriculum at KS3.

In Humanities - Pupils follow the National Curriculum at KS3 in History and Geography and the Kent agreed syllabus for Religious Education (Philosophy and Ethics)

In Arts - Pupils follow the National Curriculum at KS3 in Art, Music (only Year 7 and 8) & Drama (English).

In Design and Information Technology - Pupils study the National Curriculum Design Technology, including Food Technology. Some aspects of ICT is delivered through DT rotation although more emphasis is placed on relevant application based knowledge and skills.

In Physical Education (including Dance) - Pupils follow the PE National Curriculum at KS3.

The Baccalaureate Years programme

Years 9 (Semester 2) -11 at Hugh Christie School complete the Baccalaureate programme.

The structure of our curriculum means that all pupils do have the option of studying the English Baccalaureate suite of subjects.

Towards the conclusion of Semester 1 in Year 9 pupils are guided towards either a full English Baccalaureate pathway or an alternative pathway (with some greater subject choice).

All pupils will follow courses in English, Maths, Science, Physical Education, PSHE and Citizenship (delivered through thirteen 'Focus Days'), Philosophy and Ethics (delivered through five 'Focus Days') and work experience (delivered through one 'Focus Week').

Whilst some specialising takes place, pupils are encouraged to maintain a broad and balanced curriculum, which best suits their needs and aspirations, through the available option subjects.

Year 9 (Semester 2) provides an opportunity for pupils to broaden, deepen and enrich their learning within their chosen subjects.

A small number of pupils, who are members of our Skills Centre / Lighthouse Provision or attending external Alternative Curriculum, will continue to study English, Maths and Science but may study access pathway by the end of Year 10.

The curriculum in Years 9, 10 and 11 is defined by two pathways. Pupils will be advised as to which pathway they follow depending on their needs and aspirations.

Pathway 1 (Ebacc): Pupils who follow this pathway will study the core subjects of English (Language and Literature), Mathematics (including Further Maths an enrichment where appropriate), at least a Double Combined Science, a Humanities subject (Geography or History), a Language (German or Spanish), plus a choice of two additional option subjects from the table below.

Pathway 2: Pupils who follow this pathway will study the core subjects of English (Language and Literature), Mathematics (including Statistics to broaden the curriculum where appropriate), at least a Double Combined Science, one subject from the EBacc core (Triple Science, German, Spanish, Geography or History) plus a choice of three additional option subjects from the table below.

Ebacc GCSE Core subjects	GCSE subjects:	Career related subjects:
<ul style="list-style-type: none"> • Geography • History • German or Spanish • Triple Science (Biology, Chemistry and Physics) 	<ul style="list-style-type: none"> • Art & Design – Art, Photography or Fashion • Sociology • Religious Studies • Product Design • Food Technology 	<ul style="list-style-type: none"> • Business • Drama • Health and Social Care • Information Technology • Sport and fitness • Travel and Tourism

Instrumental tuition leading to Graded Music examinations is available for those pupils wishing to pursue excellence in Music.

In addition, all pupils will study Physical Education, PHSE & Citizenship, Philosophy & Ethics and work related learning (non-examined).

Sixth Form Years programme

Pupils who have met the entry requirements study three Level 3 courses from a programme offered at the School.

Pupils not eligible to study Level 3 courses can follow the Access Pathway enabling them to continue to follow courses in English, Maths and Employability as well as participating in a regular weekly work placement. The purpose of the Access Pathway is to support transition to either Level 3 courses, an apprenticeship or suitable other further education at a later stage.

Provided they meet the entry requirements, pupils are able to participate in a Football Academy, operated in collaboration with Tonbridge Angels Football Club alongside the study of Level 2 or 3 courses.

All pupils will follow courses in Physical Education, PSHE and Citizenship (Delivered through eight 'Focus Days') and work experience (delivered through one 'Focus Week').

The curriculum in Years 12 and 13 is defined by pathways:

1. **The A-Level Pathway:** Pupils study three A Levels and access to the extended project qualification.
2. **The Career Related Pathway:** Pupils study up to three vocational qualifications related to the world of work
3. **The Combined Pathway:** Pupils study three courses (A Level and Vocational)
4. **The Access Pathway:** This pathway allows open access to the Sixth Form for those pupils not meeting the entry requirements for pathways 1 to 3 and involves GCSE Maths and English, an employability course, one Level 3 career related course (where appropriate) and a regular linked work placement.

Pupils can combine academy membership at Tonbridge Angels Football Club with these pathways

Pupils who have not yet secured a Grade 4 or higher in GCSE Maths and/or English Language will be required to continue to study these subjects as part of their Sixth Form curriculum.

In addition, all pupils will study Physical Education, PHSE & Citizenship and work related learning (non-examined)

A Level subjects:	Career related subjects:
<ul style="list-style-type: none"> • Art & Design • Biology • Chemistry • English • Drama • Fashion • Geography • History • Maths • Photography • Physics • Product Design 	<ul style="list-style-type: none"> • Business • Health and Social Care • Law • Media • Music Technology • Psychology • Science • Sport

LEADERSHIP AND MANAGEMENT

The Curriculum and Quality of Education is overseen by the Quality of Education Team that form part of the school's Leadership Team. This consists of the Senior Deputy Principal supported by two Assistant Principals. Each curriculum area has a Head of Department who has a line leader who is a member of the Quality of Education Team.

The Quality Of Education Team will ensure:

- The staffing and timetable are appropriate for the delivery of the intended curriculum.
- The resource implications for any changes to the intended curriculum are fully costed and affordable over time.
- Pupil work is following the agreed sequence and is of the standard expected in this policy.
- Teacher and support staff appraisal systems are fully implemented to support this policy, including appropriate annual objectives.
- Line Leadership of all Directors of Learning is effective and supportive in ensuring the successful implementation of this policy.
- Whole School and Curriculum Action Planning relates closely to the intention and desired impact of the curriculum.
- Annual targets for a range of relevant indicators are set, with appropriate milestones for evaluating progress.
- A QOE implementation team of middle and senior leaders is established and meets regularly to advise Senior Leaders on improvements to the implementation of the policy and to support and plan these (see below).
- Appropriate training and support are made available to all staff to ensure the skills necessary for successful delivery of the Pillars of Excellence are in place.
- Age Related Learning Objectives (ARLOS) are appropriately sequenced and consistent across Years 7 to 9.
- Skillsbuilder partnership, a collaboration between business and educators to develop essential skills for future employment is planned and delivered. There are six skills that students will develop during their time at school.
- Homework is planned and delivered in line with the intent outlined.
- The choices for appropriate public examination courses are made consistently and in the best interests of students. The teaching of these is appropriately sequenced.
- A system of formal summative and formative assessment (Record of Progress) is in place that assesses skill, vocabulary knowledge and understanding acquisition over time.
- Arrangements for the Pupil Achievement Cycle, including the Record of Progress, are in place. Ensure appropriate external, where possible and internal moderation takes place so professional judgements are accurate.
- All members of staff will be observed via Deep Dive and peer observation. Formal observation can take place as part of appraisal process where appropriate.

- Establish systems to monitor children who are at risk of not completing their education at the school.
- Plan, organise and monitor the effective use of Pupil Premium and Covid recovery funds to support pupils who require help to catch up.
- Establish systems to monitor the destinations of children.
- Organise and analyse annual stakeholder surveys.
- Use feedback to evaluate impact and make recommendations to Governors about changes to the curriculum intent on an annual basis.


THE QOE IMPLEMENTATION TEAM

The QOE Implementation Team will consist of Senior Leaders with direct responsibility for any aspect of the QOE policy, all Directors of Learning / Heads of Department, Lead Practitioners and any other Upper Pay Spine 3 teachers. The Team will meet six times a year. It will be chaired by a Senior Director of Learning.

The purpose of the team will be to:

- Advise Senior Leader on the appropriateness of the curriculum intention and the delivery of this policy.
- Agree an annual action plan and success targets.
- Plan and implement changes to ensure the success targets are achieved.
- Plan and deliver appropriate INSET and resources to support fellow teachers in successful implementation.
- Plan Peer and Formal teacher reviews and evaluate the confidential feedback of these to plan future training and development.
- Broker support from within the team for teachers requiring support to develop their practise.
- Organise external visits to seek out the best practise in other schools.

HUGH CHRISTIE SCHOOL PLAN SUMMARY 2021/22

QUALITY OF EDUCATION	PERSONAL DEVELOPMENT	SIXTH FORM
Develop the English curriculum at KS3 around a full appreciation of reading, which develops challenge, sequencing the learning to master key skills related to understanding, critical analysis, writing, speaking and GPs.	Develop and Implement a 'Skills Builder Learning Journey' that delivers, provides practice opportunities and recognition for developing skills. Implement both through advisory and curriculum subjects.	Evaluate the PSHE provision from last year and update accordingly based on staff and student feedback.
Improve the quality of teaching within Humanities subjects within the REAL curriculum. Ensure entitlement to the national curriculum by the end of Semester One in Year 9.	Develop equality and diversity across the school, improve staff awareness so they can more consistently challenge and reduce incidents.	Students with responsibilities will promote the participation in core PE and other sporting activities.
Ensure pupils have a full Key Stage 3 entitlement to RE, Computing and Dance.	Aim for 100% of the Gatsby Careers benchmarks to be met.	Further development of the Level 2 provision to enhance inclusion in the Sixth Form. The creation of a Level 2 skills programme for some of the lowest attainers.
Improve the support for identified SEND and disadvantaged pupils across the curriculum	Develop and Implement a community leadership so more pupils have a positive impact on others outside of the school community.	Following a recent review, representatives from vocational courses are to work together to develop common pedagogical approaches.
Establish a Pastoral Academic Team (PAT) that meets weekly to raise concerns about the academic progress of pupils and that develops interventions around each child which are regularly reviewed.	Ensure opportunities for clubs, trips and visits, that provide a huge benefit to our students' personal wellbeing are re-established following Covid-19	Further development and linking of PLCs with sequencing and assessment.
Ensure a greater proportion of pupils at Key Stage 3 are given the opportunity to work at a greater depth	Implement the Hugh Christie Erasmus project on PHSE across European partner schools. Implement the Turing Project on promoting German language teaching and learning.	Developing the tutoring programme to support students' reflection and target setting, with the aim of enabling students to identify their progress and further their improvement.
Implement changes to the school Home Learning Policy so pupils have more to do and use the opportunity to learn knowledge, skills and vocabulary over time.	LEADERSHIP & MANAGEMENT	Analysis needs to take place using the reading data to adjust provision in the curriculum.
Continue to develop the Pillars of Excellence through department action plans focusing on areas identified through the Deep Dive process.	Improve the quality of information parents receive about their child's curriculum, attendance and progress at school	Seek to maintain recent results successes for A Level subjects. Vocational subjects need to maintain an average grade of Merit+.
Continue to develop short, medium and long term assessment strategies (Marking, ARLOs and Record of Progress) so pupils demonstrate and can articulate their progress over time and that is manageable for staff.	Continued improvement in teaching and assessment through the Pillars of Excellence	Ensure all students attend well by liaising with staff and parents. Encourage more students to contribute to their wider school life. Introduce duties for Year 12 students to support with student supervision.
Improve parental awareness of the curriculum and the choices that are available to their children as they progress through the school.	Continue to develop the Deep Dive process identifying continuous improvement, involving Middle Leaders more widely in the process and to engage in peer deep dives.	Organize Aspiration Dialogues with all Year 12 students based on priorities.
BEHAVIOUR & ATTITUDES	Develop the staff committee to further look at issues relating to workload and staff wellbeing.	Organisation of 'Apprenticeship show visit' for all relevant students. Encourage pupils to take part in the work experience week to improve the participation rate.
Improve attendance especially amongst our disadvantaged pupils	Carry out regular internal reviews and an external review of the use of pupil premium funding to assess its effectiveness	Develop more student-led use of Instagram and Social Media to improve communication and community.
Build on the restorative approach to managing behavior by developing a clear staged 'choices with consequences' for students for whom the restorative approach is not working	Establish the Early Career Teacher framework	
Develop staff and student Conduct Coaches to support students who are on early behavior stages and avoid them from progressing further.		
Develop an Advisory Curriculum intent with a clear strategy for implementation and impact.		
Develop consistent teaching and accountability approaches so students work hard both at school and at home.		

The Emotional Intelligence Competencies

SELF-AWARENESS

Emotional Self-Awareness:
Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

Accurate Self-Assessment:
Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

Self-Confidence:
A strong sense of one's self-worth and capabilities.

1. Is confident in job capability
2. Believes in oneself
3. Is self assured
4. Has presence

SOCIAL AWARENESS

Empathy:
Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

Organisational Awareness:
Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

Service Orientation:
Anticipating, recognising and meeting customers' or clients' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

SELF-MANAGEMENT

Emotional Self-Control:
Keeping disruptive emotions and impulses in check.

1. Shows restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

Transparency:
Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits to mistakes
4. Acts on values

Adaptability:
Flexibility in handling change.

1. Open to new ideas
2. Adapts to situations
3. Handles unexpected demands
4. Adapts or changes strategy

Achievement Orientation:
Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

Initiative:
Readiness to act on opportunities.

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

RELATIONSHIP MANAGEMENT

Developing Others:
Sensing others' development needs and bolstering their abilities.

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

Inspirational Leadership:
Inspiring and guiding individuals and groups.

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

Change Catalyst:
Initiating or managing change.

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

Influence:
Having impact on others.

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the scenes support

Conflict Management:
Negotiating and resolving conflict.

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions

SELF-MANAGEMENT

Optimism:

Persistence in pursuing goals despite obstacles and setbacks.

1. Has positive expectations
2. Is optimistic about the future
3. Is resilient
4. Learns from setbacks

***RELATIONSHIP
MANAGEMENT***

Teamwork & Collaboration:

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

1. Co-operates
2. Solicits input
3. Encourages others
4. Builds bonds