

# QUEST ACADEMY



## Family Footings Facilitator

FTE Salary £26,228.16 - £29,158.39 plus £750 SSA, ACTUAL salary  
£24,949.02 - £27,736.34, plus SSA £750

Closing Date: 29<sup>th</sup> November 2024

# 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.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ A successful, stable school – judged ‘Good’ by Ofsted
- ◆ 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 learners and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special academy which provides 100 places for children aged 7 –17 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 academy’s who are able to “demonstrate how families lie at the heart of everything they do.” We have also achieved the accolade of being an Eco School.

In February 2022 we had our First Ofsted inspection judged ‘Good’. We are very proud of the achievements recognised in the report and in particular the outstanding judgement we received for personalised learning and the impact we have had on the lives of our children so that they are “Ready for Life”.

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

- ◆ Has experience of working with learners with SEND.
- ◆ Is a confident classroom practitioner
- ◆ Has a passion for making a difference and is willing to go to the extra mile
- ◆ Has a compassionate approach
- ◆ Understands the importance of working together with stakeholders
- ◆ Shares the same vision and values as the academy
- ◆ Views change as an opportunity to build upon the academy’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



Interactive Immersive Classroom



Soft Play



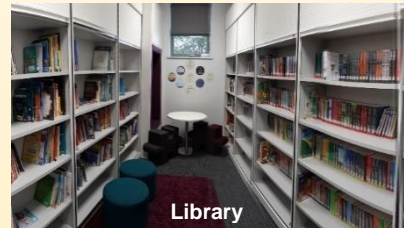
Sensory Room



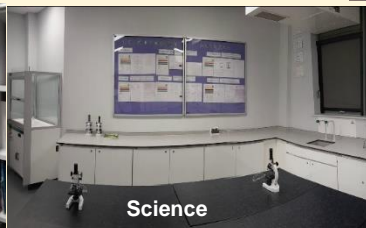
Therapy Room



Reception/ Cafe



Library



Science



Food Tech



Teacher Walls



## 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.



## 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 wellbeing.
- ◆ 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 academy's website:

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

You can contact the academy 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 learners deserve an outstanding education.
- In the need to be ambitious for learners' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and learners 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 (learners, families, staff and academy's) to go further.
- **Partnership:** we are better when we work together.

Recent comments from Parents:

"Can't find fault with the academy, it exceeds our expectations and communication is excellent" "The academy 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 learners become:

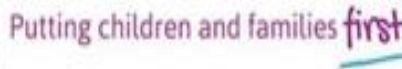
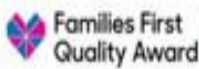
- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens

We place equal emphasis on our learners 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. 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 the suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding policies for MacIntyre Academies' can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.



**Job Title:** Family Footings Facilitator

**Reference No(s):** QA FFF 1124

**FTE Salary:** £26,228.16 - £29,158.39 plus £750 SSA, ACTUAL salary £24,949.02 - £27,736.34, plus SSA £750

**Hours:** 38 hours per week; 44 weeks a year (Paid 49.6) M 8:15 – 16:45, Tu – Th 8:15 – 16:30, F 8:15 – 15:30

**Location:** Quest Academy

**Interviews:** TBC

**Start Date:** TBC

**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 academy 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 17 years. The academy 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 academy where parents can meet and the pupils can display the items they have made within the academy 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 modern academy building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018 and currently 97.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joined the existing 'Endeavour Academy' in Oxford which opened in 2014 and 'Discovery Academy' which opened in September 2015 and Venture 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**

We are currently recruiting for an inspirational Family footings facilitator to join this exciting academy, this a really exciting opportunity to be part of something very special.

Our Family Footings Facilitators are vital to the success of our schools. They ensure that relationships with families are productive and supportive of their children's educational experience, and that all education and support strategies will be developed in partnership with the child's family to ensure progress at home as well as school. You will be working to support children, young people, and their families at Quest Academy.

### **About You**

Are you committed to person centred approaches? Want to support families and young people to have a powerful voice? Value the importance of a person-centred transition and curriculum? Have ambition for young people?

We are looking for applicants who have an outstanding track record in promoting and delivering person centred education and support for children and young people who have social, emotional and mental health needs and/or Autism.

It is also desirable for the post holder to be able to drive and have access to their own transport

**Benefits** – Our people are the heart of our success

- A competitive salary
- Discretionary Special School Allowance £750 per annum (pro rata role dependent)
- Excellent local government pension scheme
- Family Friendly policies
- Wellbeing, Bereavement and Menopause policies
- Enhanced Sick Pay
- Wellbeing initiatives in your setting
- Full induction
- Training and development and the support of a trained line manager and dedicated senior leaders
- Access to further professional development
- Cycle to Work Scheme
- Annual MAT Life Day to take for that special occasion
- Annual Flu Jabs
- Free eye tests through Specsavers
- An Employee Assistance Programme to support your health and wellbeing and access to various perks including discounts Tesco, Cineworld, Go Ape and many more
- Death in Service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- Enhanced DBS Certificate (Paid for by MacIntyre Academies)
- Self service portal to facilitate leave and amend personal information
- We have an active employee engagement programme which includes Termly 'You are Awesome' awards, an annual Employee Big Thank you Day, Annual CPD Trust wide conference.
- Access to Blue Light Card/ Discounts for Teachers which offers thousands of amazing discounts online and on the high street for social care staff/ Teachers and support staff

*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 \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide) 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 the 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.*

## Family Footings Facilitator Job Description

### Reporting to

Assistant Principal

### Purpose:

To implement and demonstrate the impact of the use of person centred approaches within MacIntyre Academies as an effective methodology for co-production between children, families and professionals – achieving positive, personalised education and outcomes that lead to a life that makes sense to the young person and their family.

- To oversee the active and purposeful engagement and inclusion of families of existing and potential students, particularly around entrance pathways into MacIntyre Academies (Discovery and Quest Academy )



- To facilitate effective, meaningful and personalised education by promoting and using a person centred, coproduction methodology within school life. This is achieved by:
- Supporting young people's transition in and out of their school placement.
- Advocating for young people, ensuring that they consistently receive individual tailored support.
- Promoting and acting as family liaison.
- Facilitating review meetings.

## Key Responsibilities and Duties:

### Responsibilities to children and young people

- To work in accordance with MacIntyre Academies' values
- To ensure that they are treated with respect, dignity and equality
- To be personally accountable for the standard of your practice
- To safeguard and promote the welfare of children and young people
- To complete and maintain records as required
- To maintain the confidentiality of information
- To adhere to MacIntyre Academies' policies and procedures
- To introduce and develop person-centred approaches to maximise individual learning opportunities and achievements

### Responsibilities to yourself

- To participate in regular supervision sessions and annual appraisals
- To be responsible for your personal development
- To be aware of responsibilities with regard to the Health and Safety at Work Act

### Responsibilities to Staff & Volunteers

- To lead and exemplify best practice in person centred approaches across MacIntyre Academies
- To assist in the coaching and training of colleagues in person centred approaches and work with families

### Main Duties

1. To ensure a positive entrance to school for new and prospective families – using person centred thinking tools to develop a comprehensive picture of the whole family's strengths, support needs and expectations.
2. To use a range of person centred approaches and facilitation tools to engage the young person and their family on an ongoing basis, in shaping and feeding back on their learning experience. This includes informal support as well as facilitating or supporting in person centred annual reviews, CAFs, Education Health and Care Planning meetings as appropriate.
3. To arrange home visits with both parents and/ or students in response to an identified need for some facilitation input or as an identified intervention technique contributing towards the young person's wellbeing and educational participation.
4. To establish positive working relationships internally and externally – including appropriate partnership working with feeder schools and key stakeholder groups (parent groups, Local Authority, multi-disciplinary professionals).

5. To identify opportunities and support students' families to participate in the day to day life of the school environment as well as the governance systems.
6. To gather feedback and information from families that demonstrates a strong evidence base for the impact of person centred approaches and family co-production on improving outcomes for children with SEN / additional needs within the educational environment.
7. To contribute content in the form of photos, quotes, testimonials, case studies to be used for MacIntyre Academies external profile including social media interface points (Facebook, Twitter, websites).
8. To assist the Engagement and Families Strategic Lead and school Senior Leadership Team in the development of MacIntyre Academies' methodology and expertise in providing family-led curriculum.
9. To ensure the provision of timely, accurate and relevant information relating to the evidence of outcomes and impact of the Family Footings methodology on the curriculum and individuals.
10. To be accountable and take responsibility for applying learning, training and skills to support people in a way which embodies great interactions, through person centred thinking and planning, using people's preferred method of communication and to act as a role model with this.
11. To undertake any other duties as required.

#### 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.

#### Training Required:

- Prevent
- Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
- Code of conduct
- Accident Reporting

## Family Footings Facilitator Person Specification

- 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
- H&S for managers and supervisors
- Autism
- Positive Behaviour Support

Education,	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
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knowledge and experience	<ul style="list-style-type: none"> <li>• A minimum of 1 year of experience of working with children and young people and their families (preferably in a facilitative role).</li> <li>• Working knowledge and understanding of the key policy developments and regulatory frameworks within the social care, health and education sectors.</li> <li>• Knowledge of the theory of person centred approaches and the range of person centred thinking tools available.</li> <li>• An informed understanding of the current issues facing disabled people and families of children with SEND</li> </ul>	
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• A commitment to the belief that all people with learning disabilities or additional needs should have a purposeful and fulfilling life and to support them to develop the skills and understanding to take more control over their lives.</li> <li>• A commitment to the implementation of MacIntyre Equal Opportunities Policy</li> <li>• A current (full) driving licence and the flexibility to travel widely as well as locally, as required for this post.</li> <li>• A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences.</li> <li>• A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy.</li> </ul>	

**MacIntyre Academies Trust**  
**Support Role Competencies Family Footings**

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, young people and their families, and colleagues with respect, dignity, honesty and equality.</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> </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> </ul>



Competency	Description	Example Positive Indicators	Example Negative Indicators
	<ul style="list-style-type: none"> <li>• Flexible to the needs of individuals and able to adapt working style and level of support required.</li> <li>• Work cooperatively with colleagues, values contributions and assists when they need support.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives and receives effective feedback and act to improve personal performance</li> </ul>	<ul style="list-style-type: none"> <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 displays enthusiasm in their communication</li> <li>• Makes information clear and accessible in a range of ways and adapts communication style to meet a specific need</li> <li>• Shares timely and appropriate information with colleagues internally and external stakeholders</li> <li>• Communicates in a professional manner with all stakeholders (written and verbal)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates well in different forums and environments</li> <li>• Manages emotions to minimise negative impact on others</li> <li>• Uses information and logical arguments that relate to needs of others</li> <li>• Engages disinterested parties</li> <li>• Acts as a mediator in conflicts between others supporting transfer of information</li> </ul>	<ul style="list-style-type: none"> <li>• Is unreliable when sharing information (time or accuracy)</li> <li>• Takes stress out on others; loses patience or temper</li> <li>• Unaware of others and misses cues that the communication style isn't working</li> <li>• Uses the same communication style for all interactions</li> <li>• Ignores conflict between others and leaves others to resolve conflict themselves</li> </ul>
<b>Facilitating Success and Improvement in Others</b>	<ul style="list-style-type: none"> <li>• Makes things easier for others by empowering, informing, guiding, encouraging action</li> <li>• Signposts and advises families and colleagues towards sources of support or information</li> <li>• Support, motivate and inspire others to set goals, try new tasks or activities.</li> <li>• Able to facilitate group discussions/ action and support individual(s) to come to a place of agreement and clarity together</li> <li>• Works in collaboration and partnership with others to achieve an outcome</li> <li>• Seek assistance appropriately and receive feedback from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to be creative, fluid and flexible in their approach and a catalyst to trying things differently</li> <li>• Proactive and willing to get involved</li> <li>• Empowers others and promotes independence</li> <li>• Offers constructive feedback to others to support their development</li> <li>• Identifies opportunities to support learning</li> <li>• Encourages group contributions and ownership</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> <li>• Keeps things to self and doesn't share knowledge or ownership</li> </ul>

Competency	Description	Example Positive Indicators	Example Negative Indicators
<b>Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)</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 commitment to the learning process</li> <li>Contributes to setting and reviewing of outcomes based upon a detailed knowledge of individual pupils and their families</li> <li>Supports all stakeholders to ensure that the learning experience is effective for the young person and their family</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> <li>Promotes rich opportunities for learning both within and out of the classroom</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> <li>Does not celebrate pupils success</li> <li>Pupils are not given feedback or challenged</li> <li>Does not challenge inappropriate targets</li> </ul>
<b>Results &amp; Quality Focus</b>	<ul style="list-style-type: none"> <li>Completes work to a high standard, focussing on the needs of the children and young people we support.</li> <li>Takes personal responsibility for the quality of their work and is willing to 'go the extra mile'.</li> <li>Looks for continual improvement in own performance and in the performance of others.</li> <li>Work to agreed policies and procedures.</li> <li>Strong working relationships with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Wants to learn from others, has an enquiring mind</li> <li>Maintains high standards and expectations</li> <li>Proactively considers ways and opportunities to bring added 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> <li>Knows relevant details about people's lives and circumstances</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> <li>Dismisses opportunities to work collaboratively and is overly independent</li> </ul>
<b>Problem Solving and Decision Making</b>	<ul style="list-style-type: none"> <li>Is able to collect, interpret and evaluate information</li> <li>Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities.</li> <li>Makes timely and well considered decisions</li> <li>Operates within the limits of their decision making powers.</li> <li>Keeps others informed of decisions</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> </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> </ul>

Competency	Description	Example Positive Indicators	Example Negative Indicators
		<ul style="list-style-type: none"> <li>• Is aware of the impact their decisions may have</li> <li>• Willing to make difficult but necessary decisions to improve the practice.</li> <li>• Understands when to escalate a decision or issue, and does so when needed and knows when to seek advice</li> </ul>	<ul style="list-style-type: none"> <li>• Escalates decisions or issues inappropriately</li> <li>• Inappropriate use of personal preference or opinion to inform decision making.</li> </ul>
<b>Resilience to Change and Challenges</b>	<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 – fulfilling agreed priorities without direction</li> <li>• Is resilient and copes well in emergency situations</li> <li>• Shares learning and perspectives to contribute to strategic direction.</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>
<b>Personal Development</b>	<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> <li>• Manages time and priorities in a transparent way and keeps colleagues informed of whereabouts when lone / remote working</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> <li>• Actively shares calendar and appointment details 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> <li>• Unable to account for time and whereabouts unknown by line manager</li> </ul>

