

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

**EXECUTIVE PRINCIPAL
HEAD OF SCHOOL**

**Jon Barker
Mark Fenn**

www.hughchristie.kent.sch.uk

Briefing Pack for:

**Appointment of
Teacher of Humanities**



HUGH CHRISTIE SCHOOL

Teacher of Humanities

Main Pay Scale

Hugh Christie is a mixed wide ability 11 to 18 high school based in Tonbridge, Kent. Hugh Christie is 'the place to be' happy, successful and where pupils are well prepared for adult life. Hugh Christie is a good school with a stable and well-motivated staff. Staff are supported well through a bespoke INSET programme led by our Lead Practitioner Group. Staff are encouraged to progress with most the Senior Leadership Team being former middle leaders in the school. The school finishes at 1-30pm on a Friday and has a two week holiday at the end of Term 1 to promote wellbeing.

We are seeking a motivated, organised and effective Humanities teacher with either a History or Geography specialism and the ability and enthusiasm to deliver both subjects.

Support will be provided for less practised teachers and the option to teach at KS5 will be considered for suitably skilled and proficient applicants.

The History and Geography teams are led by exceptionally experienced teachers with a wealth of resources and expertise to share.

The ideal candidate will:

- be passionate about their subject(s) and be able to communicate the importance of the subject with students.
- be organised, efficient, reliable and strive to meet high standards and expectations.
- be able to inspire students from a range of backgrounds and abilities and help them strive to be better people.
- be an excellent classroom practitioner and confident to deliver their subject(s).

Please visit our website for more information. An application pack is available from the college website, email nriddle@tonbridgefederation.co.uk or on 01732 353544

Closing date for applications: 14th June 2021

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 2021

Dear Applicant,

Thank you for expressing an interest in the post of Teacher of Humanities. The vacancy arises because our current post holder has received promotion.

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 nearly sixteen 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.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please complete the school application form in this pack and include a statement (no more than two sides of A4) that describes what qualities and experience you would bring to this role. Please refer to the job description and standards later in this pack.

If you have any specific questions you would like to ask about the application process, then please contact me on 01732 353544 EXT 240 or by email jbarker@hughchristie.kent.sch.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.

REAL



The Team

- Mrs Jane Davies - Director of Learning
- Mr Ben Horne - EBacc Leader
- Mr Ben Nicoll - Netbook Project Leader
- Mr Matt Heather - Mindfulness Coordinator

Subject Intent

REAL (Relevant, Engaging, Active Learning) delivers the statutory National Curriculum in History, Geography and Religious Education in a way that is relevant, engaging and active. It takes place during Years 7 and 8 before pupils are appropriately guided into a new broad and balanced curriculum in Year 9.

Through the study of REAL, pupils will gain an understanding of their place in Britain and the world today. This will include human, physical, historical, cultural and spiritual aspects of their lives and heritage. They will answer some of the key religious, historical and geographical 'big questions' that have led to the present day. They will then explore some of the challenges that may affect our future and how these can be influenced.

Knowledge, skills and vocabulary are sequenced in themes or 'big questions'. These themes are based on History, Geography and Religious Studies so pupils have a clear understanding of each of these subjects and can make informed decisions to study them further at a later stage.

The grouping of these subjects together provides the opportunity for a significant amount of curriculum time to be dedicated every week. This enables teachers to immerse, deepen, broaden and enrich pupils' experiences within each theme. It also supports transition from Primary Education because pupils establish a strong relationship with one teacher and minimise the number of adult-teacher interactions in the first two years at the school.

The intention is that, through the REAL curriculum, pupils develop an understanding of the importance of

	<p>these subjects and their relevance to them today and in the future. They will learn to understand the relevance of these subjects to each other through creative curriculum sequencing. They will also learn the relevance of other subjects, such as English, Maths and Science. They will learn to understand the importance of transferring knowledge, skills and vocabulary across the subjects.</p> <p>Students will develop key Reading skills of being able to seek out information, understand narrative and narrative view point and be able to evaluate bias in a text. They will develop key Writing skills of being able to convey information to differing audiences and in a variety of forms and style. There will be a relentless focus on accuracy in terms of accurate content and accurate spelling punctuation and grammar.</p> <p>Every lesson within the REAL curriculum is focussed on a challenging learning objective designed to engage pupils with the topic. Teachers within the REAL curriculum will use a range of 'skills for learning' to acquire new knowledge and vocabulary including reducing, acquiring and practicing. Lessons will typically start with quizzing of prior knowledge and vocabulary to aid pupils' retention from previously taught themes. Teachers will also use targeted questioning, modelling, independent and group work, short and long term projects, scaffolded approaches and role play.</p> <p>Homework is set twice a week and focuses on preparing for future learning, reflecting on current learning or being challenged through a short/long term project relevant to the current, previous or future themes.</p> <p>The aim is that learning is active not passive; this means pupils taking increased responsibility for the acquisition of knowledge, subject based and literacy skills and vocabulary over time so they become better able to work independently by the end of their time studying the REAL curriculum.</p>
Age Related Learning Objectives (ARLOs)	Year 7 REAL (Geography, History, RE) Year 8 REAL (Geography, History, RE)

Exam Board Specifications	National Curriculum (Geography & History) Kent Agreed Syllabus for Religious Education
Subject Learning Journey	Year 7 2020-21 Year 8 2020-21
Key Stage 3	<p>In Key Stage 3 all students follow the REAL integrated humanities curriculum. This unique curriculum covers the National Curriculum for Geography and History and aspects of the Kent Agreed Syllabus for Religious Education.</p> <p>Continuity, academic rigour and developing a love of learning are at the core of the REAL curriculum.</p> <p>With close links to the curriculum for English, students' time in REAL develops the knowledge and skills that form the foundation of their learning in Key Stage 4.</p>

GEOGRAPHY



The Team

- **Mr Justin Sheppard - Director of Learning**
- Mr Daniel Biddle
- Mrs Louise Osborn

Subject Intent

Why do we study Geography?

Geography helps us understand the fast-changing world.

Geography helps us make sense of the environment and its importance.

Geography helps us understand the impacts people have on the planet.

Geography equips us with a range of transferable skills.

What is Geography?

Geography helps us understand the world around us and our place in it. Geography is about how people affect environments; how environments affect people and the places these interactions happen. Geography is issues-based. It investigates geographical problems and how we can respond to these challenges. These issues are always changing and Geography changes with them, making Geography one of the most dynamic and relevant subjects you can study.

Geographical issues include:

- How will climate change affect us?
- Can Britain cope with more migration?

	<ul style="list-style-type: none"> • How is my weekly shopping damaging the oceans? • Why are coasts and place of conflict? • Can we survive without the rainforests? • How do we protect people from earthquakes and volcanoes? • Do some countries have to remain poor for Britain to stay rich? <p>Transferable Skills In addition to knowledge, universities and employers seek people with good transferable skills (skills that can be used for a variety of tasks and activities). Geography develops a range of important transferable skills, including:</p> <ul style="list-style-type: none"> • How to observe, record, display and analyse data. • How to extract information from a variety of different sources (maps, graphs, diagrams). • How to interpret and analyse information to reach substantiated conclusions. • How to problem-solve and make decisions about issues. • How work effectively with other people. • How to communicate ideas effectively using a range of techniques, including ICT. <p>How Can I Use a Geography Qualification? Employers and universities value the broad range of transferable skills that Geography delivers. Geography fits neatly with sciences, arts and humanities. Geography was named by Russell Group report as one of the eight subjects which are preferred for entry to a degree course and as one of the facilitating subjects most likely to keep more options open at university.</p>
Age Related Learning Objectives (ARLOs)	Year 9
Knowledge Organisers	Year 9
Subject Learning Journey	Geography

Exam Board Specifications	<u>GCSE OCR A (J383)</u> <u>A-Level OCR (H481)</u>
Key Stage 3	The Geography National Curriculum at Key Stage 3 is delivered through the REAL Curriculum at Hugh Christie. Please see the REAL subject page for more information.
Key Stage 4	<p>The GCSE course has three papers:</p> <ul style="list-style-type: none"> • Paper 1 Living in the UK Today (30%): 1 hour • Paper 2 The World Around Us (30%): 1 Hour • Paper 3 Geographical Skills (40%): 1.5 hours <p>The course is also organised into the following sections</p> <p>Landscapes of the UK:</p> <ul style="list-style-type: none"> • The UK's landscape and geology. • Coastal landscapes, landforms and processes. • River landscapes, landforms and processes. <p>People of the UK:</p> <ul style="list-style-type: none"> • Population and migration. • Economic change and its impacts on people • Diversity in the UK <p>UK Environmental Challenges:</p> <ul style="list-style-type: none"> • The UK's weather and climate. • Flooding in the UK. • The UK's energy mix. <p>Ecosystems of the Planet:</p> <ul style="list-style-type: none"> • Why are world ecosystems like and why they are important? • How are ecosystems under threat? • How can the management of ecosystems be more sustainable? <p>People of the Planet:</p> <ul style="list-style-type: none"> • Why are some places more developed than others? • How do trade and aid help and hinder development? • The impacts of migration and urbanisation.

	<p>Environmental Threats to Our Planet:</p> <ul style="list-style-type: none"> • How and why is our climate changing? • How do extreme weather events affect places and people? • How do people adapt and cope to extreme weather events?
Key Stage 5	<p>The A-Level Course has three exam papers:</p> <ul style="list-style-type: none"> • Paper 1: Physical Systems (1.5 hours) • Paper 2: Human Systems (1.5 hours) • Paper 3: Geographical Debates (2.5 hours) <p>The course includes</p> <p>Landscape Systems:</p> <ul style="list-style-type: none"> • Coastal Landscapes <p>Earth's Life Support Systems</p> <ul style="list-style-type: none"> • Tropical Rainforests <p>Changing Spaces; Making Places:</p> <ul style="list-style-type: none"> • The demographic, socio-economic and cultural contrasts of places. <p>Global Connections:</p> <ul style="list-style-type: none"> • Migration • Power and Borders <p>Geographical Debates (two of the following):</p> <ul style="list-style-type: none"> • Climate Change • Disease Dilemmas • Exploring Oceans • Future of Food • Hazardous Earth <p>Investigative Geography</p> <ul style="list-style-type: none"> • An independent field work investigation and report worth 20% of the examination.

HISTORY



The Team

- **Mrs Laura Jackson** – Director of Learning
- Mr Daryl Taylor
- Mr Daniel Biddle
- Mr Paul Bargery

Subject Intent

To develop a curiosity and make judgements about Britain's past and that of the wider world; by asking questions, thinking critically and evaluating evidence.

Age Related Learning Objectives (ARLOs)

[Year 7](#)
[Year 8](#)
[Year 9](#)

Knowledge Organisers

[Year 9 \(Vietnam\)](#)

Subject Learning Journey

[History \(Years 9 to 13\)](#)

Exam Board Specifications

[GCSE](#)
[Advanced Level](#)

Key Stage 3

The History National Curriculum at Key Stage 3 is delivered through the REAL Curriculum at Hugh Christie. Please see the REAL subject page for more information.

Key Stage 4

Edexcel GCSE History (9-1) Code: 1HIO

GCSE History is a fascinating course, which offers students the opportunity to study a range of topics with a particular emphasis on 20th century History.

It also develops skills that will be useful for future careers. These skills include: careful factual research, interpreting different types of documents from cartoons to poems, to newspaper articles; constructing sensible and logical arguments. Ultimately, students will be able to make balanced judgements and weigh up different viewpoints to give their own interpretation of events in the past. **A love of reading and writing is essential to**

	<p>get the most from the course the exam board is Edexcel and all marks toward the final grade is exam based.</p> <p>Unit 1 - Thematic Study</p> <ul style="list-style-type: none"> • Medicine in Britain, c1250-present • Historic environment: The British sector of the Western Front, 1914-1918: injuries, treatment & the trenches <p>Unit 2 - Period Study Superpower Relations & the Cold War, 1941-1991 includes:</p> <ul style="list-style-type: none"> • The origins of the Cold War, 1941-1958 • Cold War Crises, 1958-1970 • The end of the Cold War, 1970-1991 <p>Unit 2 - Depth Study Henry VIII & his ministers, 1509-1540 includes:</p> <ul style="list-style-type: none"> • Henry VIII & Wolsey, 1509-1529 • Henry VIII & Cromwell, 1529-1540 • The Reformation and its impact, 1529-1540 <p>Unit 3 - Modern Depth Study</p> <p>The USA, 1954-1975: conflict at home & abroad includes:</p> <ul style="list-style-type: none"> • The development of the civil rights movement, 1954-1960 • Protest, progress & radicalisation, 1960-1975 • US involvement in the Vietnam War, 1954-1975 • Reactions to, and the end of, US involvement in Vietnam, 1964-1975
Key Stage 5	<p>OCR A-Level GCE History A H505</p> <p>“History is written backwards, but lived forwards.” Madeleine Albright</p> <p>For A-Level, the exam board is OCR and there are 3 exams and 1 piece of coursework</p>

	<p>Entry Requirements</p> <p>It is a two year course and the content below is flexible in terms of other historical topics that can be studied depending on the students opting for it.</p> <p>Students should have a Grade 6 or above in GCSE History or if you have not taken GCSE History then a Grade 6 or above in GCSE English Language or GCSE English Literature is advisable.</p> <p>Course Information and Assessment</p> <p>Unit 1 (25% of overall grade) - British period study & enquiry Britain 1900-1951 enquiry topic - England & a new century c.1900-1918 includes:</p> <ul style="list-style-type: none"> • Political issues 1900-1914 • Social issues 1900-1918 • Britain at war 1914-1918 • British period study • Britain c.1918-1951 • Includes • British politics 1918-1929 • British domestic politics 1929-1939 • Economic issues 1918-1939 • Domestic politics 1940-1951 <p>Unit 2 (15% of overall grade) Non-British period study The Cold War in Asia, 1945-1993 includes:</p> <ul style="list-style-type: none"> • Western policies in Post War Asia, 1945-1979 • The Korean War 1950-1953 & its impact up to 1977 • Indochina 1945-1967 • Wars in Vietnam & Cambodia, 1968-1993 <p>Unit 3 (40% of overall grade) Thematic study & historical interpretations Rebellion & disorder under the Tudors 1485-1603 includes:</p> <ul style="list-style-type: none"> • Main causes of rebellion & disorder • The frequency & nature of disturbances
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	<ul style="list-style-type: none"> • The impact of disturbances upon Tudor governments • The maintenance of political stability • Depth Studies: • Pilgrimage of Grace • The Western Rebellion • Tyrone's Rebellion <p>Unit 4 (20% of overall grade) Coursework Topic based essay on a subject chosen by the student.</p> <p>Length of essay must be between 3000-4000 words.</p>
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JOB DESCRIPTION

Teacher of Humanities

Responsible to: Head of History & Head of Geography

Job Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/advisor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Teaching:

- To undertake a designated programme of teaching across required key stages.
- Teach consistently high quality lessons.
- Plan and deliver schemes of work and lessons that meet the requirements of the agreed curricula.
- Be a role model for students, inspiring them to be actively interested in Humanities.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS and registers etc.
- To complete the relevant documentation to assist in the tracking of students
- Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching.
- Prioritise and manage time effectively, ensuring continued professional development in line with the role.
- To follow the school policies and procedures.
- To ensure the effective/efficient deployment of classroom support (where appropriate).
- To maintain good student conduct in accordance with the school procedures, and to encourage good practise with regard to punctuality, behaviour, standards of work and homework.
- Follow agreed schemes of work and contribute to the future development of these.
- Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology.
- Promote Humanities learning through out of hours activities.
- Ensuring a high quality and well-maintained learning environment.

Assessment, Feedback and Tracking:

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policies.
- To follow department monitoring and tracking systems relating to students attainment, progress and achievement.
- Mark, grade and give written/verbal and diagnostic feedback as required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Complete the relevant documentation to assist in the tracking of students.
- To follow department policies regarding department tracking of student progress and use information to inform learning and teaching.

Staff Development:

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- Participate in whole school and department CPD programmes.
- To take part in out of school CPD when required to do so.

Student Support and Progress:

- To be an advisor to an assigned group of students.
- To promote the general progress and well-being of individual students and the advisory group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support systems.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and other reports as required.
- To alert the appropriate staff to problems experienced by students.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE according to school policy
- To apply the conduct policy so that effective learning can take place.
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams.
- Meet with students over whom there are concerns and contact home where necessary in conjunction with pastoral support team and department heads.

Safeguarding:

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school.
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

Communications, Marketing and Liaison:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in marketing and liaison activities such as open events and parent consultations.

Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's health & safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis.
- To be punctual to meetings.
- To set cover work during any absence

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description is not necessarily a comprehensive definition of the post. It can be subject to modification or amendment at any time after consultation with the holder of the post
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

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.

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

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.

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