

Accelerated  
Leader

# Group Report

Example School

Accelerated Leader Report

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# Introduction

Welcome to your team's accelerated leader report. In this report you will find a breakdown of the overall scores you achieved in each of the five areas of school leadership mapped against your own self analysis for each area.

- 1. Leading the Organisation**
- 2. Leading Teaching and Learning**
- 3. Leading in the Community**
- 4. Leading People**
- 5. Leading Strategically**

Your team is ranked by colleagues from 0-5 and this is converted into a 1-100 score where 100 means reviewers strongly agree that you have strength in the particular competence, and 1 means they strongly disagreed. It is also worth noting, that as this is a new product designed specifically for education, there is no comparative data to map you against in the wider education world. This means that your team's weakest areas may well score comparatively well, and would still be things you should work on to improve as development areas.

In section 2 you will then find a table of scores for each specific competence that your team has been assessed against, and in each case there is a total score from all reviewers, an individual score from each of the three reporting groups, and your team's self assessment score. In each case the X on the bar is your average score, and the top and bottom of the bar represent highest and lowest score.

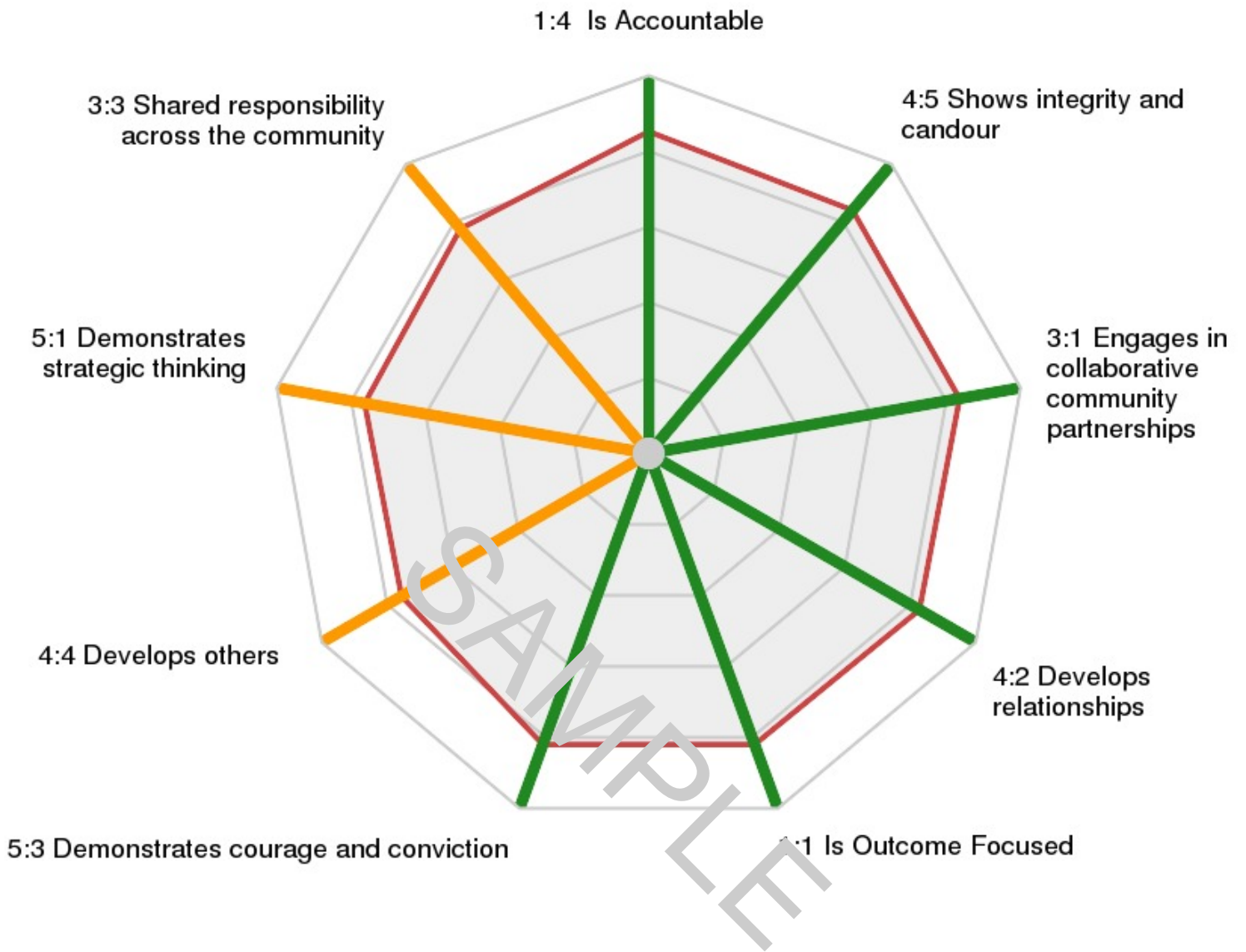
You will also find a combined total score for each statement your team was assessed against, so you can drill down to the specific areas of that competence which made up the overall score.

Our goal over the course of the one to one coaching session will be to help you develop your team's development plan, to leverage and enhance its strengths as well as highlight any development areas.

Number of Respondents	
Role	Respondents
Peers	89
Manager	64
Staff	97

Strongest Areas		
Competence Area	Score	
1:4 Is Accountable	85	x
4:5 Shows integrity and candour	84	x
3:1 Engages in collaborative community partnerships	83	x
4:2 Develops relationships	82	x
1:1 Is Outcome Focused	82	*
5:3 Demonstrates courage and conviction	82	*

Weakest Areas		
Competence Area	Score	
4:4 Develops others	75	x
5:1 Demonstrates strategic thinking	76	x
3:3 Shared responsibility across the community	77	x







# 1 Leading the Organisation

1:1 Is Outcome Focused			
Total	82		———— * ————
Self	83		———— * ————
Manager	82		———— * ————
Peers	81		———— * ————
Staff	82		———— * ————
1:1:1 Clearly articulates goals and manages results against them	83	(6 N/A)	———— * ————
1:1:2 Demonstrates commitment to achieving outcomes related to new projects	86	(2 N/A)	————   * ————
1:1:3 Enables others to define goals that stretch and achieve outstanding results	76	(15 N/A)	———— * ————

1:2 Leads on Issues			
Total	80		————   * ————
Self	82		———— * ————
Manager	79		————   * ————
Peers	81		———— * ————
Staff	81		————   * ————
1:2:1 Uses energy and creativity to ensure results from others	79	(3 N/A)	————   * ————
1:2:2 Enables others to act independently and with initiative	81	(8 N/A)	————   * ————
1:2:3 Enables others to act collaboratively and with initiative in teams	81	(14 N/A)	———— * ————

# 1 Leading the Organisation

1:3 Builds Capacity				
Total	81			—————*—————
Self	80			—————*—————
Manager	80			—————*—————
Peers	82			—————*—————
Staff	80			—————*—————
1:3:1 Creates opportunities for new learning methods and frameworks	82	(19 N/A)		—————*—————
1:3:2 Encourages others to build capacity in terms of resources, including facilities and workforce, systems and	80	(17 N/A)		—————*—————
1:3:3 Champions and gains buy in commitment to new projects	80	(18 N/A)		—————*—————
1:3:4 Reviews organisational structures and systems in relation to the objectives of the school	81	(21 N/A)		—————*—————
1:4 Is Accountable				
Total	85			————— x—————
Self	88			————— x—————
Manager	80			————— x—————
Peers	85			————— x—————
Staff	83			————— x—————
1:4:1 Is fully accountable for their own actions in all aspects of their school role	87	(6 N/A)		————— x—————
1:4:2 Models appropriate behaviour to colleagues, pupils and the community	86	(1 N/A)		————— x—————
1:4:3 Assumes ultimate accountability for actions of others in circle of influence	82	(12 N/A)		—————*—————



## 2 Leading Teaching and Learning

2:3 Creates a climate for innovation and creativity				
Total	79			—————x—————
Self	77			—————x—————
Manager	79			—————x—————
Peers	78			—————x—————
Staff	79			—————x—————
2:3:1 Is positive and pro-active in engaging new ideas that might enhance the learning experience of pupils	83	(65 N/A)		—————x—————
2:3:2 Explores ways the school as a whole can support the embedding of personalised learning techniques	77	(73 N/A)		—————x—————
2:3:3 Shares best practice teaching and learning techniques with teachers and colleagues	80	(80 N/A)		—————x—————
2:3:4 Promotes evaluation of the impact and effectiveness of new approaches to teaching and learning	75	(81 N/A)		—————x—————

2:4 Passionate about self improvement				
Total	81			—————*—————
Self	80			—————x—————
Manager	81			—————*—————
Peers	81			—————*—————
Staff	82			—————x—————
2:4:1 Is constantly sharing new ideas with colleagues that have been demonstrated to work in their own area	78	(31 N/A)		—————x—————
2:4:2 Actively encourages dialogue related to new ways of teaching and learning	78	(79 N/A)		—————x—————
2:4:3 Demonstrates a personal commitment to learn and improve	87	(21 N/A)		————— x—————



## 3 Leading in the Community

### 3:1 Engages in collaborative community partnerships

Total	83							x	
Self	84							x	
Manager	84							x	
Peers	82							*	
Staff	84							x	
3:1:1 Ensures a shared and honest dialogue with external partners and those in the community	81	(35 N/A)						*	
3:1:2 Is open to exploring alternative solutions to existing problems	84	(11 N/A)						x	
3:1:3 Demonstrates a willingness to share expertise with others	85	(7 N/A)						x	
3:1:4 Demonstrates commitment to shared goals within the collaborative partnership	82	(27 N/A)						*	
3:1:5 Clearly articulates a shared vision and shared values	83	(12 N/A)						x	

### 3:2 Reaches out beyond the school into the community

Total	78							x	
Self	77							x	
Manager	78							x	
Peers	78							x	
Staff	77							x	
3:2:1 Models behaviour which promotes community cohesion	80	(27 N/A)						x	
3:2:2 Creates networks with key stakeholders in the community	76	(58 N/A)						x	
3:2:3 Promotes a common sense of identity and purpose	80	(8 N/A)						x	
3:2:4 Where possible engages community partners in decision making and self-evaluation	73	(59 N/A)						x	

## 3 Leading in the Community

3:3 Shared responsibility across the community			
Total	77		———   <b>x</b>   ———
Self	76		———   <b>x</b>   ———
Manager	76		———   <b>x</b>   ———
Peers	77		———   <b>x</b>   ———
Staff	78		———   <b>x</b>   ———
3:3:1 Works closely with external partners to share practice and ensure collaboration	76	(43 N/A)	———   <b>x</b>   ———
3:3:2 Empowers others to think and engage with issues in a collaborative way	78	(17 N/A)	———   <b>x</b>   ———

3:4 Demonstrates community-wide empathy and awareness			
Total	81		———   *   ———
Self	77		———   <b>x</b>   ———
Manager	81		———   *   ———
Peers	80		———   *   ———
Staff	81		———   *   ———
3:4:1 When making decisions, considers the diverse nature of the school community	82	(14 N/A)	———   *   ———
3:4:2 Recognises the extent to which external factors influence the behaviours and motives of others	81	(16 N/A)	———   *   ———
3:4:3 Understands and acknowledges the needs of those who are not members of the immediate school community	78	(41 N/A)	———   <b>x</b>   ———

## 3 Leading in the Community

3:5 Creates partnerships across the community				
Total	79			—————x—————
Self	78			—————x—————
Manager	80			—————x—————
Peers	79			—————x—————
Staff	80			—————x—————
3:5:1 Builds rapport easily and effectively with those in the community and external partners	81	(28 N/A)		—————*—————
3:5:2 Empathises with the needs of others when building relationships	81	(10 N/A)		—————*—————
3:5:3 Actively promotes external dialogue and collaboration	76	(39 N/A)		—————x—————

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## 4 Leading People

4:3 Develops self			
Total	79		-----  x  -----
Self	82		-----  x  -----
Manager	81		-----  x  -----
Peers	79		-----  x  -----
Staff	78		-----  x  -----
4:3:1 Seeks feedback from others	80	(2 N/A)	-----  x  -----
4:3:2 Applies feedback to increase self development	78	(11 N/A)	-----  x  -----

4:4 Develops others			
Total	75		-----  x  -----
Self	74		-----  x  -----
Manager	73		-----  x  -----
Peers	75		-----  x  -----
Staff	77		-----  x  -----
4:4:1 Uses coaching as a leadership style	73	(34 N/A)	-----  x  -----
4:4:2 Regularly acts as a mentor for others	76	(27 N/A)	-----  x  -----
4:4:3 Provides appropriate mix of challenge and support	77	(15 N/A)	-----  x  -----





## 5 Leading Strategically

5:3 Demonstrates courage and conviction				
Total	82			———   * ———
Self	82			———   * ———
Manager	85			———   * ———
Peers	80			———   * ———
Staff	81			———   * ———
5:3:1 Demonstrates commitment to the vision and values of the school	85	(4 N/A)		———   * ———
5:3:2 Has strong belief in their ability to lead change	81	(9 N/A)		———   * ———
5:3:3 Is willing to stick their neck out and try something different	79	(5 N/A)		———   * ———

5:4 Is outcome focused				
Total	81			———   * ———
Self	81			———   * ———
Manager	81			———   * ———
Peers	80			———   * ———
Staff	82			———   * ———
5:4:1 Keeps the end goal in mind	83	(6 N/A)		———   * ———
5:4:2 Encourages others to keep the end goal in mind	80	(6 N/A)		———   * ———
5:4:3 Encourages debate but will always bring the group back to the main point	79	(19 N/A)		———   * ———