

# Accelerated Leader

**John Doe**  
Example School  
Accelerated Leader Report  
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# Introduction

Welcome to your 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**

You are 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 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 you have 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 own 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 you were assessed against, so you can drill down to the specific areas of that competence which made up the overall score.

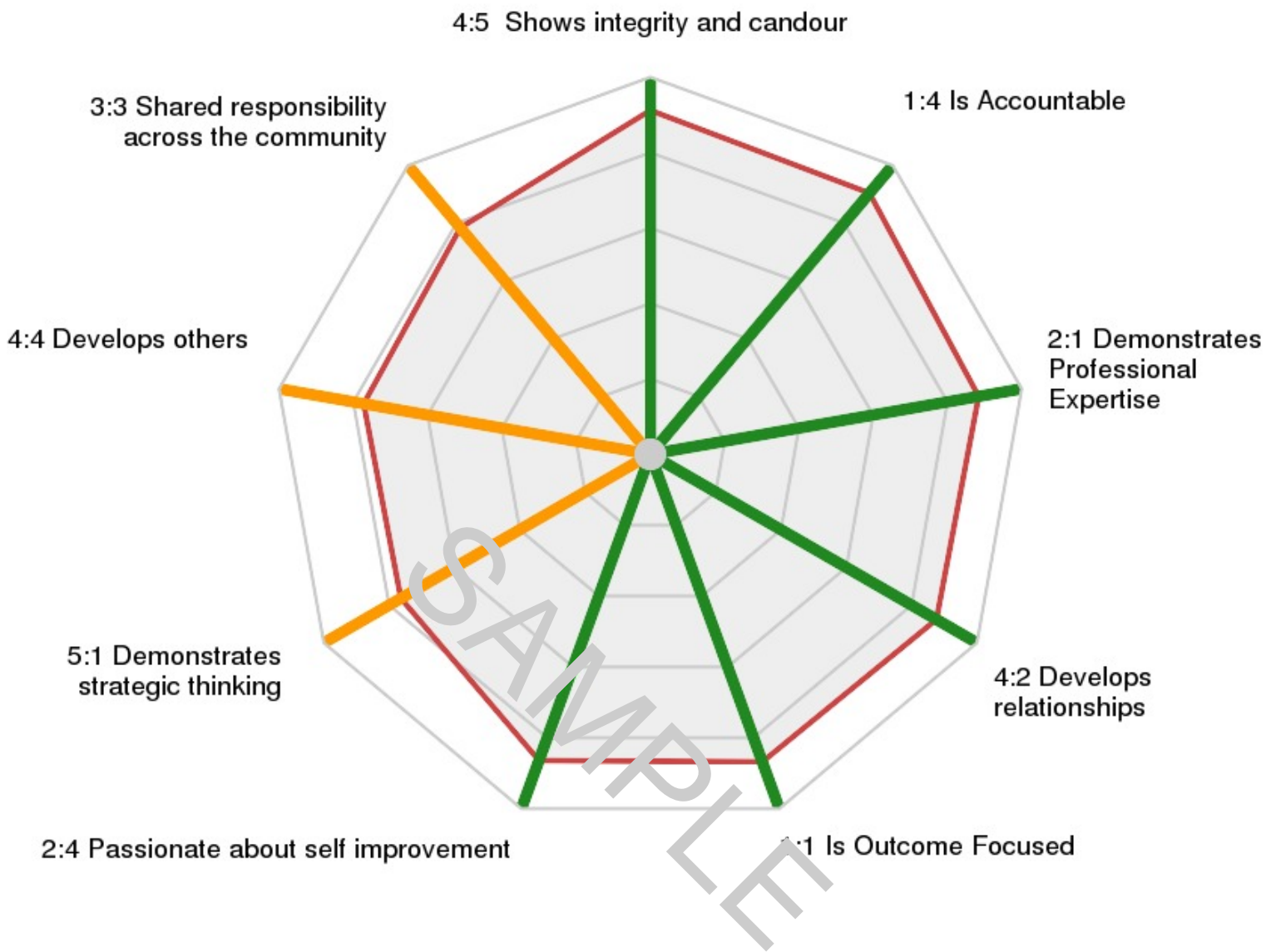
Please note that with the exception of scores marked "self", none of the scores include your self-assessment score.

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

Number of Respondents	
Role	Respondents
Peers	6
Manager	3
Staff	5

Strongest Areas	
Competence Area	Score
4:5 Shows integrity and candour	91
1:4 Is Accountable	90
2:1 Demonstrates Professional Expertise	88
4:2 Develops relationships	87
1:1 Is Outcome Focused	87
2:4 Passionate about self improvement	86

Weakest Areas	
Competence Area	Score
5:1 Demonstrates strategic thinking	76
4:4 Develops others	77
3:3 Shared responsibility across the community	78



## 1 Leading the Organisation

Rater	Score			
Total	85			----- x
Self	86			----- x
Manager	83			----- *
Peers	87			----- x
Staff	85			----- x

## 2 Leading Teaching and Learning

Rater	Score			
Total	84			----- x
Self	84			----- x
Manager	79			----- x
Peers	84			----- x
Staff	88			----- x

## 3 Leading in the Community

Rater	Score			
Total	82			----- *
Self	81			----- *
Manager	78			----- x
Peers	83			----- *
Staff	83			----- x



# 1 Leading the Organisation

1:1 Is Outcome Focused				
Total	87			— x—
Self	86			— x—
Manager	84			— x—
Peers	87			— x—
Staff	88			— x—
1:1:1 Clearly articulates goals and manages results against them	88			— x—
1:1:2 Demonstrates commitment to achieving outcomes related to new projects	92			— x—
1:1:3 Enables others to define goals that stretch and achieve outstanding results	80			— x—
1:2 Leads on Issues				
Total	85			— x—
Self	93			— x—
Manager	80			— x—
Peers	87			— x—
Staff	85			— x—
1:2:1 Uses energy and creativity to ensure results from others	82			— x—
1:2:2 Enables others to act independently and with initiative	87			— x—
1:2:3 Enables others to act collaboratively and with initiative in teams	85			— x—

# 1 Leading the Organisation

1:3 Builds Capacity				
Total	81			—*—
Self	80			x—
Manager	76			—x—
Peers	84			—x—
Staff	81			—*—
1:3:1 Creates opportunities for new learning methods and frameworks	84			—x—
1:3:2 Encourages others to build capacity in terms of resources, including facilities and workforce, systems and	78			—x—
1:3:3 Champions and gains buy in commitment to new projects	83	(1 N/A)		—*—
1:3:4 Reviews organisational structures and systems in relation to the objectives of the school	80			—x—
1:4 Is Accountable				
Total	90			—x—
Self	86			x—
Manager	93			—x—
Peers	91			—x—
Staff	88			—x—
1:4:1 Is fully accountable for their own actions in all aspects of their school role	91			—x—
1:4:2 Models appropriate behaviour to colleagues, pupils and the community	95			—x—
1:4:3 Assumes ultimate accountability for actions of others in circle of influence	84			—x—

## Comments

### **1:1:1 Clearly articulates goals and manages results against them**

"creates and sets goals - is very proactive"

### **1:1:3 Enables others to define goals that stretch and achieve outstanding results**

"needs to define clear roles for the staff who work for him so that he can be strategic"

### **1:2:1 Uses energy and creativity to ensure results from others**

"Shows good perseverance."

### **1:2:2 Enables others to act independently and with initiative**

"Village meetings and focus areas with targets to achieve and report back on."

### **1:2:3 Enables others to act collaboratively and with initiative in teams**

"got a good team spirit"

"Village moral and team work, working together to obtain village objectives"

"

"Good team leader with Year Group and supporter of curriculum area."

### **1:3:2 Encourages others to build capacity in terms of resources, including facilities and workforce, systems and structure**

"This is the next step and useful to start getting in place for next Sept"

### **1:3:3 Champions and gains buy in commitment to new projects**

"Working well with Head of Explore Village on development of Level 2 Lead and on creation of an ethos for Discover Village."

### **1:3:4 Reviews organisational structures and systems in relation to the objectives of the school**

"Discussions held on Village Team structures."

### **1:4:1 Is fully accountable for their own actions in all aspects of their school role**

"Strongly aware of critical nature of his role and how important it is to the success of the Academy."

### **1:4:2 Models appropriate behaviour to colleagues, pupils and the community**

"Always, even when under pressure."

## 2 Leading Teaching and Learning

2:1 Demonstrates Professional Expertise				
Total	88			— x
Self	86			x—
Manager	82			—*—
Peers	90			x—
Staff	90			x—
2:1:1 Models new approaches to teaching and learning within the school	91			x—
2:1:2 Mentors their staff and pupils in new approaches to teaching and learning	84			—x—
2:1:3 Applies expertise to achieve outstanding results in their own areas of responsibility	90			x—

2:2 Works Through Issues and Solves Problems				
Total	83			—x—
Self	85			x—
Manager	80			—x—
Peers	82			—*—
Staff	88			— x—
2:2:1 Responds proactively to issues raised by staff around new approaches to teaching and learning	84			—x—
2:2:2 Uses effective questioning techniques to explore all elements of a problem or issues	85			— x—
2:2:3 Leads discussion in an empowering and engaging manner	84			—x—
2:2:4 Applies the talents of others to achieve the best solution to a particular problem or issue	81			—*—

## 2 Leading Teaching and Learning

2:3 Creates a climate for innovation and creativity				
Total	83			—x—
Self	80			x
Manager	80			—x—
Peers	82			—x—
Staff	86			—x—
2:3:1 Is positive and pro-active in engaging new ideas that might enhance the learning experience of pupils	92			—x—
2:3:2 Explores ways the school as a whole can support the embedding of personalised learning techniques	73 (1 N/A)			—x—
2:3:3 Shares best practice teaching and learning techniques with teachers and colleagues	87			—x—
2:3:4 Promotes evaluation of the impact and effectiveness of new approaches to teaching and learning	78 (2 N/A)			—x—
2:4 Passionate about self improvement				
Total	86			—x—
Self	86			—x—
Manager	77			—x—
Peers	86			—x—
Staff	92			—x—
2:4:1 Is constantly sharing new ideas with colleagues that have been demonstrated to work in their own area	85			—x—
2:4:2 Actively encourages dialogue related to new ways of teaching and learning	82			—x—
2:4:3 Demonstrates a personal commitment to learn and improve	91			—x—

## 2 Leading Teaching and Learning

2:5 Actively coaches others				
Total	82			—*—
Self	85			—x—
Manager	76			—x—
Peers	82			—*—
Staff	87			—x—
2:5:1 Supportively listens to the ideas, objections, and solutions of colleagues	88			—x—
2:5:2 Is swift to give answers to challenges raised by staff and pupils	85			—x—
2:5:3 Challenges others to develop ideas and solutions to day to day teaching and learning issues	78			—x—
2:5:4 Helps others develop practical approaches to improving teaching and learning	78			—x—

## Comments

### **2:1:1 Models new approaches to teaching and learning within the school**

"L2L, Enterprise and in own curriculum delivery."

### **2:1:2 Mentors their staff and pupils in new approaches to teaching and learning**

"How could John influence the learning in the Village? Not just within Art and design"

### **2:2:2 Uses effective questioning techniques to explore all elements of a problem or issues**

"A strength"

### **2:3:2 Explores ways the school as a whole can support the embedding of personalised learning techniques**

"the next stage?"

### **2:3:3 Shares best practice teaching and learning techniques with teachers and colleagues**

"In AD but now the Village?"

### **2:5:2 Is swift to give answers to challenges raised by staff and pupils**

"Knows when a swift answer is required, but also realises when additional advice or information is needed in order to give a more informed/accurate response."

SAMPLE



## 3 Leading in the Community

3:3 Shared responsibility across the community				
Total	78			—x —
Self	70			—x—
Manager	76			—x—
Peers	78			—x—
Staff	80			—x—
3:3:1 Works closely with external partners to share practice and ensure collaboration	71	(2 N/A)		—x—
3:3:2 Empowers others to think and engage with issues in a collaborative way	84			—x—
3:4 Demonstrates community-wide empathy and awareness				
Total	83			—x—
Self	86			—x—
Manager	80			—x—
Peers	87			—x—
Staff	81			—x—
3:4:1 When making decisions, considers the diverse nature of the school community	85			—x—
3:4:2 Recognises the extent to which external factors influence the behaviours and motives of others	86	(1 N/A)		—x—
3:4:3 Understands and acknowledges the needs of those who are not members of the immediate school community	78	(2 N/A)		—x—

## 3 Leading in the Community

3:5 Creates partnerships across the community				
Total	78			—x —
Self	80			x
Manager	77			—x —
Peers	80			—x —
Staff	78			—x —
3:5:1 Builds rapport easily and effectively with those in the community and external partners	80	(1 N/A)		—x —
3:5:2 Empathises with the needs of others when building relationships	82			—x —
3:5:3 Actively promotes external dialogue and collaboration	73	(2 N/A)		—x —

SAMPLE

## Comments

### **3:1:1 Ensures a shared and honest dialogue with external partners and those in the community**

"Parents (letters, Parents Evenings, newsletters etc), Learn 2 Lead"

### **3:4:2 Recognises the extent to which external factors influence the behaviours and motives of others**

"Understands the context of the Academy."

SAMPLE

## 4 Leading People

4:1 Empowers and influences others				
Total	83			—x—
Self	86			—x—
Manager	84			—x—
Peers	82			—x—
Staff	85			—x—
4:1:1 Provides people with a real sense of direction, purpose and values	87			—x—
4:1:2 Is well known as a person who asks challenging questions	84			—x—
4:1:3 Provides feedback and support in a way which is valued and actively sought by others	80			—x—

4:2 Develops relationships				
Total	87			—x—
Self	96			—x—
Manager	85			—x—
Peers	80			—x—
Staff	88			—x—
4:2:1 Actively promotes internal collaboration	84			—x—
4:2:2 Understands and is supportive of the needs of others within the school community at large	85			—x—
4:2:3 Understands the goals of the individual, helping them to meet them	84	(1 N/A)		—x—
4:2:4 Builds rapport easily and effectively with colleagues	90			—x—
4:2:5 Is approachable by colleagues and staff	94			—x—

## 4 Leading People

4:3 Develops self				
Total	79			—x —
Self	100			x
Manager	76			—x
Peers	78			—x —
Staff	82			—* —
4:3:1 Seeks feedback from others	81			—* —
4:3:2 Applies feedback to increase self development	77			—x —

4:4 Develops others				
Total	77			— —x —
Self	73			—x
Manager	66			— x —
Peers	80			—x —
Staff	81			—* —
4:4:1 Uses coaching as a leadership style	70 (1 N/A)			— —x —
4:4:2 Regularly acts as a mentor for others	78 (1 N/A)			—x —
4:4:3 Provides appropriate mix of challenge and support	82			—* —



## Comments

**4:1:1 Provides people with a real sense of direction, purpose and values**

"Driven to succeed and make the Village the best."

**4:2:5 Is approachable by colleagues and staff**

"Trusted by staff and students."

**4:4:3 Provides appropriate mix of challenge and support**

"Effective line manager."

**4:5:2 Delivers on time**

"Excellent newsletters and Options Evening are testament to this."

**4:5:4 Is trusted by colleagues and staff**

"100%"

SAMPLE

## 5 Leading Strategically

5:1 Demonstrates strategic thinking				
Total	76			----- x -----
Self	80			----- x -----
Manager	71			----- x -----
Peers	72			----- x -----
Staff	82			----- * -----
5:1:1 Aligns this educational establishment's vision, goals and ethos to the national agenda	73	(1 N/A)		----- x -----
5:1:2 Is able to communicate to others the overall strategic plan for this school	84			----- x -----
5:1:3 Challenges others to articulate how their work fits into the overall strategic plan	75	(1 N/A)		----- x -----
5:1:4 Talks about mid to long term goals rather than day to day tasks	76	(1 N/A)		----- x -----
5:1:5 Contributes to educational leadership beyond their own organisation	72	(3 N/A)		----- x -----
5:1:6 Aligns this educational establishment's vision, goals and ethos to the local agenda	74	(3 N/A)		----- x -----
5:2 Embraces change				
Total	83			----- * -----
Self	80			----- x -----
Manager	78			----- x -----
Peers	81			----- * -----
Staff	88			----- x -----
5:2:1 Actively encourages others to find alternative ways of doing things	80			----- x -----
5:2:2 Is willing to challenge the status quo	80			----- x -----
5:2:3 Willing to try out different approaches and ways of working	88			----- x -----
5:2:4 Looks for the positive rather than the negative	84			----- x -----

## 5 Leading Strategically

5:3 Demonstrates courage and conviction				
Total	85		----- x	
Self	80		x	
Manager	84		x	
Peers	87		x	
Staff	85		----- x	
5:3:1 Demonstrates commitment to the vision and values of the school	91		x	
5:3:2 Has strong belief in their ability to lead change	80 (1 N/A)		----- x	
5:3:3 Is willing to stick their neck out and try something different	85		x	

5:4 Is outcome focused				
Total	83		----- x	
Self	80		x	
Manager	77		----- x	
Peers	82		----- x	
Staff	89		x	
5:4:1 Keeps the end goal in mind	85		x	
5:4:2 Encourages others to keep the end goal in mind	81		----- x	
5:4:3 Encourages debate but will always bring the group back to the main point	84		x	

## Comments

### **5:1:1 Aligns this educational establishment's vision, goals and ethos to the national agenda**

"Where appropriate"

### **5:3:2 Has strong belief in their ability to lead change**

"Believes we must and can make a difference."

SAMPLE

## Final Statements

"Trust others in the team to come up with ideas and lead.  
Keep frustrations in perspective and focus on the positive and optimistic."

"I would like to see John Less stretched than he is at present"

"Take more time for himself - work life balance  
To seek more support from senior leadership team  
To deligate more work to others"

"Nothing, I like him just the way he is."

"More belief in his own ability  
Not to take the failure of others personally"

"That he is given more time to implement what is needed  
He is more visible in the village( this is due to hectic teaching schedule."

"Sat here for quite a while, but can't think of anything, so guessed there was nothing pressing!"

"To have greater freedom in organising deployment of staffin the Village."

"John is a well respected colleague who strives to do the best he can in everything he does.  
- Endeavour to make L2L a reality and really look to overcome any barriers in the way. It will make a difference.  
- Be impatient with SLT if something really needs to be changed. There is a lot to do and sometimes the added energy from others helps to renergise/get thing done.  
- Look to delegate more and put pressure on others to find solutions to the problems they may have."

## Self Assessment

"Ability to balance my teaching and learning commitments with my leadership role."

SAMPLE