



Kingsmead Expected Behaviours and Leadership Skills

Below are the behaviours expected of all adults who work in the school, followed by the prompts we use to ensure excellence of leadership. This is part of the emphasis on clarity and provides a framework for colleagues to discuss in a shared language. In the case of recruitment, it also makes clear the sort of person we are after. The behaviours are prerequisites for leadership, and every teacher is at the very least a leader of learning in their own classroom. If you are applying for a role at Kingsmead or within the school, then it is worth considering these questions.

Expected Colleague Behaviours

| Behaviour | Questions |
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| Modelling, promoting and guarding school culture and policies. | <ul style="list-style-type: none"> • How consistently do you follow school policies? Are there some you find harder than others? • How clearly do you communicate the purpose and value of school policies to children, colleagues and parents? • To what extent do you hold children and colleagues to account when they do not follow school policy and expectation? |
| Having high expectations for all, personal drive and urgency. | <ul style="list-style-type: none"> • How informed, organised and prepared are you for what is happening day to day, week to week, month to month? Are you on top of things and well planned? • To what extent do you demonstrate commitment to ensuring every child/colleague is successful despite their circumstances? • How high are your ambitions for yourself and your work? How much do you drive yourself and others rather than having to be driven? • How quickly do you spot problems and act? With how much initiative? How much faith do you have that impact can be made quickly by adapting and finding the right solutions? • To what extent do you deliver on time, to the highest possible standard? |
| Humility and focus on the children | <ul style="list-style-type: none"> • How much do you model putting the needs of the children as the first priority? • How much are you driven by a desire for the quality of the work as opposed to getting the credit? • To what extent will you be honest about the true quality of impact vs. trying to cherry pick and 'make a case'? |
| Working collaboratively and positively and flexibly. | <ul style="list-style-type: none"> • Do you take full personal responsibility for your role and expect others to do the same? • How much do you put being a member of the team first? What do you do to support others? • Are you someone who makes working together easier and with faith in others? Do you help to build a positive team dynamic? |
| Seeking a deep knowledge and understanding of best practice in the sector | <ul style="list-style-type: none"> • How confident are you that the way you do your job is informed by research and an understanding of the highest impact methods for doing so? How do you know? What steps do you take to make sure? |
| Accepting feedback and acting on it. | <ul style="list-style-type: none"> • To what extent do you seek and value objective feedback • How honest are you about your own areas of strength and areas of improvement? |

Expected Leadership Skills and Expertise

| Behaviour | Questions |
|--|---|
| <p>Experience and knowledge of the area of leadership to be able to analyse/evaluate the situation and choose high impact actions.</p> | <ul style="list-style-type: none"> How deep is your background knowledge and experience for the role? How fluent are you in the basic operational competencies and tasks of the role in order to be able to make space for the strategic thinking required? How aware are you of what true excellence looks like for this area and for each of the people in your team/reporting to you? How broad a range of approaches can you adopt in different circumstances? How strong is your own self-awareness and emotional intelligence? |
| <p>An ability to inspire and create a collaborative, positive and trusting team culture that puts impact first.</p> | <ul style="list-style-type: none"> To what extent do you communicate faith in the future and in your team by giving a clear idea of the destination and the journey that needs to be taken? To what extent are you always the person with the highest standards in the room? How much do you manage to ensure that people feel respected, heard and involved? How much do you focus on narrating the positive and emphasising strengths and ongoing successes? How much do you go out of your way to build strong one to one (professional) relationships with and between your team members? |
| <p>Prioritising and managing change in a manageable and lasting fashion.</p> | <ul style="list-style-type: none"> How thoughtful and accurate are you in identifying the highest impact, lowest demand levers for change? How well do you prioritise and order the steps taken in order to ensure success? How well do you judge what can be achieved given the skills and resources at hand? How creative and assertive are you in finding support and extra resource or ways of getting things done? How good are you at setting clear targets and milestones for success and coming back to them? |
| <p>Designing systems and approaches that are clear on what is 'tight' and what is 'loose' with thoughtful justification.</p> | <ul style="list-style-type: none"> To what extent do you consider the need to identify the key elements of a system that give it purpose and achieve the intended outcome? How well do you communicate what those key elements are, why they work and what might happen if they 'mutate'? How clearly do you identify the things that can be discretionary? How much do you celebrate successful adaptations that retain the key ingredients for success? |
| <p>Focus on providing extreme clarity of expectations and high quality training for your team/area.</p> | <ul style="list-style-type: none"> How much do you take the time to be as explicit as possible on what the team are expected to do and how they should do it before they are asked to do it? How often do you repeat those messages? How do you ensure that there is a fair share of responsibility across a team? How do you ensure that you do not take on the responsibilities of those who report to you? How effectively do you use time to train your team in preparation for a task, taking into account their different starting points? How well do you manage to align that training with the ongoing development journey and immediate priorities? |
| <p>Creating and ensuring little and often – consistent and rigorous - use of systems for praise, support and sharing best practice.</p> | <ul style="list-style-type: none"> Ensuring that there is a consistent, predictable and fair system for quality assuring key practice, including the 'small' things. Ensuring that space is made to deliberately and consistently praise one another for excellent practice or improvement. Ensuring that when practice or impact is below expectation it is always followed up and the colleague supported to improve in a timely fashion. Ensuring that the team constantly shares best practice aligned with ongoing improvement. |