The Emotional Intelligence Competencies @ Plaistow School

SELF-AWARENESS

Emotional Self-Awareness:
Recognising how our emotions affect our performance.

Aware of own feelings and triggers
Understands implications of own emotions
Has emotional insight

Accurate Self-Assessment:
Knowing one's own inner resources, abilities and limits.

Aware of own strengths and limits, open to feedback
Has a sense of humour about oneself
Solicits honest critiques

Self-Confidence:
A strong sense of one's self-worth and capabilities.

Is confident in job capability and has belief in oneself
Is self assured and has presence

SOCIAL AWARENESS

Empathy:
Sensing others' feelings and perspectives, and taking an active interest in their concerns.

Listens
Reads non-verbal clues
Open to diversity and sees others' perspectives

Organisational Awareness:
Reading a group's emotional currents and power relationships

Understands informal structure, climate and culture
Understands organisational politics and underlying issues

Service Orientation:
Anticipating, recognising and meeting clients' needs.

Makes self available and monitors satisfaction
Takes personal responsibility and matches needs

SELF-MANAGEMENT

Emotional Self-Control:
Keeping disruptive emotions and impulses in check.

Shows restraint and has patience
Responds calmly
Stays composed and positive

Transparency:
Maintaining integrity, acting congruently with ones values.

Keeps promises and brings up ethical concerns
Publicly admits to mistakes
Acts on values

Adaptability:
Flexibility in handling change.

Open to new ideas and adapts to situations
Handles unexpected demands and changes

Achievement Orientation:
Striving to improve or meeting a standard of excellence.

Improves performance by setting challenging goals
Anticipates obstacles and takes calculated risks

Initiative:
Readiness to act on opportunities.

Addresses current opportunities/seeks information
Makes extra efforts and initiates action for the future

Optimism:
Persistence in pursuing goals despite obstacles and setbacks.

Has positive expectations and is optimistic
Is resilient and learns from setbacks

RELATIONSHIP MANAGEMENT

Developing Others:
Sensing others' development needs and bolstering their abilities.

Recognises strengths and is able to provides support
Gives constructive feedback
Acts as a mentor

Inspirational Leadership:
Inspiring and guiding individuals and groups.

Leads by example
Stimulates enthusiasm and inspires others
Communicates a compelling vision

Change Catalyst:
Initiating or managing change.

Defines general need for change
Acts to support change and personally leads change

Influence:
Having impact on others.

Engages audience anticipates impact of actions or words
Uses indirect influence and Develops support

Conflict Management:
Negotiating and resolving conflict.

Airs disagreements but maintains objectivity
Addresses conflict and orchestrates win-win solutions

Teamwork & Collaboration:
Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

Co-operates and solicits input
Encourages others and builds bonds

Keys:

E = essential; D = desirable; EB = evidence base;
A = application R = reference I = interview & task

	Qualifications	E	D	EB
1	Qualified teacher status for primary phase	✓		
2	Recognised degree or specialism in a core subject		✓	
3	Higher degree in curriculum development or school improvement		✓	A
4	Recognised, relevant training to the post		✓	
5	Professional development focused on school improvement	✓		

	Experience of teaching, school management skills & professional qualities	E	D	EB
1	A track record of good and outstanding teaching across the primary phase	✓		
2	A role model of good teaching and behaviour management within and beyond the classroom	✓		
3	To have had some experience as a middle leader in a primary school or equivalent		✓	
4	Evidence of involvement in successful whole school curriculum development		✓	
5	Experience of leading effective teams, using a range of management styles		✓	A & I
6	Good knowledge and understanding of legislation and ongoing developments in education at local and national level		✓	
7	Proven ability to bring about improvement in the quality of teaching and learning across a curriculum area that results in improved outcomes for pupils		✓	
8	Experience of using ICT effectively and innovatively to improve the quality of teaching and learning		✓	
9	Excellent communication skills	✓		

	Leadership & personal qualities	E	D	EB
1	Ability to build and maintain effective relationship with pupils, parents, colleagues and other key stakeholders	✓		
2	Ability to work in a team, enthusiastically and deliver stated aims and vision	✓		
3	Ability to use comparative data and information about pupils' attainment to set targets and raise standards		✓	
4	Ability to prioritise, plan, manage time effectively and organise self and others	✓		A & I
5	A strong sense of professionalism, commitment to upholding standards and setting an appropriate example	✓		
6	Integrity, loyalty, enthusiasm and dynamism	✓		
7	Good understanding about the needs of children served by inner-city London schools		✓	
8	Good understanding of the challenges faced by inner-city schools		✓	