**Skills audit template for middle leaders**

Use this document to record your skills, progress and development in your middle leadership role. Give yourself a rating, then set a time to review and reflect (e.g. every three months).

**0 = no proficiency or experience**

**5 = an average standard of proficiency for someone with your leadership experience**

**10 = area of considerable proficiency or experience in your opinion**

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| **Proficiency** | **Criteria** | **Current rating (0-10)** | **Provide examples of when you have demonstrated this (in the past 12 months) using the following prompts** | **Measurable outcomes for the school your work/ contribution** | **Any other comments** |
| **Leading pupil achievement (self and others)** | Secure outstanding results for all students (PP, SEN, boys, girls, EAL etc.) |  | * Classes you taught * Intervention sessions that you have led * Case studies of support and impact on students * Attendance and behaviour data * Implementation of strategies to [remove barriers to learning](https://my.optimus-education.com/video-cpd-barriers-classroom-learning) with outcomes * Assessment outcomes v targets * Case studies of support and impact on staff |  |  |
| [Enable others to secure outstanding results for students](https://my.optimus-education.com/grow-coaching-model-bookmark-effective-questions) |  | * Performance of the [team that you lead](https://my.optimus-education.com/challenging-your-team-10-questions-ask-and-10-ways-offer-feedback) (individual and collective) and support offered * Careful monitoring of pupil progress, with particular regard to relevant vulnerable groups (e.g. SEND, pupil premium, EAL) * Impact of CPD/coaching/mentoring that you have led * Impact of PP funding spend |  |  |
| Analyse and interpret a range of information to judge effectiveness |  | * Leading the [performance management](https://my.optimus-education.com/topic/performance-management) of your teachers * Data analysis of your team’s results * [Pupil voice](https://my.optimus-education.com/pupil-exit-surveys)/staff voice * Destination data (*where applicable)* * Cycle of achievement and improvement over time * Ofsted reports * External validation * [Parent surveys](https://my.optimus-education.com/parentcarer-questionnaire) |  |  |
| [**Leading strategic change**](http://my.optimus-education.com/training/teacher-leader-middle-leadership-essentials/managing-change) | Be innovative |  | * Development of schemes of work in line with new government initiates * Development of resources to deepen learning * Development of [blended learning opportunities](https://my.optimus-education.com/effective-remote-learning-six-keys-success) that will be utilised as the school moves forward * The implementation of strategies that have had impact on a team * Supporting the development of all teachers |  |  |
| [Curriculum development](https://my.optimus-education.com/training-subject-leaders-curriculum-design-and-delivery) |  | * Does your curriculum reflect the Ofsted framework? * [Is your curriculum ambitious](https://my.optimus-education.com/review-your-subject-curriculum-seven-steps) for the students? * How does the curriculum support both pupil academic and personal development? * What is your [curriculum intent and implementation](https://my.optimus-education.com/bridging-gap-between-curriculum-intent-and-impact-getting-implementation-right) agenda? * How will you ensure that those you manage [‘own’ the curriculum](https://my.optimus-education.com/giving-staff-ownership-curriculum) and have the flexibility to adapt? * How do you measure the impact of the curriculum? * How will you ensure gaps in learning are identified and overcome? * Is your curriculum supporting the learning and personal development of all students including those with SEND? * Are your assessment strategies fit for purpose? What do you use the data for? |  |  |
| Proactively take on new professional challenges |  | * Which [whole school initiatives have you implemented](http://my.optimus-education.com/how-embed-teaching-and-learning-initiatives) with your team? * What new developments have you led? * What areas of [your own professional development](https://my.optimus-education.com/instilling-positive-leadership-behaviours-framework) do you need to prioritise? |  |  |
| [Have a clear vision for development](http://my.optimus-education.com/training/teacher-leader-middle-leadership-essentials/creating-shared-team-vision) |  | * How have you expressed your vision in your team improvement plan? * How are you evaluating your progress? * How are you supporting staff to fully embrace your vision and what has been the impact? * What formal feedback do you receive from your team and how often do you receive it? |  |  |
| Clearly articulate the school vision |  | * How does your improvement plan link with whole school actions? * How are you designating responsibilities and tracking progress? |  |  |
| Set clear milestones for self and others |  | * Does your improvement plan have clear, achievable milestones and SMART targets? * Do teaching and non-teaching staff in your area understand and uphold a [culture of achievement and excellence](https://my.optimus-education.com/creating-culture-excellence-five-strategies) – how do you know? * [Is appraisal used as a tool for improvement?](https://my.optimus-education.com/appraisal-conversations-advice-appraisers) |  |  |
| [Prioritise effectively](https://my.optimus-education.com/training/teacher-leader-middle-leadership-essentials/being-more-productive) |  | * Are you [managing your time well](https://my.optimus-education.com/time-management-middle-leaders) and meeting targets? * How do you [delegate responsibility](https://my.optimus-education.com/delegating-work-7-things-you-need-know) and accountability (operationally and strategically)? |  |  |
| [**Leading operational**](http://my.optimus-education.com/head-department-year-planner) **change** | Managing projects |  | * Breaking strategic work into steps and achieving change over a period of time * Effectively manage daily operational initiatives * Prioritising work to meet objectives in a timely manner |  |  |
| Manage resources effectively |  | * How well are you deploying your resources? * Do you manage your budget effectively? * Do you recruit, develop and retain staff? |  |  |
| Develop ‘expert’ knowledge in (a) relevant area(s) |  | * What reading/research have you undertaken to support your change? * How are you keeping up to date with the latest educational initiatives and strategies? |  |  |
| **Disseminated leadership** | Have high expectations of yourself, staff and students |  | * Are the [objectives set with your team members](https://my.optimus-education.com/appraisal-objective-setting-forms-teaching-and-support-staff) appropriately challenging? * [How is behaviour](https://my.optimus-education.com/topic/behaviour) in your area – is it tracked and monitored? * How do you improve and uphold your physical learning environment? * How do you obtain feedback from students? |  |  |
| Show commitment to your own CPD |  | * [What CPD have you engaged with this year?](https://my.optimus-education.com/cpd-resources-personal-development-plan-and-professional-growth-timeline) * How does your professional development influence others you lead? |  |  |
| [Recognise others’ skills, develop and utilise them](http://my.optimus-education.com/4-ways-develop-leadership-and-retain-staff) |  | * What skills do members of your team have? * What areas do your team need to improve? * How have you used this knowledge in their deployment and engagement with others? * How do you challenge inconsistency and [tackle underperformance?](https://my.optimus-education.com/training/tackling-staff-underperformance) |  |  |
| [Give challenging and supportive feedback which facilitates improved performance](http://my.optimus-education.com/training/teacher-leader-middle-leadership-essentials/monitoring-team-performance/giving-useful-and) |  | * Do you use the appraisal or performance management schedule to facilitate constructive conversations? * [Have you given staff feedback from your quality assurance activities](https://my.optimus-education.com/challenging-your-team-10-questions-ask-and-10-ways-offer-feedback)? |  |  |
| Develop [parental engagement](https://my.optimus-education.com/topic/parental-engagement) in their child’s learning |  | * Have you led any sessions for parents? * Are reporting systems to parents fit for purpose? * How do you [support vulnerable groups of students and parents](https://my.optimus-education.com/supporting-parents-difficult-circumstances)? * How do you encourage parents to engage and support their children’s learning? |  |  |
| Celebrate pupil and staff’s achievements |  | * How do you support school reward systems? * How do you support [staff wellbeing](https://my.optimus-education.com/topic/staff-wellbeing)? |  |  |
| [Leading collaboratively](http://my.optimus-education.com/growing-your-own-middle-leadership-toolkit) | [Lead team development](http://my.optimus-education.com/webinar-leading-team-middle-leader) |  | * Have you been involved in appointment processes for your team? * What new skills have colleagues in your team developed – are they having an impact? |  |  |
| Create the conditions, organisation and climate for teamwork |  | * How do colleagues in your team support and challenge each other? * Are staff involved in shaping the climate for learning and development? * How do you agree and prioritise what needs to be done? |  |  |
| Empower others |  | * Have members of your team taken responsibility for certain projects? * How do you delegate responsibility to those who seek it? * How is staff achievement recognised? |  |  |
| Work effectively with people in a range of different contexts |  | * How do you work with middle leaders outside of your team? * How do your support colleagues who are not in your team? * How do colleagues outside of your team perceive your area and impact? * Do you [coach or mentor other colleagues](http://my.optimus-education.com/coach-and-keep-improve-retention-coaching-culture)? |  |  |
| Work effectively with the governing body |  | * Have you invited your link governor to participate in quality assurance? * Have you written a report for the governors? * Are governors involved in curriculum development or any aspect of quality assurance? |  |  |
| [**Leading with courage**](http://my.optimus-education.com/webinar-brave-leadership-taking-risks-education) | In challenging situations |  | * How have you overcome challenges this term? * What have you learned? * What would you change? |  |  |
| Sustain good performance but strive for outstanding |  | * How do you ensure that every teacher in your area understand the [fundamentals of great teaching](https://my.optimus-education.com/getting-every-day-right-checklist-teaching-staff)? * How do you adapt your teaching style to meet curriculum goals for all students? |  |  |
| Challenge others/hold others accountable |  | * How do you [quality assure the work of your team](http://my.optimus-education.com/quality-assurance-10-step-guide-making-improvements)? * How does your team participate in the quality assurance process? |  |  |
| [Show emotional resilience](http://my.optimus-education.com/webinar-building-resilience-and-emotional-intelligence-middle-leaders) |  | * Have you remained positive in the face of difficulties? * How do you prioritise change? * Do you seek and act on feedback from staff? |  |  |
| **Leading with sensitivity** | Support others |  | * Have you [supported staff in your team to manage pupil behaviour](https://my.optimus-education.com/behaviour-six-strategies-supporting-your-staff)? * Have you advised colleagues in your team on how make improvements? * Do staff have a good work-life balance? How do you know? |  |  |
| [Demonstrate emotional intelligence and a genuine interest in other people’s success and well being](http://my.optimus-education.com/training/teacher-leader-middle-leadership-essentials/getting-know-yourself-and-your-team) |  | * Do you understand the difficulties your team members may be having? * Do you know what the aspirations of your team members are – is this reflected in a CPD plan or their performance management? * How do you support wellbeing initiatives? |  |  |
| **Leading from the front** | High level of attendance |  | * How do you tackle poor attendance and persistent absenteeism? * How do you support/manage staff who return to work from sickness/other absence? |  |  |
| Demonstrate determination |  | * When have you needed to stay positive during a difficult time? * Do you show vulnerability and ask for help when needed? |  |  |
| Contribute to extra-curricular life of the school |  | * What extra-curricular activities have you supported/led this year? * How do you develop students’ personal development and welfare? * How are they linked to your curriculum design and intent? |  |  |
| Gain the respect of colleagues |  | * Do your team come to you for advice? * Do other middle leaders seek your support? |  |  |
| Self-reflection |  | * What would you change for the next academic year? * How do you want to make a greater impact on your school? * What CPD do you need to fulfil your short term and long-term ambitions? |  |  |