



**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.

Professional Behaviours Framework



# Professional Behaviours Framework

[www.maltbylearningtrust.com](http://www.maltbylearningtrust.com)

# Professional Behaviours

The values statements and professional behaviour framework are also known as the code of ethics.

The values statements and professional behaviour framework define what the Trust believes in and how people in the organisation are expected to behave - with students, with each other, with parents and carers, and with other stakeholders. They provide a moral direction for the Trust that guides decision making and establish a standard for assessing actions. They also provide a standard for employees to judge their adherence to the expectations of the Trust.

The values and behaviours support the vision, shape the culture, and reflect what the organisation values and stands for. They are the Trust's principles, beliefs, and philosophy.

“A moral direction for the Trust that guides decision making”



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## Professional Behaviours Framework

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# How the Model Works

- ✓ You should use the MLT Professional Behaviours Framework as a guide to inform your line management conversations and to support the development of your professional behaviours.
- ✓ We encourage you to strive for level 4 in all behaviours, but we do not expect you to reach this immediately. Rather, you should focus on the areas you feel you can develop within your current context.
- ✓ Reflect on each professional behaviour to identify where you feel you display each behaviour in your day to day practice and consider the level to which you display each behaviour. Discuss this with your Line Manager.
- ✓ In agreement with your Line Manager, you should select two professional behaviours which you will specifically focus on over the academic year.
- ✓ Use the Professional Behaviour Development Guide to identify the strategies you will use over the year ahead to develop the three chosen professional behaviours.
- ✓ Once you have identified the three professional behaviours you want to develop, complete the Professional Behaviours Proforma. This proforma will be used to review progress in March and September.
- ✓ The development of your selected professional behaviours should be discussed regularly throughout the year in line management (in line with appraisal objective 3).



# Vision, Values and Professional Behaviours

## Vision

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

## Moral Purpose

Act in ways that are principled, built upon a clear set of personal values.

Passionate about making a positive difference to the lives of all children, families and communities.



## Values

### Investing

In the Right People



### Committing

To the Learning Community



### Empowering

All to Lead and Grow



## Behaviours

### Self Awareness

Reflective, Tactful, Emotionally Intelligent

### Integrity

Honest, Fair, Transparent, Principled

### Positivity, Resilience and Emotional Maturity

Optimistic, Hopeful, Confident, Solution Driven, Resilient

### Personal Drive

Innovative, Self Motivated, Energetic, Ambitious

### Alignment

Dedicated, Loyal, Committed to the Organisation

### Responsibility

Dependable, Organised, Flexible, Accountable

### Relationships and Relating to Others

Respectful, Good Listener, Authentic

### Collaboration

Supportive, Inclusive, Coherent Team Player

### Holding to Account

Challenges, Supports, Provides Clarity, Consistency

### Impact and Influence

Persuasive, Compelling, Relentless, Credible

### Inspiring Others

Enthusiastic, Energised, Champions Others

### Developing Others

Empowers, Enables, Provides Support, Challenges Others

## Thinking



Analytical Thinking

Conceptual Thinking

Curiosity and Eagerness to Learn





# Professional Behaviours

01-15



# 01

## Self Awareness



### Reflective | Tactful | Emotionally Intelligent

Is aware of one's personal strengths and areas for future growth and understands how own behaviour impacts on others. This involves being aware of one's own emotional triggers and identifying ways to manage these more effectively. Takes ownership for what one can do and shares out responsibilities when others are better placed to accomplish particular tasks or objectives.

#### Key question:

Does this person understand him/herself? Is this self awareness used to make for better interactions with others?

#### Why it matters:

All teachers and associate professionals at Maltby Learning Trust need to understand their own strengths and weaknesses as well as how they impact others, so that they are more adept at making good decisions and behaving appropriately.

| Basic                                                                                                                                                                                                                         | Effective                                                                                                                                                                       | Complex                                                                                                                                                                                                                                                       | Exceptional                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                    | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                         | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                                                                               | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                                                                      |
| Is aware of own feelings.<br>Takes time to evaluate own thoughts and behaviour.                                                                                                                                               | Identifies situations that arouse strong emotions in themselves.<br>Expresses own thoughts and emotions appropriately.<br>Recognises their own strengths and development areas. | Understands why situations arouse strong emotions in themselves and manages this appropriately.<br><br>Strikes a balance between confidence in their own ability and modesty.<br><br>Makes decisions based on understanding of own strengths and limitations. | Reflects on underlying reasons for feelings and behaviour.<br><br>Actively seeks feedback to become more self aware<br>Continuously seeks to understand themselves and how they impact others. |
| Limiting Behaviours                                                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable. |                                                                                                                                                                                 |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                |
| Does not take the time to evaluate ones own strengths and development areas.<br>Behaves or reacts impulsively, without due care or concern for the likely impact on others.                                                   |                                                                                                                                                                                 |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                |

“Takes ownership for what one can do and shares out responsibilities when others are better placed to accomplish particular tasks or objectives.”





# 02

## Integrity

Honest | Fair | Transparent | Principled

Is honest, transparent and principled when interacting with others. This involves standing up for personal and organisational values even in difficult situations. Individuals demonstrating this characteristic are able to gain the respect of others by acting in line with their own values, as well as making decisions or choices with the best interests of education and students in mind.

### Key question:

Does this person behave in a manner that is in line with his/her and the school's values, even in trying situations?

### Why it matters:

All teachers and associate professionals at Maltby Learning Trust need to be honest and transparent in their interactions with students and colleagues to gain their trust and respect.

They need to 'walk the talk' and remain committed to personal and school values even in the most trying of circumstances.

| Basic                                                                                                                                                                                                                                                                                                                                       | Effective                                                                                                                                                                                                                                           | Complex                                                                                                                                                                                                                                | Exceptional                                                                                                                                                                                                                                          |
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| Acts consistently in line with own values and principles.<br><br>Treats others with respect; acts with dignity.<br><br>Keeps promises and is honest with others.                                                                                                                                                                            | Brings up ethical concerns.<br><br>Appropriately expresses own thoughts and opinions when faced with a situation or issue.<br><br>Shares information, insights, or comments when it would be easier to refrain from being open about the situation. | Acts on values even when it is not easy to do so.<br><br>Openly admits own mistakes/ communicates lessons learned.<br><br>Speaks out about unethical or unprincipled practices with the best interests of students/the school in mind. | Aligns own values with the those of the school and education sector.<br><br>Appropriately challenges senior colleagues to act in accordance with their own and the school's values.<br><br>Makes tough decisions in the best interest of the school. |
| Limiting Behaviours                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                      |
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| Says one thing but behaves in another manner; does not 'walk the talk'.<br>Cooperates with, does not speak up or accepts inappropriate actions even when he/she knows they are wrong.<br>May challenge others based on beliefs and values when not appropriate.<br>May be intolerant of others who do not share the same beliefs or values. |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                      |

# 03

## Positivity, Resilience and Emotional Maturity



**Optimistic | Hopeful | Confident | Solution Driven | Resilient**

Demonstrating a level of positivity and emotional maturity that enables the individual to remain tenacious and focused when faced by increasingly challenging circumstances. The ability to respond appropriately, manage uncertainty and bounce back even in the most trying of situations.

### Key question:

Is this person able to remain resilient and calm under pressure? How effectively do they cope with mistakes and setbacks?

### Why it matters:

All teachers and associate professionals at Maltby Learning Trust work in a challenging and pressurised environment.

They need to be resolute in the face of adversity, learn from mistakes and stay determined and motivated to recover from setbacks.

| Basic                                                                                                                                                                                                                                                                                                                                                                                                                                    | Effective                                                                                                                                                   | Complex                                                                                                                                                                                                                       | Exceptional                                                                                                                                                                                                                        |
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| Manages own emotions well.<br>Recognises the importance of learning from setbacks.<br>Avoids impulsive decisions when under pressure.                                                                                                                                                                                                                                                                                                    | Behaves calmly and professionally when under pressure.<br>Learns and bounces back from adversity.<br>Listens to negative feedback and reacts appropriately. | Stays optimistic in the face of setbacks.<br>Makes attempts to understand and adjust future approach, learning from the experience.<br>Seeks out and acts on constructive criticism, learning from it to improve performance. | Comes back stronger after personal criticism, setbacks or failure.<br>Epitomises optimism and confidence in the face of challenging situations.<br>Remains motivated and determined despite being faced with on-going uncertainty. |
| Limiting Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                             |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |
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| May be intolerant of others who do not share the same beliefs or values.<br>Sees setbacks as a disappointment and struggles to see how they can learn from them.<br>Seems demotivated and may lose focus in times of every day stress.<br>Has an inbuilt default of always focusing on the negatives from a situation.<br>Has an inbuilt default of always focusing on the excuses rather than focusing on the solutions to the problem. |                                                                                                                                                             |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |

# 04



## Personal Drive

**Innovative | Self Motivated | Energetic | Ambitious**

Sets own targets and achieves the highest standards within their role. Self motivated, energetic and willing to take on new challenges to improve own levels of performance. Makes decisions having assessed what will be in the best interest for students and the school. Seeks out opportunities and new challenges showing a desire to improve.

### Key question:

Is this person able to demonstrate a real desire to take on challenges and to achieve excellence within their role?

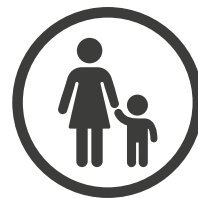
### Why it matters:

All teachers and associate professionals at Maltby Learning Trust need to be motivated to reach the highest standards possible, to deliver tough objectives and take on challenges even when the outcome is not clear in order to achieve high performance through out the school.

| Basic                                                                                                                                                                                                                         | Effective                                                                                                                                                                                                                        | Complex                                                                                                                                                                                  | Exceptional                                                                                                                                                                                                                                                       |
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| Wants to do the job well and is positive about good performance.<br>Is intent on improving performance.<br>Expresses a desire to do better.                                                                                   | Strives to meet and improve on personal performance objectives.<br>Keeps track of and measures outcomes against personal standards not imposed by others.<br>Looks for ways to improve ways of working in immediate environment. | Sets and works to meet challenging goals.<br>Builds on existing techniques to enhance own and others effectiveness.<br>Consistently challenges own performance with a view to improving. | Takes calculated risks and seeks out new ways of taking the department/ school to greater heights.<br>Dedicates personal effort and resources to achieve challenging educational objectives.<br>Makes significant improvements in measures of school performance. |
| Limiting Behaviours                                                                                                                                                                                                           |                                                                                                                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                   |
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| Allows own ambition to get in the way of the greater good of students, colleagues and the school.<br>Strives to hit personal targets at the expense of those around you.                                                      |                                                                                                                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                   |

# 05

## Alignment



### Dedicated | Loyal | Committed to the Organisation

The process of creating unity between the organisation's vision of success and the way leaders and individual staff engage to drive the school forwards and secure positive results. This strategy for improvement is predicated on a dedicated and loyal workforce and places an emphasis on the importance of teamwork and clarity in communication.

#### Key question:

Does this person share and act on the vision of the organisation?

Are they committed to the leadership and operating principles and able to look at the bigger picture and understand everyone's role within it?

#### Why it matters:

All teachers and associate professionals at Maltby Learning Trust promote a sense of identity and belonging; increasing employee engagement and overall staff morale.

This provides a sense of ownership for the organisation's vision and values.

| Basic                                                                                                                                                                                                                                                                                                                                                                                                                                    | Effective                                                                                                                                                                                                                                                                                      | Complex                                                                                                                                                                                                                                                                                                                                                                                          | Exceptional                                                                                                                                                                                                                                                                                                                                                                                   |
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| Shares a common vision and goals for the organisation.<br><br>Works with others to achieve the goals.<br><br>Committed to the organisation.                                                                                                                                                                                                                                                                                              | Shares and acts on the vision for the organisation and sees how their contributions connect to wider organisational purpose.<br><br>Shows commitment in role, communicates confidently and contributes to the organisational goals.<br><br>Dedicated, loyal and committed to the organisation. | Committed to the vision, values and behaviours of the organisation and models these in all aspects of their work, leading by example and acting as a positive influence to others.<br><br>Engages with others to deliver the organisational goals. Contributes positively to workplace cohesion.<br><br>Identifies with the organisation and wants to do their best to secure positive outcomes. | Embraces and drives the vision, values and behaviours of the organisation.<br><br>Works collaboratively to deliver individual and collective goals that are inspiring for all and relate back to the organisation's vision, maintaining a sense of transparency and accountability across all teams.<br><br>Creates a strong sense of ownership and autonomy over the organisation's success. |
| Limiting Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                               |
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| May be intolerant of others who do not share the same beliefs or values.<br>Sees setbacks as a disappointment and struggles to see how they can learn from them.<br>Seems demotivated and may lose focus in times of every day stress.<br>Has an inbuilt default of always focusing on the negatives from a situation.<br>Has an inbuilt default of always focusing on the excuses rather than focusing on the solutions to the problem. |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                               |





# 06

## Responsibility

**Dependable | Organised | Flexible | Accountable**

Is dependable, organised and flexible in the way they fulfil their role in the organisation. This involves taking responsibility for delivering the role within the organisation, ensuring that this is completed in an agreed timeframe and within the allocated resources. Being responsible involves accepting the accountability which comes from taking responsibility for a task and being able to reflect and learn from the experience.

### Key question:

Is the person willing to take responsibility for their actions and the actions of their teams?

### Why it matters:

All teachers and associate professionals at Maltby Learning Trust need to take responsibility for the consequences of their decisions and actions, and those of their teams, even when these are not positive.

They need to understand how important taking responsibility is for how they are perceived and how effective they are at reflecting on and learning from their actions.

| Basic                                                                                                                                                                                                                                          | Effective                                                                                                                                                                                                                                                                                                       | Complex                                                                                                                                                                                                                                                                                                                                                          | Exceptional                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Can be depended upon to fulfil their role well.<br><br>Is organised within their role, meeting expectations.<br><br>Is adaptable and flexible within their role.<br><br>Is willing to take responsibility for actions, successes and failures. | Can be depended upon to work beyond their immediate job role and take on additional responsibility.<br><br>Shows the flexibility and organisational skills to take on additional tasks.<br><br>Takes responsibility for making decisions and is open to being held to account for the consequences of doing so. | Drives practice forwards by taking responsibility for proactively identifying and solving problems.<br><br>Shows the organisational awareness to understand the wider consequences of their actions and decisions and take responsibility for them.<br><br>Takes responsibility for the performance of others within their team and hold them to account for it. | Able to take responsibility for the implementation of innovative practices, even when these involve taking risks.<br><br>Is able to manage complex tasks across the Academy or Trust, demonstrating the organisational skills and flexibility to manage the consequences of their actions<br><br>Is able to reflect on the effectiveness of their actions and those of their teams, learn from them and hold others to account. |
| Limiting Behaviours                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable.                  |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Does not take responsibility for their own actions or those of their team and loses credibility as a result.<br>Failure to take responsibility limits the extent to which you can reflect on and learn from your actions.                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |

07

Relationships and Relating to Others



Respectful | Good Listener | Authentic

The ability to build relationships through being able to pick up on and understand the thoughts, emotions and feelings of students and colleagues, identifying reasons for why others behave the way they do.

**Key question:**

Does this person take the time to get to know and understand others in order to build relationships with a broad range of people?

**Why it matters:**

All teachers and associate professionals at Maltby Learning Trust need to understand others to enable them to develop lasting relationships and work together more effectively within an educational context.

| Basic                                                                                                                                                                                                                                     | Effective                                                                                                                                                                                                                                                                      | Complex                                                                                                                                                                                                                              | Exceptional                                                                                                                                                                                                                                                                                |
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| Recognises emotions in others.<br><br>Reads body language, facial expressions and tone of voice and responds appropriately.<br><br>Treats others with care and respect.<br><br>Builds and maintains rapport with students and colleagues. | Understands poorly expressed thoughts, concerns and emotions infers meaning beyond what is being said.<br><br>Takes time to form relationships with students and colleagues.<br><br>Actively listens to others to understand different perspectives, constraints and concerns. | Builds positive relationships with others across diverse backgrounds.<br><br>Demonstrates understanding of others and acts accordingly.<br><br>Picks up on strengths and weaknesses based on deeper understanding of the individual. | Shows an in depth understanding of ongoing reasons for behaviour or emotion in others.<br><br>Seeks to build extended networks in the education community that will help him or her grow.<br><br>Has a deep understanding of others' specific strengths, development needs and motivation. |
| Limiting Behaviours                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                            |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable.             |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                            |
| Has limited interest in understanding what is going on with others and rarely translates this into appropriate actions.<br><br>Is judgemental or jumps to conclusions without taking the time to understand others.                       |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                            |

08

Collaboration



Supportive | Inclusive | Coherent Team Player

Works with a range of people in schools and the wider community (e.g. educational bodies, parents/carers and students) to build a culture of cooperation and achievement through team working. Understands the importance of creating and maintaining a network of diverse people to share expertise, achieve common objectives and improve the learning environment for all.

**Key question:**

Does this person value contribution from others whilst enabling groups to become greater than the sum of their parts?

**Why it matters:**

All teachers and associate professionals at Maltby Learning Trust need to collaborate with others in a powerful and effective way to share expertise, achieve common goals and strengthen a broad range of relationships within children's services.

| Basic                                                                                                                                                                                                                         | Effective                                                                                                                                                                                                                                             | Complex                                                                                                                                                                                                             | Exceptional                                                                                                                                                                                                                              |
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| Supports team decisions, is a good team player, does his or her share of the work.<br><br>Recognises the value of working with other people.<br><br>Involves others in own work.                                              | Genuinely values input and expertise from a range of people.<br><br>Displays a willingness to learn from others.<br><br>Creates consensus on ideas generated in groups.<br><br>Articulates and uses others' perspectives and builds these into plans. | Publicly credits others who have performed well.<br><br>Creates purpose, clarity and focus on shared goals and ways of working.<br><br>Encourages colleagues to network with others both internally and externally. | Acts to promote good working relationships regardless of personal likes or dislikes.<br><br>Initiates collaborative working to tackle complex issues.<br><br>Resolves group conflicts and removes obstacles in the way of collaboration. |
| Limiting Behaviours                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                          |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable. |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                          |
| Puts own interests and personal agendas ahead of others and the wider organisation.<br><br>Comes across as competitive or even arrogant; spends little time collaborating with others.                                        |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                          |

# 09

## Holding to Account



### Challenges | Supports | Provides Clarity | Consistency

The ability to clarify expectations, set high standards for others and ensuring that goals or objectives are achieved. This involves holding others to account for performing in line with expectations.

Part of this will also involve using one's own position or authority to get others to do what is asked of them, and at times, this will involve making tough or unpopular decisions. However, these choices or actions will always be instigated with the best interests of students and schools in mind.

Key question:

Is this person able to set clear expectations and hold others to account for making it happen?

Why it matters:

All teachers and associate professionals at Maltby Learning Trust need to spell out what needs to be done, who needs to do it, by when and what the outcome should look like.

They need to keep an eye on progress and ensure educational standards do not drop. This is critical in order for schools and the sector to continually deliver against what is expected.

| Basic                                                                                                                                                                                                                                                                 | Effective                                                                                                                                                                                                                            | Complex                                                                                                                                                                                            | Exceptional                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                                                            | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                                                                              | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                    | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                                                                                                      |
| <p>Tells people what they need to do.</p> <p>Delegates tasks or activities appropriately.</p> <p>Clearly communicates what is expected of others.</p>                                                                                                                 | <p>Clarifies expectations as well as standards required.</p> <p>Allocates tasks or objectives based on who is best placed to deliver them.</p> <p>Checks in with individuals to ensure they understand what is expected of them.</p> | <p>Introduces new, different or higher standards of performance.</p> <p>Clearly spells out the consequences of non-compliance.</p> <p>Regularly monitors progress of others against objective.</p> | <p>Consistently demands high performance and holds others to account for performance.</p> <p>Challenges and confronts under performance.</p> <p>Intervenes swiftly and enforces consequences when performance levels drop.</p> |
| Limiting Behaviours                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                |
| <p>These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable.</p>                                  |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                |
| <p>Is complacent about delivering results, accepts waste and tolerates mediocrity.</p> <p>Misses opportunities (or is slow to) manage performance when standards slip below what is expected.</p> <p>Indiscriminately relies on this approach to get things done.</p> |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                                                |





# 10

## Impact and Influence



**Persuasive | Compelling | Relentless | Credible | Adds Value**

The intention is to have a positive impact on students, colleagues and the wider community through persuading, convincing and bringing others round to the speaker’s perspective. Understanding other’s perspectives and priorities will enable the individual to tailor their communication to suit their audience.

### Key question:

Is this person able to influence others effectively and appropriately through using a range of strategies as well as gauging the impact they have on other people?

### Why it matters:

All teachers and associate professionals at Maltby Learning Trust must be able to influence students, colleagues and the community in an appropriate and considered manner.

To do this, they must understand the needs of others and adapt their approach to create the desired impact.

| Basic                                                                                                                                                                                                                              | Effective                                                                                                                                                                                                 | Complex                                                                                                                                                                                                 | Exceptional                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                         | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                                                   | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                         | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                                                                         |
| Takes single action to persuade.<br><br>Uses direct persuasion when interacting with others.<br><br>Appeals to reason and others self interest.<br><br>Holds the attention of an audience when presenting or leading a discussion. | Carefully prepares data to use in persuading others.<br><br>Uses at least two different points or arguments in an attempt to influence others.<br><br>Takes multiple action to persuade and gain support. | Calculates impact of action or words and tailors approach accordingly.<br><br>Considers audience and adapts approach to best suit them.<br><br>Listens to others and adapts approach to best suit them. | Uses indirect influence and gains support from key people.<br><br>Understands the need to, and uses others to influence third parties.<br><br>Builds behind the scenes support for complex ideas. |
| Limiting Behaviours                                                                                                                                                                                                                |                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                   |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable.      |                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                   |
| Tries to force decisions through.<br><br>Is polite and considerate without offering an opinion.                                                                                                                                    |                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                   |

# 11

## Inspiring Others

Enthusiastic | Energised | Champions Others

The intention to lead through motivating and energising students, colleagues and other educational staff, uniting them around shared goals or objectives. School leaders need to bring their communities together through articulating a compelling vision.



### Key question:

Does this person possess the ability to generate excitement and energy in others and provide direction and clarity of vision when leading?

### Why it matters:

It is fundamental that all teachers and associate professionals at Maltby Learning Trust can inspire students and colleagues in order to create an energising learning environment for all.

This is also important in order for the individual to build confidence in themselves as a leader.

| Basic                                                                                                                                                                                                                         | Effective                                                                                                                                                                                                                | Complex                                                                                                                                                                                                                               | Exceptional                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                    | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                                                                  | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                                                       | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                               |
| Leads by example.<br>Demonstrates to others what is possible.<br>Explains the reasons for a decision.                                                                                                                         | Makes work exciting for others.<br>Unites others around a common goal or objective.<br>Generates energy and enthusiasm when working with others.<br>Comes across with confidence and credibility; sees self as a leader. | Provides direction and communicates clear priorities to others.<br>Gets specific breakdowns broad vision of the future into concrete plans and actions.<br>Tailors broader vision to appeal to individual needs and responsibilities. | Articulates a compelling vision.<br>Enrols others in long term plans for the school.<br>Inspires others and leads on community wide educational issues. |
| Limiting Behaviours                                                                                                                                                                                                           |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                       |                                                                                                                                                         |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable. |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                       |                                                                                                                                                         |
| Rarely takes the lead on issues and misses opportunities to share their views.<br>Lacks spark and charisma in front of others.<br>Focuses too much on tasks at the expense of clarifying decisions.                           |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                       |                                                                                                                                                         |

# 12

## Developing Others

Empowers | Enables | Provides Support | Challenges Others

Develops and empowers colleagues so that they experience real, significant personal growth. Proactively looks for ways to develop others even when they are not required to do so. This involves continually seeking out opportunities to develop colleagues through activities such as mentoring, supporting, championing and guiding, in order to bring out the very best in them.



### Key question:

Is this person passionate about developing others? Are others more capable and do they feel empowered as a result of this person's actions?

### Why it matters:

All teachers and associate professionals at Maltby Learning Trust need to demonstrate a genuine commitment to developing others. They need to support and empower others to reach their full potential.

| Basic                                                                                                                                                                                                                                                                                                                                                          | Effective                                                                                                                                                                                                            | Complex                                                                                                                                                                                                                             | Exceptional                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                                                                                                                                                     | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                                                              | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                                                     | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                                                                                                                                             |
| Openly expresses faith or belief in the abilities of others.<br>Looks for the chance to help others to grow.<br>Shows intent to help others.<br>Takes time to understand the needs of others.                                                                                                                                                                  | Provides practical support to help others to accomplish tasks.<br>Gives reasons and rationale to help others learn from their mistakes.<br>Delegates work activities with the development of the individual in mind. | Demonstrates a strong understanding of individuals' strengths and development needs.<br>Gives clear and balanced feedback to encourage ongoing development.<br>Provides specific advice or suggestions for performance improvement. | Regularly provides in depth mentoring or coaching, both formally and informally.<br>Creates opportunities for the long-term development of others.<br>Helps others to think through their development priorities and creates a clear plan for addressing these needs. |
| Limiting Behaviours                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable.                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |
| Intends to develop others but actually comes across as critical or condescending.<br>Prioritises getting things done at the expense of the long term development of others.<br>Delegates activities based on who is available rather than who would benefit the most.<br>Does not take time to accurately assess the strengths and development areas of others |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |



# 13



## Analytical Thinking

This requires analysing complex data and understanding the connections that exist between issues through breaking down problems into their component parts. This competency also involves organising parts of a problem in a systematic way, prioritising issues moving forward, as well as establishing causal relationships between issues that may or may not be obviously related.

### Key question:

Does this person possess the ability to prioritise activities, establish causal relationships and understand the implications of events or issues?

### Why it matters:

It is important that all teachers and associate professionals at Maltby Learning Trust can break down problems into manageable parts and link the related issues.

This will help them to understand the implications of situations and employ sound judgment in their decision making.

| Basic                                                                                                                                                                                                                                                 | Effective                                                                                                                                                                                                                              | Complex                                                                                                                                                                                                                                                                                                                              | Exceptional                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                                            | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                                                                                | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                                                                                                                                                      | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                                                                                                                                              |
| <p>Seeks to understand every day problems and issues.</p> <p>Breaks down problems into chunks or basic parts.</p> <p>Makes a list of items without prioritising.</p>                                                                                  | <p>Identifies basic cause and effect relationships between issues/ situations (e.g. if...then).</p> <p>Unravels situations further by breaking them down in terms of pros and cons.</p> <p>Sorts out tasks in order of importance.</p> | <p>Makes multiple links between issues; establishes chains of events (e.g. A leads to B leads to C).</p> <p>Analyses relationships between several aspects of a problem (e.g. that may or may not be obviously related).</p> <p>Anticipates possible obstacles and thinks ahead regarding the implications of particular issues.</p> | <p>Creates complex plans and analyses to overcome challenging problems.</p> <p>Peels back the layers of a problem to understand its issues in greater depth.</p> <p>Uses a range of analytical methods to identify and weigh up the merits of different solutions.</p> |
| Limiting Behaviours                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable.                         |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |
| <p>Does some problem solving but not nearly enough – typically only scratches the surface of issues and misses out on opportunities to investigate issues further.</p> <p>Does not prioritise effectively and fails to see the cause of problems.</p> |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |



14

# Conceptual Thinking

The ability to spot patterns between potentially unrelated concepts, drawing on past experience to understand a situation. At higher levels, this involves simplifying complex issues, being highly innovative, taking a broader view and bringing in additional information.



Key question:

Does this person use and apply their own life experience in order to make sense of underlying issues and come up with innovative ways of solving problems?

Why it matters:

All teachers and associate professionals at Maltby Learning Trust are required to use their previous work and life experiences to make sense of every day issues, as well as come up with insightful ways of addressing educational challenges.

| Basic                                                                                                                                                                                                                              | Effective                                                                                                                                                                                      | Complex                                                                                                                                                                                                                    | Exceptional                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                         | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                                        | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                                            | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                                                                                                              |
| Sees patterns based on their own life experience.<br><br>Employs basic reasoning or judgement to identify trends or patterns between issues.<br><br>Applies simple rules, common sense, and past experiences to identify problems. | Spots similar patterns, trends or inconsistencies.<br><br>Draws on prior experience to make sense of similar situations or issues.<br><br>Applies learned concepts within their everyday work. | Simplifies complex ideas so that others can understand them more easily.<br><br>Assembles ideas and issues into a useful and clear explanation.<br><br>Thinks broadly on a topic in order to make sense of complex issues. | Draws on a variety of perspectives to create truly unique education based practices.<br><br>Develops innovative ways of doing things that are not apparent to others.<br><br>Thinks about issues that are beyond the scope of the job. |
| Limiting Behaviours                                                                                                                                                                                                                |                                                                                                                                                                                                |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable.      |                                                                                                                                                                                                |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |
| Thinking is narrow, too focused on the detail and largely reliant on established precedents.<br><br>Does not attempt to think broadly about issues.                                                                                |                                                                                                                                                                                                |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |

15

# Curiosity and Eagerness to Learn

A curiosity and willingness to develop or acquire new knowledge, skills or experiences regardless of the challenges involved. This includes making the most of opportunities despite being outside of one's comfort zone. Enjoys discovering different ways of doing things both within and outside of education.



Key question:

Is this person open and interested in learning new things, moving outside of their comfort zone and challenging/questioning their own ways of working?

Why it matters:

All teachers and associate professionals at Maltby Learning Trust need to be exemplars of self development for staff and others within the education sector.  
  
They will actively seek out opportunities to develop their own knowledge, skills and experience, and create a culture of continuous learning.

| Basic                                                                                                                                                                                                                         | Effective                                                                                                                                                                                             | Complex                                                                                                                                                                                                                                                                                                 | Exceptional                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicates the competency is being applied at a positive but relatively <b>basic</b> level.                                                                                                                                    | Indicates the competency is being applied at an <b>effective</b> level.                                                                                                                               | Indicates the competency is being applied at a relatively <b>complex</b> level.                                                                                                                                                                                                                         | Indicates the competency is being applied at an <b>exceptional</b> level.                                                                                                                                               |
| Eager to develop and learn from others.<br><br>Is motivated and energised by the prospect of building own knowledge and experience.                                                                                           | Takes up continuous professional development opportunities.<br><br>Uses available resources to expand their knowledge, and experience.<br><br>Looks for ways to develop their professional expertise. | Looks to further professional expertise by developing skills complimentary to current role (e.g. budgeting, child development etc.).<br><br>Interacts with 'those in the know' in order to further knowledge and skills.<br><br>Looks outside of education sector to identify new ways of doing things. | Never misses an opportunity to learn something new.<br><br>Takes on challenges when there is a risk or outcome is not certain.<br><br>Establishes on-going ways to continually grow both personally and professionally. |
| Limiting Behaviours                                                                                                                                                                                                           |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                         |
| These behaviours indicate that this competency is a blind spot for this person. The limiting behaviours associated with this competency will inhibit their effectiveness. Overuse of this competency can also be undesirable. |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                         |
| Does not see developing their own repertoire of knowledge, skills and experience as a priority.<br><br>Misses opportunities to develop themselves.<br><br>May over-do learning at the expense of applying it.                 |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                         |



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