SLE assessment process: scoring matrix guidance (full version)

<table>
<thead>
<tr>
<th>Applicant name:</th>
<th>Assessor name:</th>
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</thead>
<tbody>
<tr>
<td>Applicant school:</td>
<td>Date completed:</td>
</tr>
</tbody>
</table>

**Scoring definition by RAG rating:** The following scoring definition will be applied to each designation criterion. The applicant must score at least amber in all areas to be considered for designation.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>No, or limited evidence that the applicant meets the requirements and is therefore not recommended for designation.</td>
</tr>
<tr>
<td>Amber</td>
<td>Criteria met. The applicant can be recommended for designation but overall assessment suggests that s/he requires some further support from the teaching school.</td>
</tr>
<tr>
<td>Green</td>
<td>The applicant meets the requirements and has demonstrated sufficient evidence.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Eligibility criteria</th>
<th>Method of assessment</th>
<th>Example look-fors</th>
<th>Notes</th>
<th>Rating (R, A or G)</th>
</tr>
</thead>
</table>
| SLEs will be outstanding middle or senior leaders, with at least two years’ experience and a first-class knowledge in a particular field of expertise. | Application form eligibility criteria confirmation question 2 | • Has a leadership role/responsibility within school or academy
• Minimum two years’ experience in a field of expertise
• Demonstrates a track record of successful practice/performance at an individual, department, phase, key stage or school level appropriate to own role
• An existing status designation or qualification evidencing the applicant’s outstanding practice in a particular field of expertise
• Quotes from colleagues within school or other schools supported by the applicant | | |
| SLEs will have a minimum of two years’ experience in a leadership role within a school or academy. | Application form eligibility criteria confirmation question 2 Headteacher reference | • Minimum two years’ experience in leadership
• Is based in a school or academy | | |
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| SLEs will have a successful track record, supported by substantial evidence of impact, of working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school. | Application form questions 2, 4, 5  
Headteacher reference  
Assessment                                                                 | • Supporting evidence from Ofsted of outstanding practice with examples showing sustained and continual improvement in teaching, pupil learning and standards  
• Demonstrates a track record of successful practice/performance at an individual, department, phase, key stage or school level where supporting another person/department, key stage or school  
• Supporting quotes from colleagues within school, from other schools supported by the applicant, or the local authority  
• Positive supporting reference                                                                 |                                                                      |                                                              |
| SLEs will have evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements. | Application form question 3  
Headteacher reference  
Assessment                                                                 | • Evaluation or evidence of impact on school improvement as a result of coaching/facilitation of leaders  
• Evidence of sustainability through capacity-building of other leaders (rather than direct intervention)  
• Recognition from Ofsted or other recognised sources  
• Evidence of using recognised approaches to coaching/facilitation based on strong theoretical knowledge and supported by training evidence where appropriate  
• Positive supporting reference                                                                 |                                                                      |                                                              |
| SLEs will have a commitment to outreach work, and the capacity to undertake such work. | Application form question 1  
Headteacher reference  
Assessment                                                                 | • Evidence of examples of schools supported/projects undertaken to prove commitment to outreach  
• Reference to motivation based on moral purpose and desire to improve outcomes for children                                                                 |                                                                      |                                                              |
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| SLEs will be supported in their application by their headteacher and be able to be released from their school for a mutually agreed allocation of time. | Headteacher reference Assessment | • Positive supporting statement from headteacher  
• Confirmation of capacity to be deployed  
• Confirmation of support from headteacher  
• Evidence of how applicant has supported a middle or senior leader or group of leaders in own school or from another school or academy |       |                |
| SLEs will have excellent communication and interpersonal skills.                      | Application form all questions Headteacher reference Assessment | • Evidence within examples provided of having supported (a variety of) communication styles and being highly effective in this  
• Clear and concise in written and oral communication  
• Listens attentively (in examples provided and in practice)  
• Tailors communication to audience type and able to recognise clues from the audience (in positive supporting statement from referee)  
• Is sensitive to others, their values and feelings  
• Does not interrupt  
• Effective, positive use of body language, dress, conduct and speech, eg eye contact, head-nodding, smiling, open posture  
• No use of jargon in written and oral communication  
• Clarity in speaking and does not make assumptions |       |                |
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| SLEs will have the ability to utilise high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues. | Application form questions 2, 3 4 Headteacher reference Assessment | • Evidence within examples provided supporting a sensitive and collaborative approach  
• Positive supporting reference  
• **Self-awareness** – emotional self-awareness, accurate self-assessment, self-confidence  
• **Self-management** – emotional self-control, trustworthiness, conscientiousness, achievement orientation, adaptability, optimism, shows initiative  
• **Social awareness** – empathetic, organisational awareness, service orientation  
• **Relationship management** – development of others, inspirational leadership, influencer, change catalyst, conflict management bond-building, teamwork and collaborative  
• Open to ideas of others  
• Shows respect for perspective of others  
• Shares responsibility  
• Demonstrates clarity in approach | | |
| SLEs will have an understanding of what constitutes ‘outstanding’ in their field of expertise and the ability and confidence to articulate this. | Application questions 2, 5 Headteacher reference Assessment | • Evidence of school improvement within field of expertise, with clarity and examples of outstanding practice and high standards (where appropriate compare with recognised standards/frameworks)  
• Clear vision  
• High standards and expectations  
• Clear communication  
• Assertiveness  
• Clear understanding  
• Decisiveness  
• Positive supporting reference | | |
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| SLEs will have an appreciation of how their specialism and skills can contribute to the wider school improvement agenda. | Application questions 1, 5, Headteacher reference Assessment | • Evidence within examples of knowledge of school improvement agenda and expertise contributing clearly to school improvement  
• Adaptable  
• Positive personal motivation  
• Can understand and appreciate interdependencies  
• Ability to connect the external and internal school environments and vice versa to see the bigger picture  
• Positive supporting reference |       |
| SLEs will have an analytical approach to identifying needs and the ability to prioritise accordingly, including the ability to set and establish new and innovative working practices. | Application question 4, Headteacher reference Assessment | • Evidence within examples of effective and innovative working practices  
• Innovate ideas/thinking (thinking outside the box)  
• Shows rationale for answers and sticks by it  
• Enthusiastic  
• Methodical  
• Organised  
• Applies logical, sound decisions over emotionally ruled decisions  
• Positive supporting reference |       |
| SLEs will have the ability to grow leadership capacity in others.                      | Application question 3, Headteacher reference Assessment | • Evidence within examples of growing other leaders by supporting and working collaboratively  
• Motivates others  
• Supports others  
• Gives praise, thanks and encouragement  
• Inspires  
• Innovative  
• Shows ability to identify talent/potential  
• Allows others to take risks  
• Does not interfere after delegating  
• Positive supporting reference |       |
## Appendix 2: SLE assessment process: scoring matrix guidance (brief version)

<table>
<thead>
<tr>
<th>Applicant name</th>
<th>Evidence of coaching/facilitation skills to bring out improvements</th>
<th>Capacity for deployment</th>
<th>Communication and interpersonal skills</th>
<th>Emotional, intelligence and analytical approach</th>
<th>Understanding of what is outstanding and how their skills can improve whole-school agenda</th>
<th>Group leadership capacity in others</th>
<th>Comments</th>
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