The Emotional Intelligence Competencies @ Plaistow School

SELF-AWARENESS	SOCIAL AWARENESS
Emotional Self-Awareness: Recognising how our emotions affect our performance.	Empathy: Sensing others' feelings and perspectives, and taking an active interest in their concerns.
Aware of own feelings and triggers Understands implications of own emotions Has emotional insight	Listens Reads non-verbal clues Open to diversity and sees others' perspectives
Accurate Self-Assessment: Knowing one's own inner resources, abilities and limits.	Organisational Awareness: Reading a group's emotional currents and power relationships
Aware of own strengths and limits, open to feedback Has a sense of humour about oneself Solicits honest critiques	Understands informal structure, climate and culture Understands organisational politics and underlying issues
Self-Confidence: A strong sense of one's self-worth and capabilities.	Service Orientation: Anticipating, recognising and meeting clients' needs.
Is confident in job capability and has belief in oneself Is self assured and has presence	Makes self available and monitors satisfaction Takes personal responsibility and matches needs

SELF-MANAGEMENT	RELATIONSHIP MANAGEMENT
Emotional Self-Control: Keeping disruptive emotions and impulses in check.	Developing Others: Sensing others' development needs and bolstering their abilities.
Shows restraint and has patience Responds calmly Stays composed and positive	Recognises strengths and is able to provides support Gives constructive feedback Acts as a mentor
Transparency: Maintaining integrity, acting congruently with ones values.	Inspirational Leadership: Inspiring and guiding individuals and groups.
Keeps promises and brings up ethical concerns Publicly admits to mistakes Acts on values	Leads by example Stimulates enthusiasm and inspires others Communicates a compelling vision
Adaptability: Flexibility in handling change.	Change Catalyst: Initiating or managing change.
Open to new ideas and adapts to situations Handles unexpected demands and changes	Defines general need for change Acts to support change and personally leads change
Achievement Orientation: Striving to improve or meeting a standard of excellence.	Influence: Having impact on others.
Improves performance by setting challenging goals Anticipates obstacles and takes calculated risks	Engages audience anticipates impact of actions or words Uses indirect influence and Develops support
Initiative: Readiness to act on opportunities.	Conflict Management: Negotiating and resolving conflict.
Addresses current opportunities/seeks information Makes extra efforts and initiates action for the future	Airs disagreements but maintains objectivity Addresses conflict and orchestrates win-win solutions
Optimism: Persistence in pursuing goals despite obstacles and setbacks.	Teamwork & Collaboration: Working with others towards a shared goal. Creating group synergy in pursuing collective goals.
Has positive expectations and is optimistic Is resilient and learns from setbacks	Co-operates and solicits input Encourages others and builds bonds

PERSON SPECIFICATION & **SELECTION CRITERIA**

Plaistow Primary School and Children's Centre

Keys:

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

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

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

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