

SLE assessment process: scoring matrix guidance (full version)

Applicant name:		Assessor name:	
Applicant school:		Date completed:	

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.

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

Eligibility criteria	Method of assessment	Example look-fors	Notes	Rating (R, A or G)
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 question 2 Additional information Headteacher reference	<ul style="list-style-type: none"> • 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 question 2 Headteacher reference	<ul style="list-style-type: none"> • Minimum two years' experience in leadership • Is based in a school or academy 		

Eligibility criteria	Method of assessment	Example look-fors	Notes	Rating (R/A/G)
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 		

Eligibility criteria	Method of assessment	Example look-fors	Notes	Rating (R/A/G)
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 		

Eligibility criteria	Method of assessment	Example look-fors	Notes	Rating (R/A/G)
<p>SLEs will have the ability to utilise high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues.</p>	<p>Application form questions 2, 3 4</p> <p>Headteacher reference</p> <p>Assessment</p>	<ul style="list-style-type: none"> • Evidence within examples provided supporting a sensitive and collaborative approach • Positive supporting reference • <i>Self-awareness</i> – emotional self-awareness, accurate self-assessment, self-confidence • <i>Self-management</i> – emotional self-control, trustworthiness, conscientiousness, achievement orientation, adaptability, optimism, shows initiative • <i>Social awareness</i> – empathetic, organisational awareness, service orientation • <i>Relationship management</i> – 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 		
<p>SLEs will have an understanding of what constitutes 'outstanding' in their field of expertise and the ability and confidence to articulate this.</p>	<p>Application questions 2, 5</p> <p>Headteacher reference</p> <p>Assessment</p>	<ul style="list-style-type: none"> • 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 		

Eligibility criteria	Method of assessment	Example look-fors	Notes	Rating (R/A/G)
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

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