



## 360 DEGREE FEEDBACK REPORT

SENIOR LEADER

SCHOOL/ACADEMY

Sample

sample@example.com

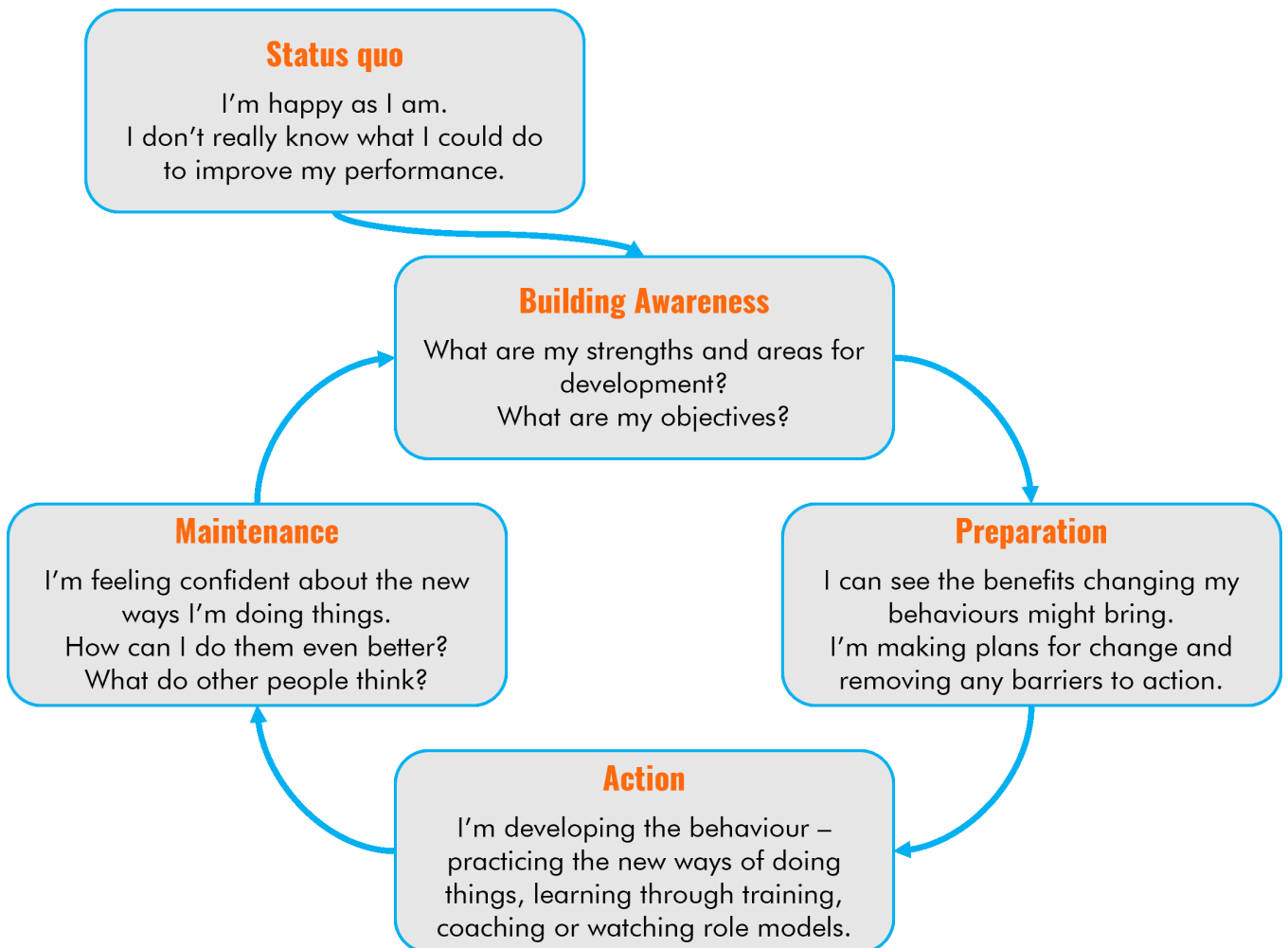
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# Introduction

360 feedback enables you to get a clear view of how others perceive the way you work. It provides a unique opportunity to gain an understanding of the impact your behaviours (the things you do and say) have on your own personal success and on those around you.

Career and personal success is gained from actively managing your development. Personal development is a journey. The end point of the journey is enhanced personal effectiveness and increased positive impact. The aim of 360 feedback is to set you off on that development journey by raising your awareness of what you currently do that makes you successful. It will help you to identify where your strengths and areas for development lie. Through the exploration of the themes and key messages in this report you can begin to consider how you can improve your performance and relationships with others.

The development journey you are about to embark upon is best summed up in the diagram below.



## About this report

To support your development journey this report not only provides you with the insight into what has made you successful in the past but also provides you with a useful guide to help you identify your goals and prepare for action. It will help you consider what achieving your goal will look and feel like as well as helping to give you the best possible chance of succeeding by: identifying and removing the barriers that might hinder your progress; identifying the people who can help and support you; and making sure your goal is SMART (specific, measurable, achievable, relevant and time-bound).

It may be that you are already considering the need to change or you may feel that you already know where your strengths and areas for development lie. If this is the case then your 360 feedback results will help you to test your assumptions and enable you to move more quickly into the preparation and action stages of behavioural change.

This survey is designed to gather feedback from a variety of sources - people with whom you interact on a regular basis i.e. managers, direct reports and peers. Because the survey is anonymous, respondents are encouraged to feel free to share their true perceptions of what you do well and what you might not do so well.

Feedback is given in two key ways:

- By rating a series of statements, designed specifically to measure key behaviours and competencies, that are important for effective managers and leaders
- Through open-ended questions that allow respondents to give their comments.

The results are collated into this report to provide a graphical summary, detailed analysis, and summary of others comments, that highlight your strengths and areas for development.

## The Schroder Framework

This 360 degree feedback survey has been designed around the Schroder Framework of high performance. The Schroder Framework consists of 11 behaviours which have been linked with high performance in leaders and managers at all levels and in many different industry sectors. The 11 behaviours span cognitive, interpersonal, directional and achieving dimensions of leadership which complement technical competencies and other measures of individual differences. Each behaviour is further defined by five levels. These range from negative use of the behaviour at level one, to an inspirational use of the behaviour at level five at which an individual is embedding a culture which supports and encourages others to use this behaviour within the organisation. In between are levels that an individual at any level of an organisation will utilise in their day to day working life.

### A Strength-Based Approach

The Schroder Competencies Framework recognises that every individual has their own unique pattern of strengths and an individual’s capability is defined by the four or five behaviours within the framework at which they excel. In addition, the goal is that the individual will have no limitations. That is, they will not demonstrate negative use of the behaviours. Their impact on the organisation is positive at all times.

The cognitive, interpersonal, directional and achieving dimensions translate into four clusters:

<b>Thinks</b>	<p><b>Curious and Forward Looking</b> Information gathering and sharing – Searches widely for new advances; asking questions to find out about a broad range of factors. Fosters a hunger and curiosity in others</p>	<p><b>Influences and Connects</b> Persuading and influencing others –by gaining buy-in and support; focuses on the customer (internal and/or external); striving for mutually beneficial solutions and relationships; building and maintaining personal networks.</p>	<b>Inspires</b>
	<p><b>Innovates</b> Understanding insights and being creative - Linking information; identifying patterns and trends to look beyond symptoms to understand root cause. Having ideas; creating concepts and models. Fosters a growth mindset so that others feel safe to innovate.</p>	<p><b>Builds Resilience</b> Displaying self-confidence and building positivity - being decisive and firm in tackling issues; communicating sense of confidence and optimism; recognising achievements and celebrating success.</p>	
	<p><b>Agile Thinking</b> Evaluating options or possibilities - Being open to different perspectives or pivoting; using concepts or models to weigh-up situations; evaluating different options at the same time; synthesizing alternatives to formulate powerful solutions.</p>	<p><b>Engaging Communicator</b> Effective and engaging communication that stands out - clear, concise and structured in communication; matches the comms. channel to the audience so the message is seen; uses visual aids, metaphors, humour, analogies to deliver messages with impact.</p>	
<b>Involves</b>	<p><b>Builds Trust</b> Interacting with openness and respect – actively listens to others and seeks to really understand people deeply, asking questions to uncover thoughts and feelings; demonstrating understanding and empathy.</p>	<p><b>Delivers and Empowers</b> Planning, co-ordinating and delegating - Organised and methodical; defining roles and responsibilities; proactive and accountable; empowering others to act quickly; strips out unnecessary processes and barriers to action.</p>	<b>Achieves</b>
	<p><b>Collaborates and Includes</b> Brings people together and is truly inclusive - sharing ideas links between own and others ideas; encouraging others to speak up and focus on objectives; fostering collaborative working.</p>	<p><b>Improves Performance</b> Setting goals and monitoring performance to create valuable insights - defining how success can be measured; setting measures, identifying stretch; providing feedback on performance; improving performance by reviewing the end to end consumer experience</p>	
	<p><b>Grows Capability</b> Developing self and others – is motivated to grow, challenges others with new opportunities and continuously support them by coaching and mentoring. Creates a culture of personal growth owned by individuals.</p>		

## About your report

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Read this report with an open mind. You may not agree with it all, however it is important to review the overall themes and to examine and reflect on your behavioural strengths and areas for development. Remember, you should not expect to be strong in every one of the behaviours within the leadership framework, instead you will probably find that you have a core of 4 or 5 behaviours in which you show greater strength than the others. The report may also identify areas in which others feel your behaviour has a negative impact. Be careful not to disregard these messages and take comfort that your nominees have responded to the survey because they want to support your development and see you be even more successful than you are now.

### Respondents

The table below shows the breakdown of respondents who have completed the survey

	No. of respondents	Names of respondents
<b>Yourself</b>	1	Sample
<b>Senior Management Team</b>	3	Senior Management Team 1, Senior Management Team 2, Senior Management Team 3
<b>Staff</b>	0*	Staff 1, Staff 2, Staff 3
<b>Governors</b>	6	Governor 1, Governor 2, Governor 3
<b>Others</b>	9	All the above excluding yourself

Respondents who were nominated, but who have not responded are not shown in the table.

\* If there are 3 or less respondents in a group they will be moved to another group to preserve anonymity.

Remember that the respondents have given feedback in confidence. It is very easy to think that you know who has given you a particular rating or written a particular comment but also very easy to make a costly mistake. It is better therefore to work with the information in the way it was intended and use it wisely to inform your development plan rather than trying to trace the origin.

### Rating Scale

When completing the survey you, and your nominees, responded using the following rating scale:

- n/a. Not able to rate
- 1. Rarely/Never
- 2. Sometimes
- 3. Usually
- 4. Almost Always
- 5. Consistently

In the report the ratings are averaged for each respondent group. The maximum score is 5 and the minimum score is 1. The behaviours that score higher overall indicate your strengths and the ones scoring lowest indicate areas for development. If the difference between your score and the other respondent groups is more than 0.5 this should be considered a significant difference.

## Identifying your strengths and areas for development

The structure of this report is designed to guide you through the information captured by the survey and to assist you in considering what your next steps might be. To do this the report uses a combination of tables and charts so you can quickly identify where your strengths and areas for development lie.

**First**, use the Overview section to review your leadership potential.

- The first charts show you how you rated yourself compared with how everyone else ('Others') rated you behaviour by behaviour. You will be able to use these to identify if there is one cluster in which you are particularly strong, or whether there is one cluster that is a clear area for development. Above each chart you will find a description of the behaviour. To clarify things further the final chart in this section plots the ratings you gave yourself against the ratings of 'Others' to confirm areas of strength and development that you may already have known about, but more importantly it may also show you some areas that you may not have been aware of
- The tables summarising the ten highest scoring statements and the ten lowest scoring statements (based on the average rating of 'Others') will help you to drill down into your strengths and areas for development.

**Second**, review the Detail section to gain a deeper understanding of how you are using each behaviour. Remember the goal is to have a core strength in 4-5 behaviours and to minimise any limitations. Consider the following questions by thinking of concrete examples from the past of when you have used the behaviour and what the outcome was or what other people's reactions were:

- If there's a range of scores across the statements within a behaviour, a wide spread of responses or disagreement between respondent groups why would this be and how can you use the behaviours more consistently? For the behaviours and statements where you rated yourself higher than 'Others' why might they not see this to be a strength, what do you think you might need to change?
- For the behaviours and statements where you rated yourself lower than 'Others' what could you do to feel more confident about these behaviours?
- How could each behaviour help you to achieve your career and personal goals and objectives?

**Finally**, review the Open-ended comments section. These will give you greater insight into the impact of your behaviours.

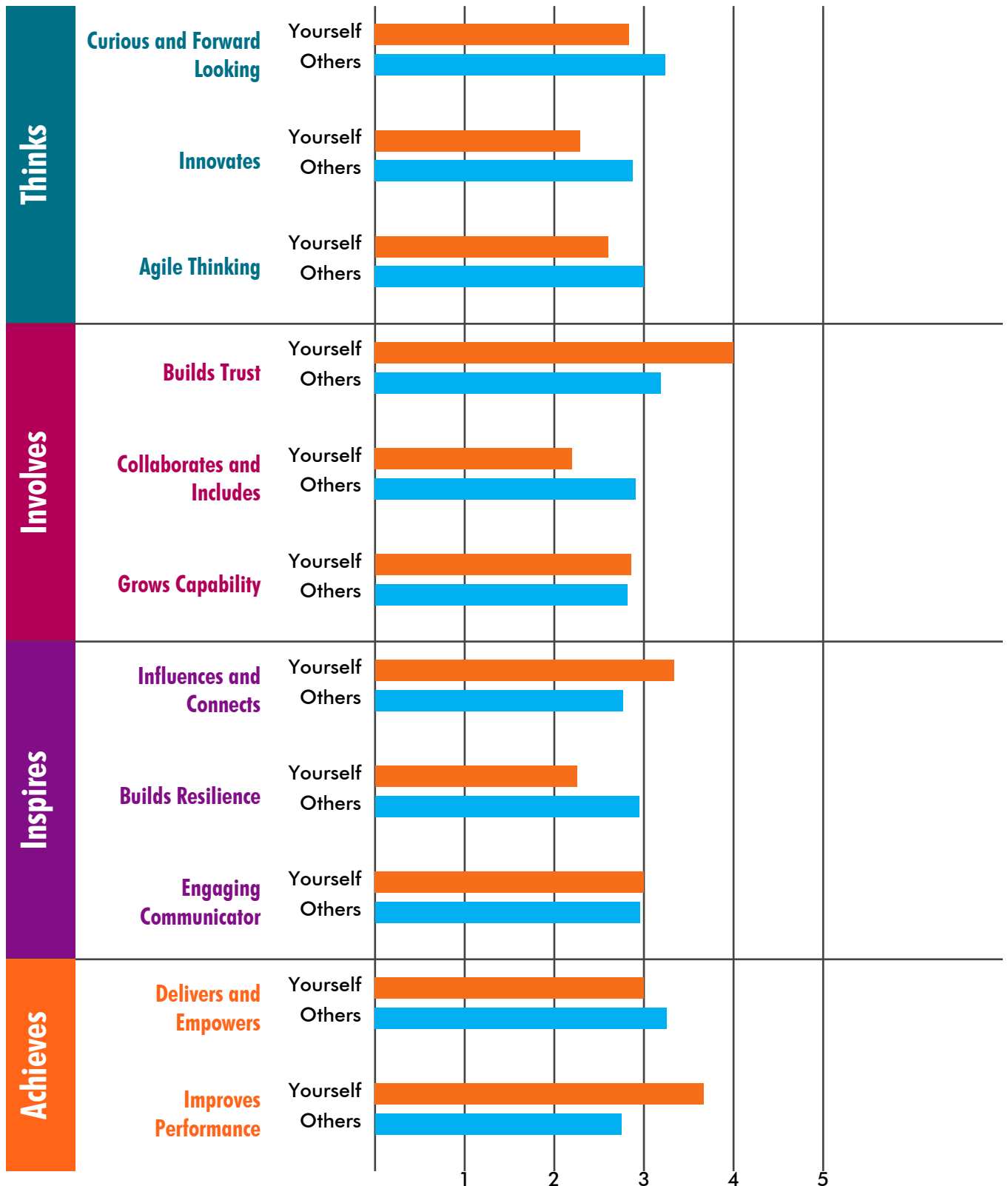
- Are there links between what you have discovered through exploring your highest and lowest scoring behaviours and the comments that have been written?
- Are there things people have said you should do less of that would reduce the negative impact of the behaviours identified as areas for development?
- Is there anything that people have said that you could do more of that would help you to develop your strengths?

# Scores by Cluster

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The graphs below show, at a high level, the results of your 360° feedback. From these you can begin to identify where your leadership potential lies.



# Strengths and areas for development

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This chart will help to clarify where your strengths and areas for development are. Some may already be apparent to you, others may not. Remember the chart is telling you how others perceive the way you do things. Differences in your perception and theirs need to be understood and acted upon so that you can have the maximum positive impact at work.



**Notes:**

**Known strength** behaviours are those where you and all 'others' gave an average rating above 3.5 for the statements relating to that behaviour. This means you and your respondents are in agreement that you use the behaviours with a high degree of skill on a consistent basis.

**Known area for development** behaviours are those where both you and all 'others' have given an average rating below 3.5 for the statements relating to that behaviour. This means that you and your respondents are in agreement that you do not use the behaviours consistently or that you use them at a basic level.

**Hidden strength** behaviours are those where 'others' have given an average rating of over 3.5, but you have rated this below 3.5. These behaviours are therefore hidden strengths as they are ones that you were not aware that you used at such a high level with such consistency.

**Blind spot** behaviours are those where you have rated the statements on average over 3.5, but 'others' have rated them below 3.5. This means that you think you use the behaviours more consistently than you actually do.



## 10 Highest scoring statements

Score	Managerial Competency	Qu No.	Statement
4.00	Builds Trust	15	When it is appropriate, they openly share their own thoughts and feelings which makes others feel comfortable to do the same
4.00	Improves Performance	19	They have implemented systems that enable others to track and monitor the objectives they need to meet
4.00	Engaging Communicator	71	When delivering complex messages they use language appropriate to the audience
3.89	Delivers and Empowers	42	They have created a culture in which others are empowered to be accountable whilst knowing when to escalate issues beyond their authority level
3.88	Collaborates and Includes	44	They have involved the senior leaders in defining the curriculum and how we will deliver it
3.83	Innovates	13	They have nurtured a culture within our school/academy in which everyone appreciates the power of the light-bulb moment
3.78	Delivers and Empowers	38	They have made it easy for others to make required changes so that we keep up to date with requirements within our sector
3.75	Curious and Forward Looking	58	They bring information to the table that demonstrates that they are well-informed with regards to the specific task or situation at hand
3.67	Curious and Forward Looking	70	They demonstrate that they have sought information to help them understand the wider implications of any issue we address
3.67	Builds Trust	75	They respond in a non-judgemental way when listening to thoughts and views that differ to their own

## 10 Lowest scoring statements

Score	Managerial Competency	Qu No.	Statement
1.86	Builds Resilience	62	They openly confront behaviour that has the potential to impact others or our reputation negatively
2.00	Influences and Connects	66	They clearly describe the benefits and advantages of their proposed solutions when seeking support
2.00	Collaborates and Includes	9	They encourage others to lead discussions where their specialism allows them to provide clear direction
2.11	Influences and Connects	49	They build reciprocal relationships with others so that we can all achieve our objectives
2.25	Improves Performance	53	They have created a culture in which all our staff are committed to creating the most effective learning environment for our pupils/students
2.29	Improves Performance	57	When they set objectives that ensure that they are specifically designed to improve performance (i.e. for an individual pupil or member of staff, a department or the whole school/academy)
2.29	Grows Capability	23	They are aware of their own personal strengths and areas for development, have shared these with others and seek out opportunities that will stretch and challenge them
2.33	Collaborates and Includes	60	They have instilled a value within our school/academy for collaboration and cooperation with a wide range of stakeholders (e.g. different teams, departments, parents, pupils and external support services)
2.33	Improves Performance	21	They review and modify objectives that they set, stretching them when appropriate so that we strive to achieve all that we can
2.33	Improves Performance	17	They provide regular feedback on progress towards target to stakeholders and those people doing the work

# SCORES BY CLUSTER - THINKS

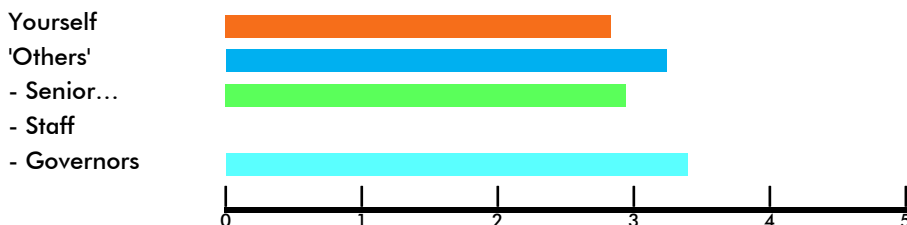
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## Curious and Forward Looking

Information gathering and sharing – Searches widely for new advances; asking questions to find out about a broad range of factors. Fosters a hunger and curiosity in others.

### Overall Summary

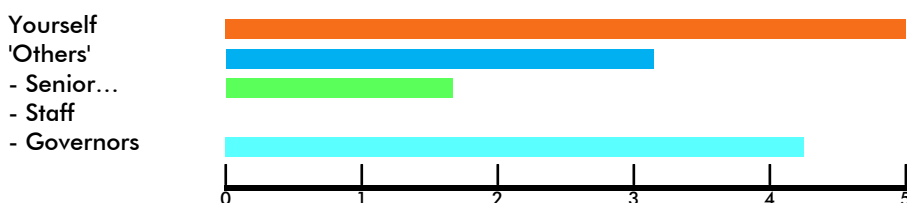


'Others' breakdown

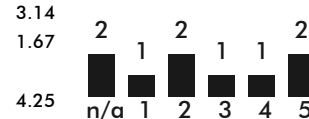


To what extent does the subject know what is needed to be ready for the CEO/Executive role?

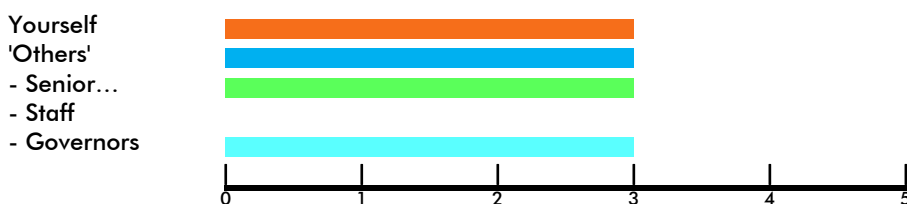
2. Through the things they say and do they have created a value across the school/academy for gathering and sharing information so that we are all well-informed



'Others' breakdown



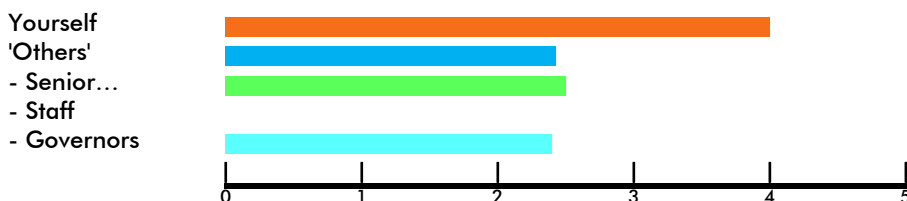
8. They readily share relevant information and knowledge with others so that they are well-informed



'Others' breakdown



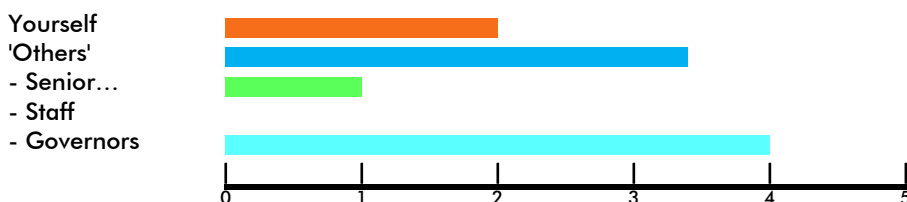
24. They ask penetrating questions to find out information from others



'Others' breakdown



32. They look out for new innovations that will help us meet the needs of our pupils



'Others' breakdown



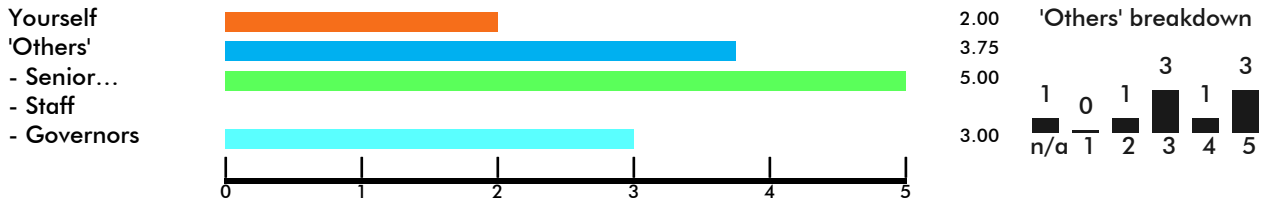
# SCORES BY CLUSTER - THINKS

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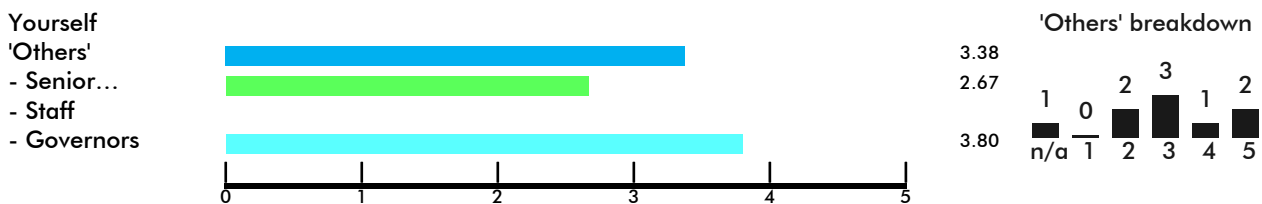
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## What is the extent of the subjects key relationships with the Board/Non-Executive Directors (NEDs)?

58. They bring information to the table that demonstrates that they are well-informed with regards to the specific task or situation at hand

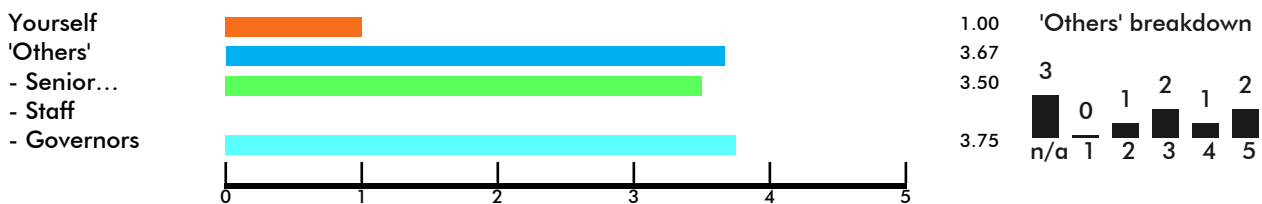


64. They have created opportunities that enable others to gain access to a broad range of sources of internal and external information



## How well does the subject understand the challenges that they would face?

70. They demonstrate that they have sought information to help them understand the wider implications of any issue we address



# SCORES BY CLUSTER - THINKS

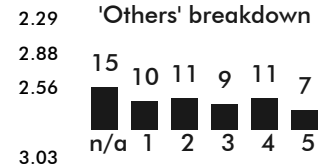
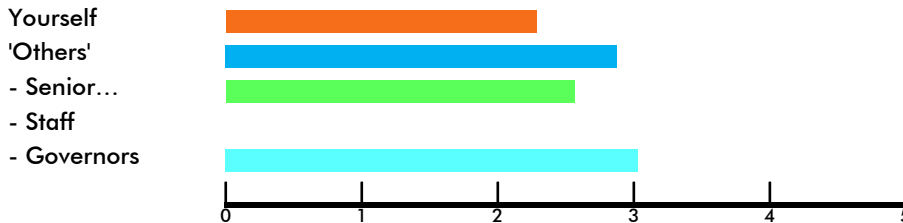
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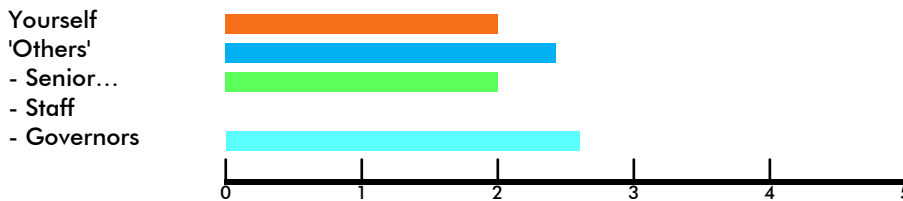
## Innovates

Understanding insights and being creative - Linking information; identifying patterns and trends to look beyond symptoms to understand root cause. Having ideas; creating concepts and models. Fosters a growth mindset so that others feel safe to innovate.

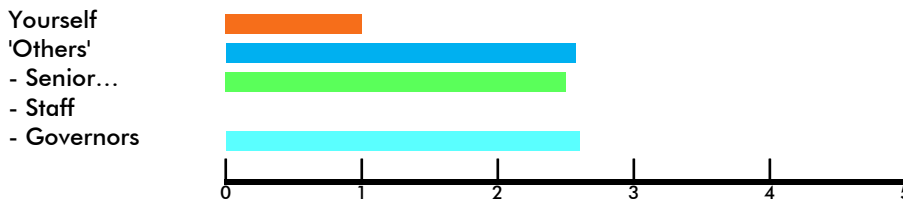
### Overall Summary



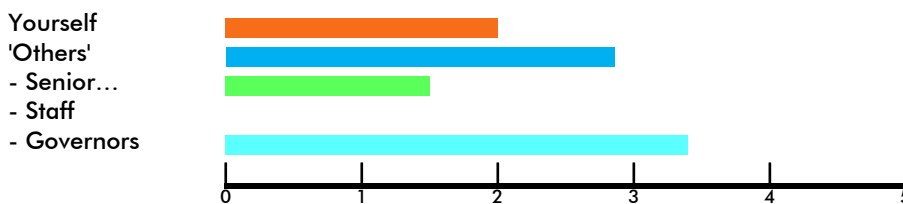
3. They have created regular opportunities for staff, parents, pupils and other stakeholders to propose new ideas, solutions or ways of operating



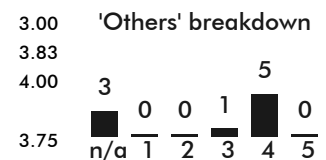
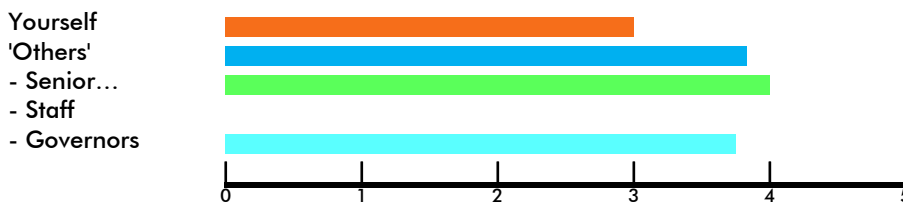
5. The ideas they put forward demonstrate that they have brought together thoughts and ideas relating to a wide range of different factors



6. Through the things they say and do they have instilled a value for seeking out the root causes of problems rather than focusing on symptoms



13. They have nurtured a culture within our school/academy in which everyone appreciates the power of the light-bulb moment

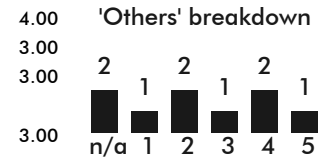
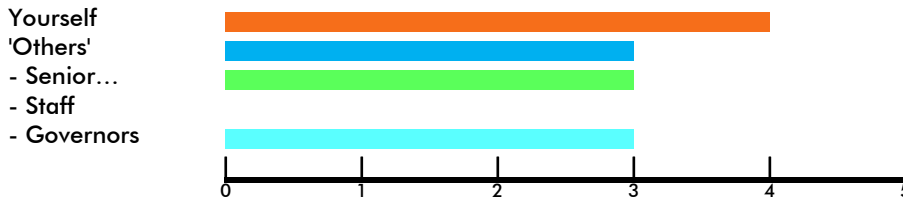


# SCORES BY CLUSTER - THINKS

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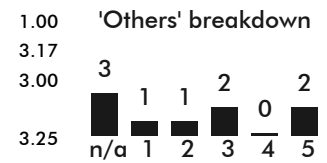
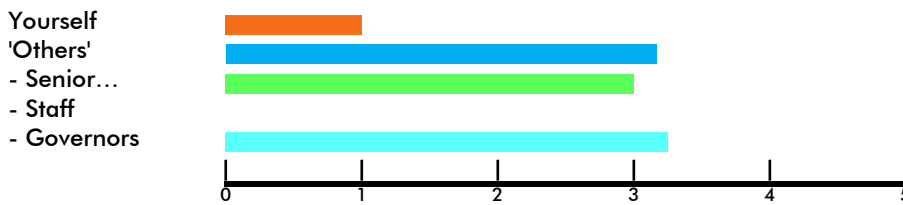
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29. They are a great source of new ideas and ways of doing things

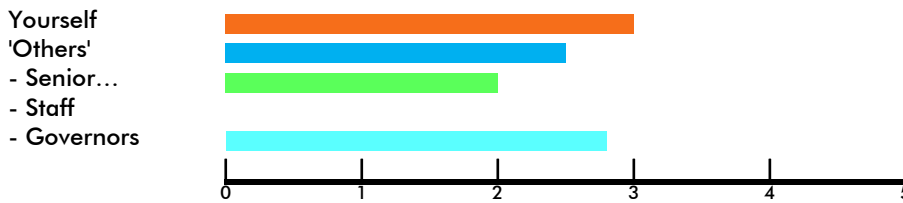


To what extent does the subject know the level of confidence and support the Board has in them to be the next CEO/Executive?

39. When faced with an issue they seek to understand the underlying cause, not just the symptoms



47. They develop solutions that take into account the broader educational environment



# SCORES BY CLUSTER - THINKS

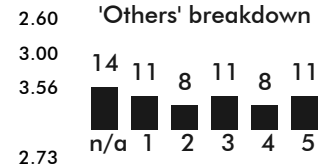
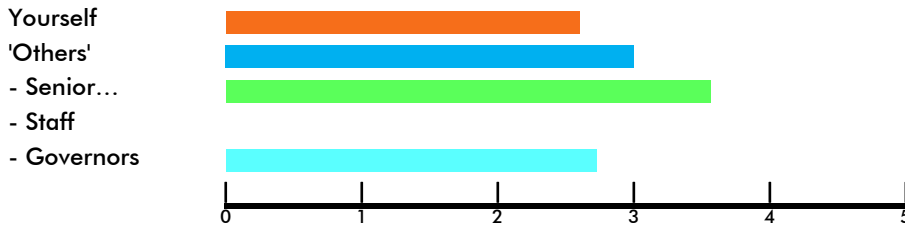
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## Agile Thinking

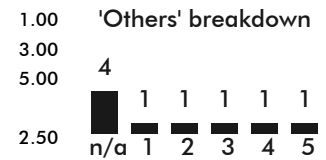
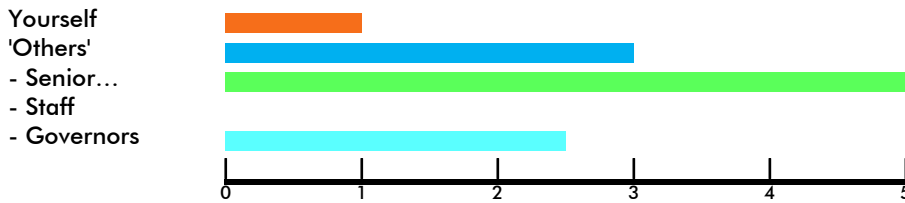
Evaluating options or possibilities - Being open to different perspectives or pivoting; using concepts or models to weigh-up situations; evaluating different options at the same time; synthesizing alternatives to formulate powerful solutions.

### Overall Summary

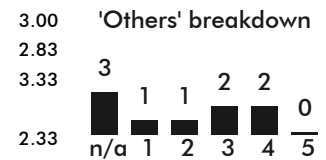
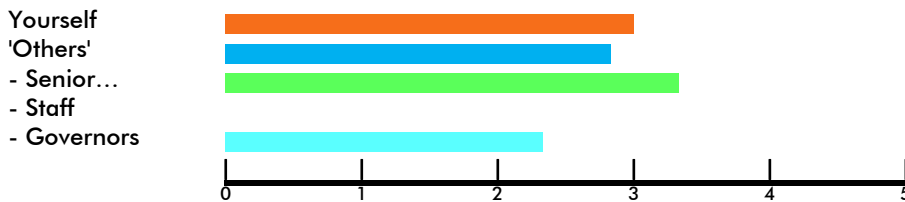


What feedback has the subject had from the CEO/Executives regarding their strengths/weaknesses in preparation for succession to CEO/Executive?

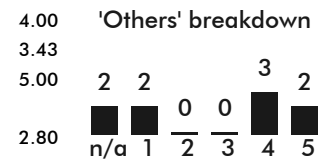
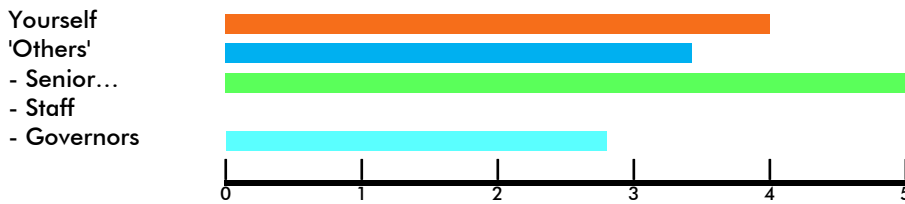
30. They have developed a strategy or vision that will enable our school/academy to achieve all our goals and objectives



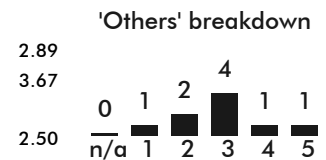
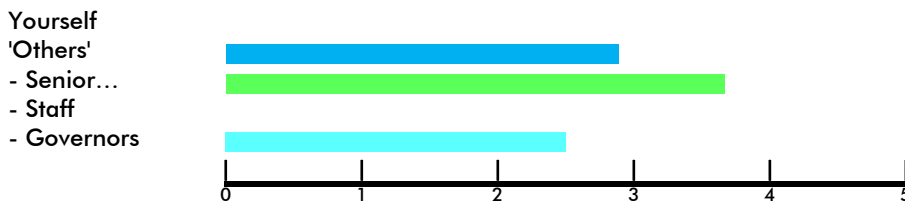
41. They have created a value within our school/academy for experimenting with and exploring alternative options



43. When faced with a potential barrier they respond flexibly; open to considering alternative ways forward



52. They critically evaluate the different options open to them in order to decide on the best way forward



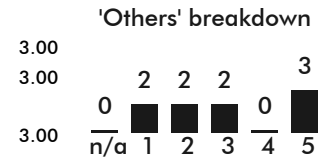
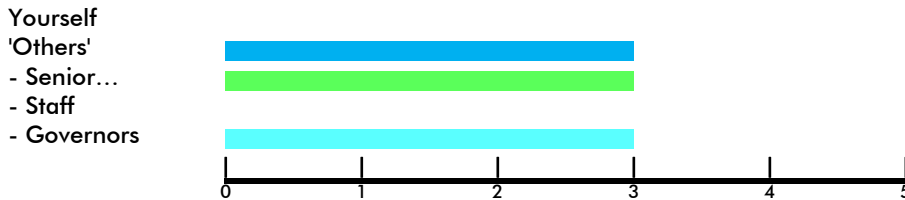
# SCORES BY CLUSTER - THINKS

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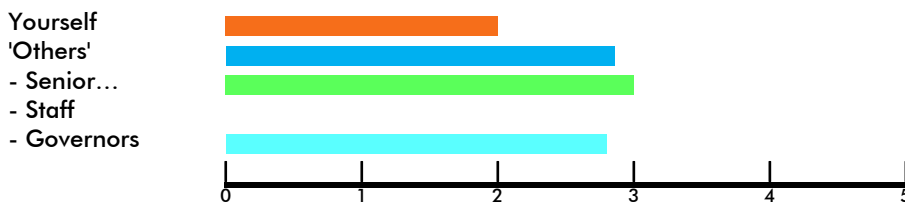
How would you judge the subjects relationship with your peer group and in particular the CFO, HRD?

56. When faced with a challenge they evaluate all the options in order to maximise the benefits and minimise the downsides and create an over-arching plan

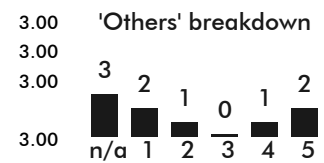
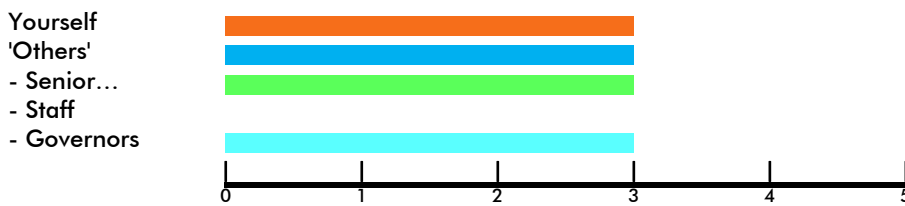


How much is the subject learning from the current CEO?

63. When considering how to solve an issue they explore the alternatives



69. They have created a climate in which flexibility and openness to challenging or ambiguous circumstances is valued





# SCORES BY CLUSTER - INVOLVES

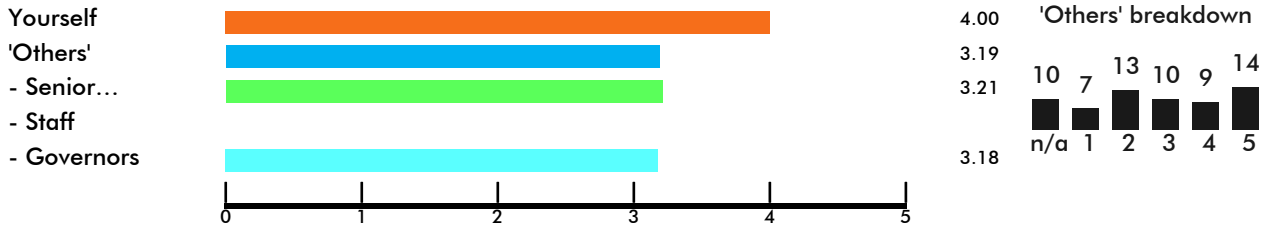
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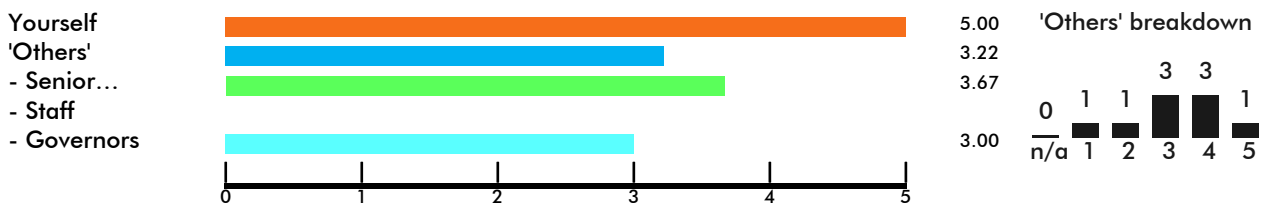
## Builds Trust

Interacting with openness and respect – actively listens to others and seeks to really understand people deeply, asking questions to uncover thoughts and feelings; demonstrating understanding and empathy.

### Overall Summary

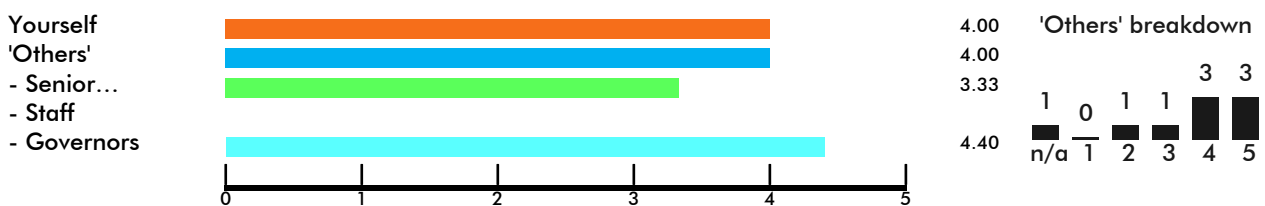


### 14. They use open questions in order to find out other people's points of view, thoughts and feelings

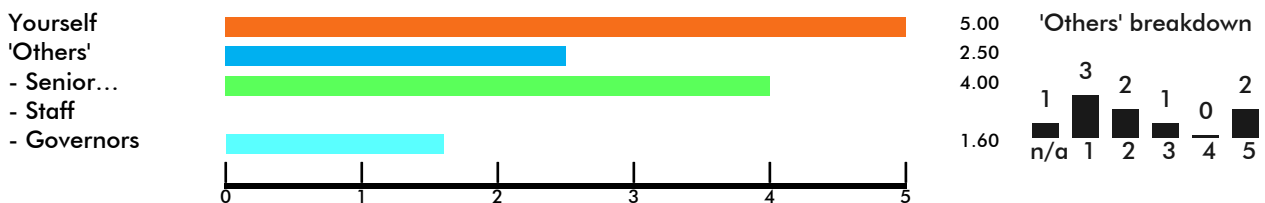


### What are the unique factors about the CEO/Executive role that the subject needs to work on?

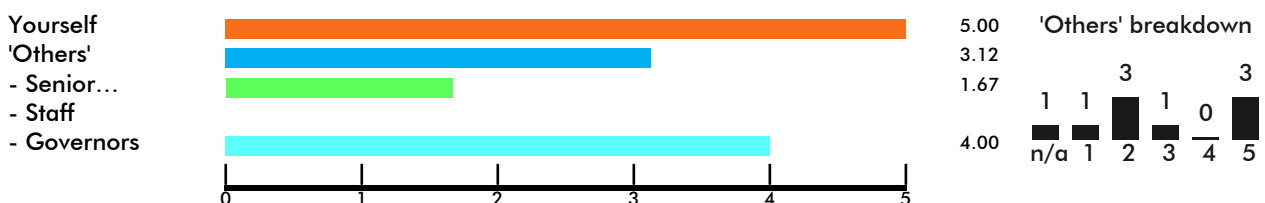
### 15. When it is appropriate, they openly share their own thoughts and feelings which makes others feel comfortable to do the same



### 27. They seek to fully understand another's viewpoint by using paraphrasing and summary clarification



### 45. They role model behaviours that nurture a strong sense of integrity, honesty and respect amongst all stakeholders (i.e. pupils, staff, parents, and governors)



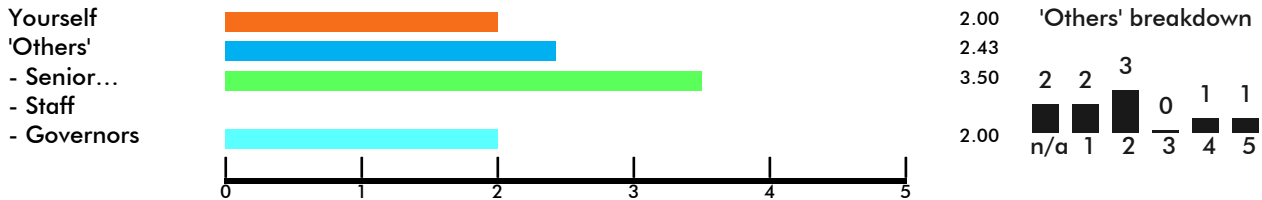
# SCORES BY CLUSTER - INVOLVES

Sample

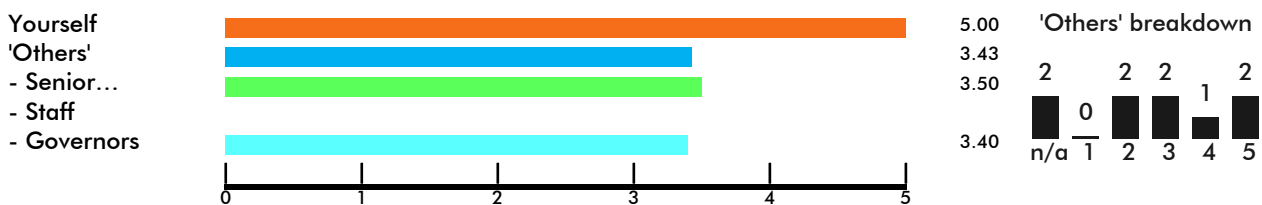
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How effective is the subject at enabling others to deliver results and build strong performance throughout the organisation?

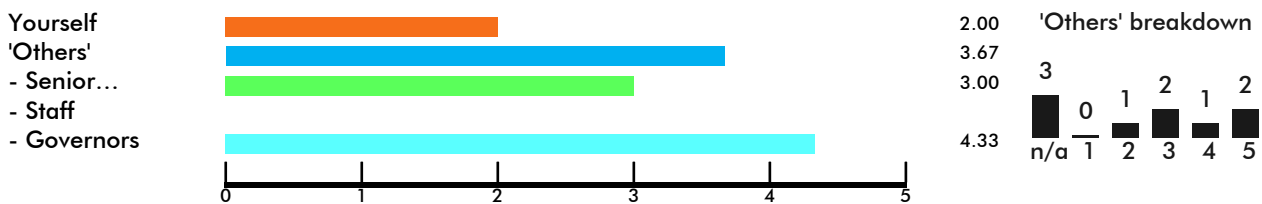
65. They have built a value for listening and asking open questions in order to understand and appreciate the differing opinions of others (i.e. pupils, staff members, parents, governors and other stakeholders)



67. They have put in place mechanisms that encourage people to share their thoughts and feelings



75. They respond in a non-judgemental way when listening to thoughts and views that differ to their own



# SCORES BY CLUSTER - INVOLVES

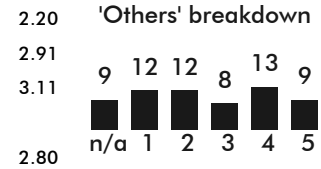
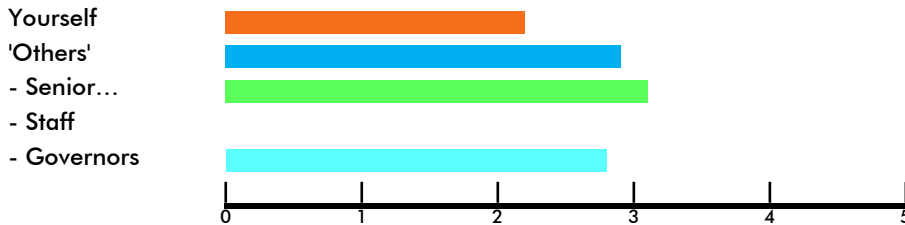
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March 2023

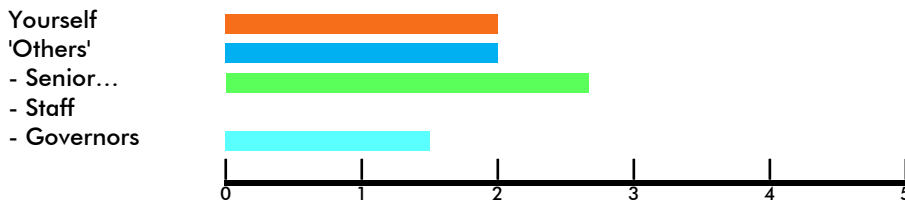
## Collaborates and Includes

Brings people together and is truly inclusive - sharing ideas links between own and others ideas; encouraging others to speak up and focus on objectives; fostering collaborative working.

### Overall Summary

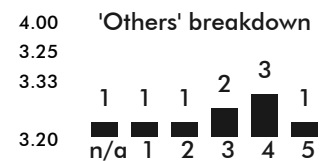
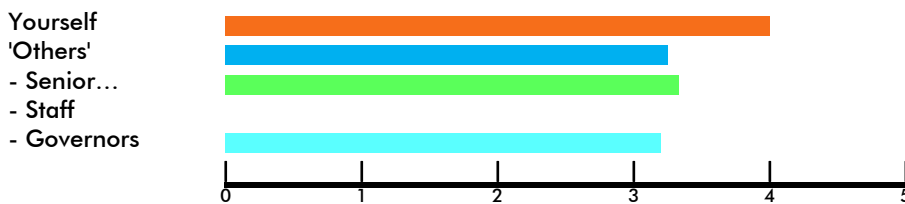


### 9. They encourage others to lead discussions where their specialism allows them to provide clear direction



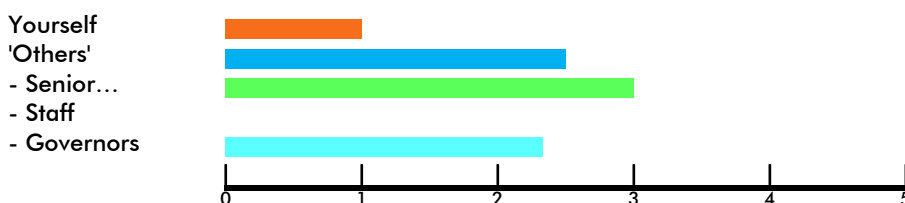
### How well does the subject motivate, inspire and get the best out of strong leaders in their team?

#### 22. They have put in place mechanisms that support and encourage collaborative working

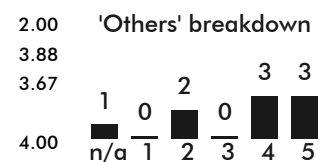
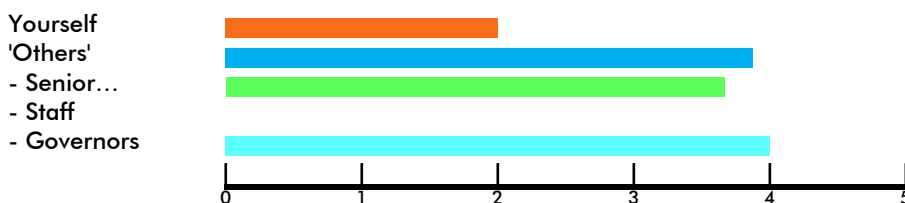


### What is the extent of the time and personal attention the subject gives to managing their best talent?

#### 25. They actively participate in group discussions with the appropriate amount of contribution



#### 44. They have involved the senior leaders in defining the curriculum and how we will deliver it

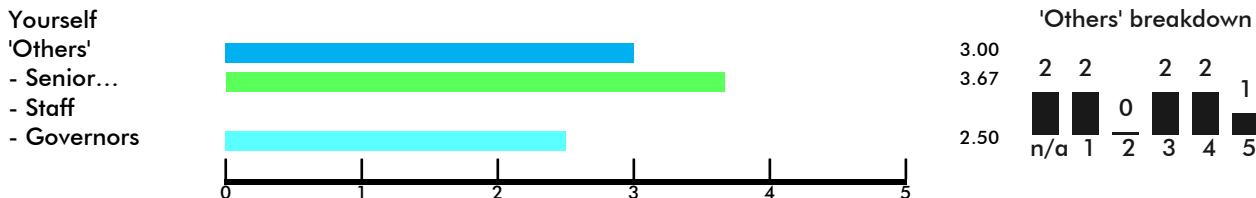


# SCORES BY CLUSTER - INVOLVES

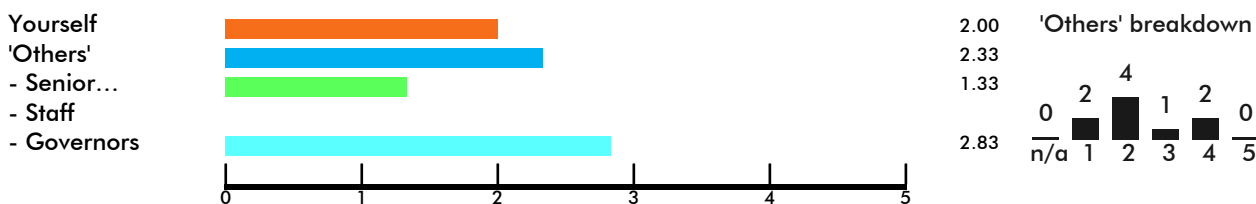
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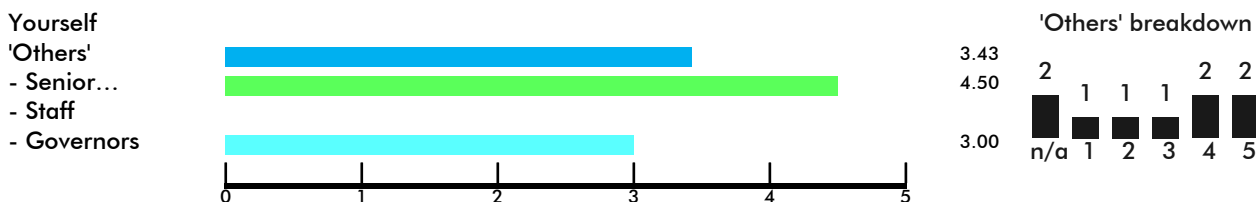
48. In group situations they encourage the evaluation of everyone's ideas so that the final solution is a powerful combination of the individual ideas put forward



60. They have instilled a value within our school/academy for collaboration and cooperation with a wide range of stakeholders (e.g. different teams, departments, parents, pupils and external support services)



72. They encourage discussion and dialogue between team members so they come to a shared understanding of an issue



# SCORES BY CLUSTER - INVOLVES

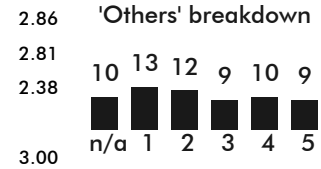
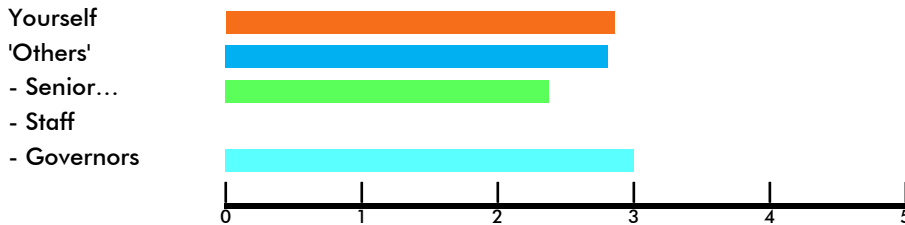
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## Grows Capability

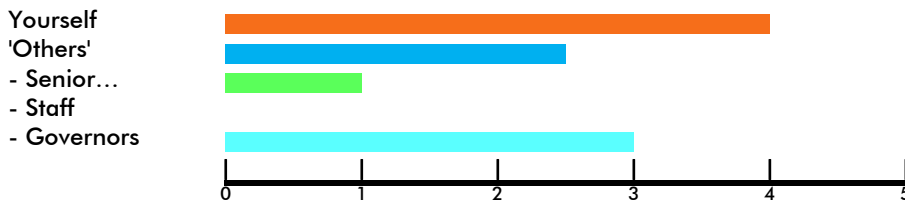
Developing self and others – is motivated to grow, challenges others with new opportunities and continuously support them by coaching and mentoring. Creates a culture of personal growth owned by individuals.

### Overall Summary



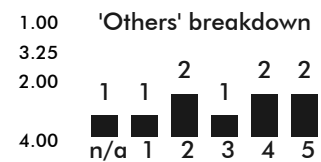
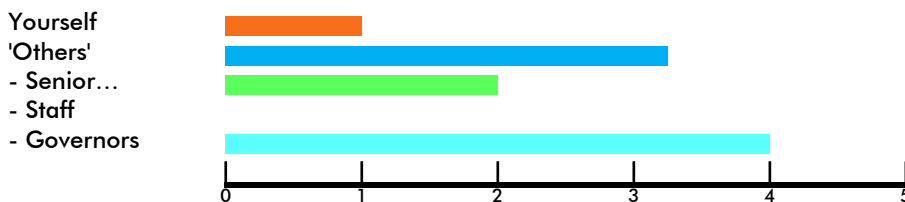
### How effectively does the subject empower and engage other highly successful individuals?

7. They recognise and support the development of others by providing access to skills training and personal development courses

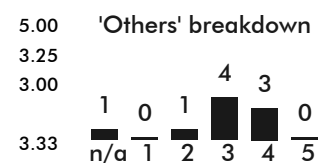
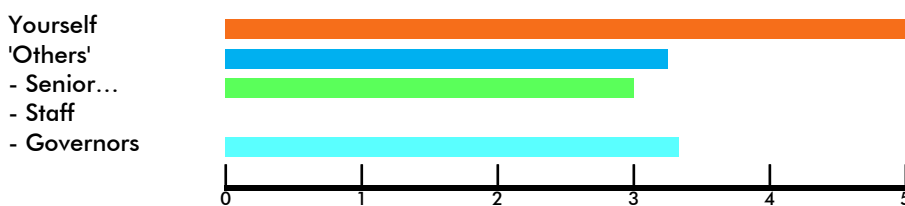


### How effective is the subject at having a broader impact and influence across the organisation?

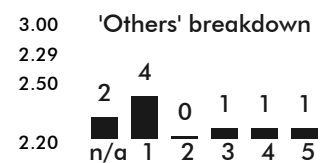
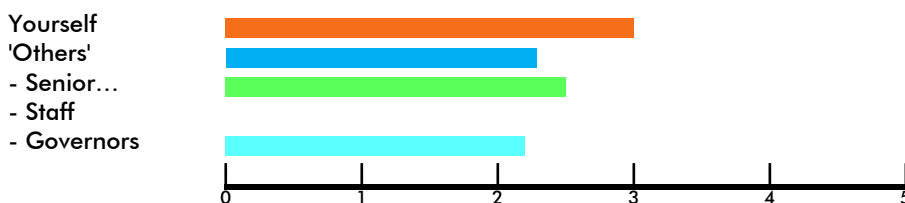
10. They hold regular, structured development discussions with their direct reports in which they provide constructive feedback for the purposes of personal development



18. They have put in place mechanisms to drive the development of others so that we have the capability we need to meet our future challenges



23. They are aware of their own personal strengths and areas for development, have shared these with others and seek out opportunities that will stretch and challenge them



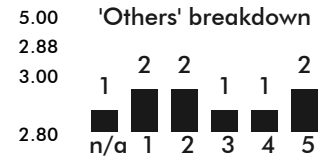
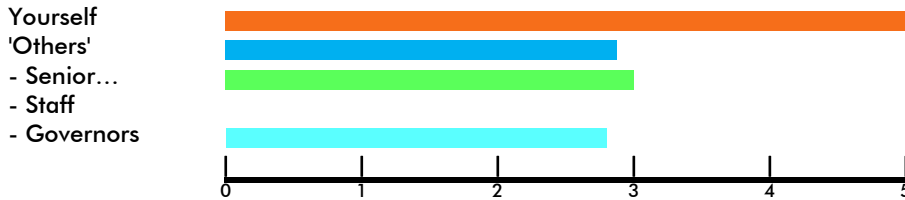
# SCORES BY CLUSTER - INVOLVES

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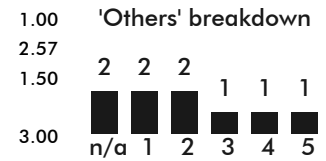
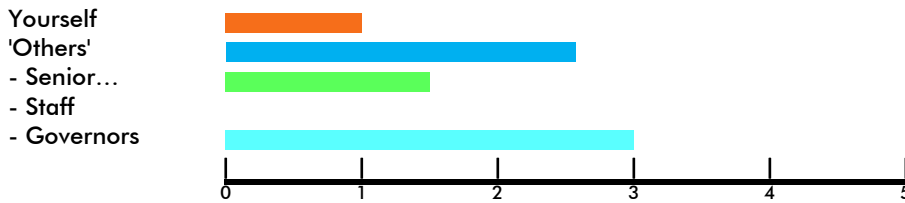
March 2023

How effective is the subject at framing and redefining the strategic direction of the business?

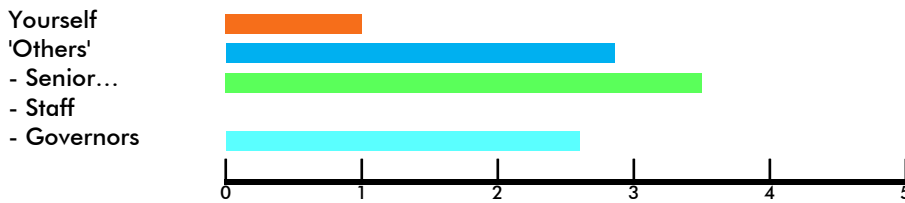
54. They role model behaviours that demonstrate the value of developing good learning behaviours



68. They mentor and/or coach others in order to develop their capability



73. They have created a climate in which others proactively take action in order to learn and develop



# SCORES BY CLUSTER - INSPIRES

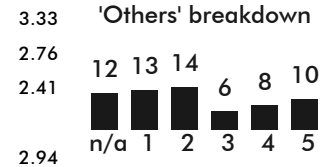
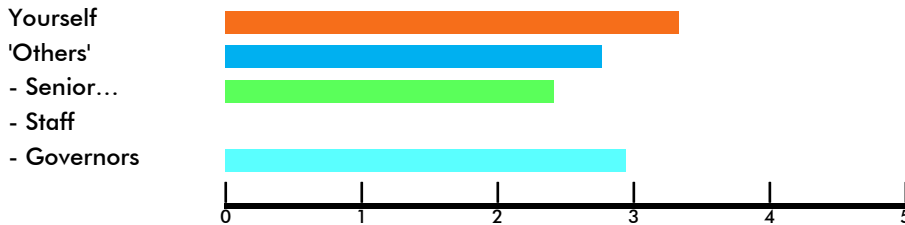
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## Influences and Connects

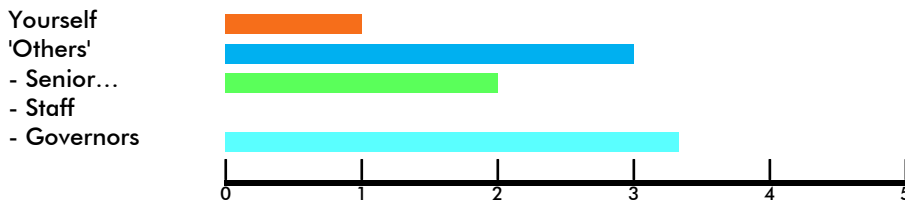
Persuading and influencing others –by gaining buy-in and support; focuses on the customer (internal and/or external); striving for mutually beneficial solutions and relationships; building and maintaining personal networks.

### Overall Summary

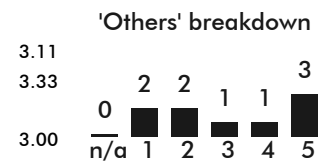
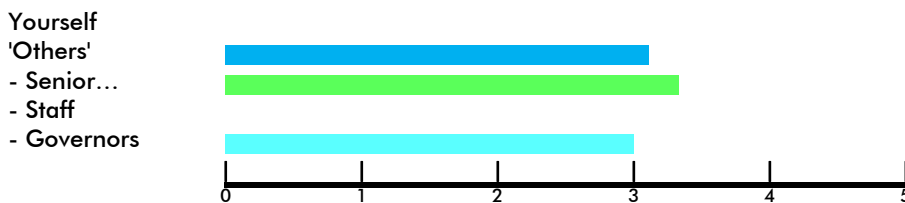


### How effectively does the subject communicate their values and those of the organisation?

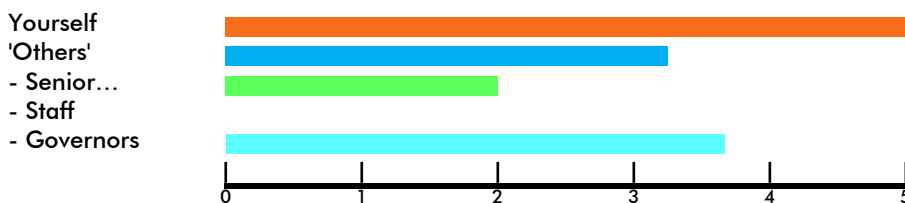
1. When selling their ideas, or persuading others, they identify and articulate how both parties can benefit from the proposal



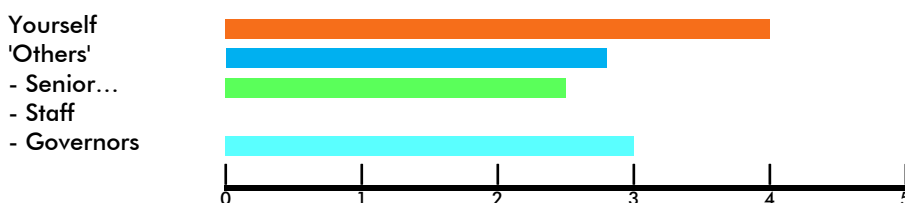
12. They have a network of contacts that they can call on when they need to get things done



16. They inspire others to buy-in to the vision and values of the school/academy



34. Through the things they say and do they have created a culture in which others automatically adopt a win-win approach to gaining buy-in



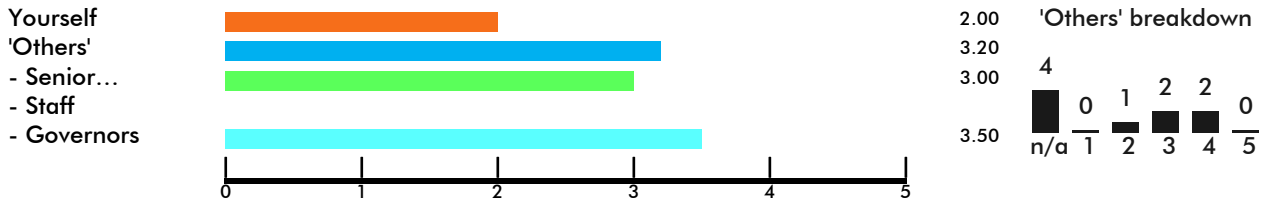
# SCORES BY CLUSTER - INSPIRES

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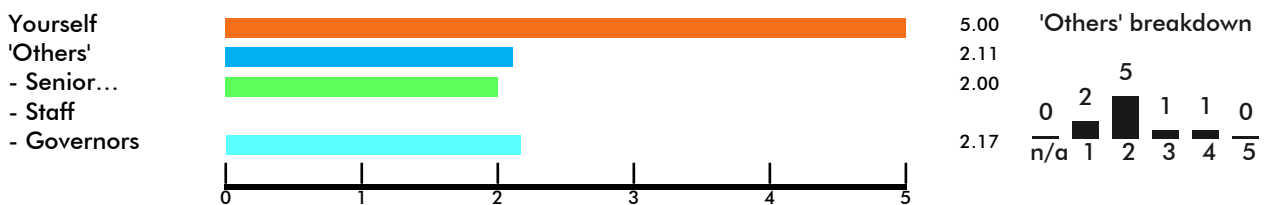
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How much of their leadership time is focused on developing a healthy organisational culture to drive performance?

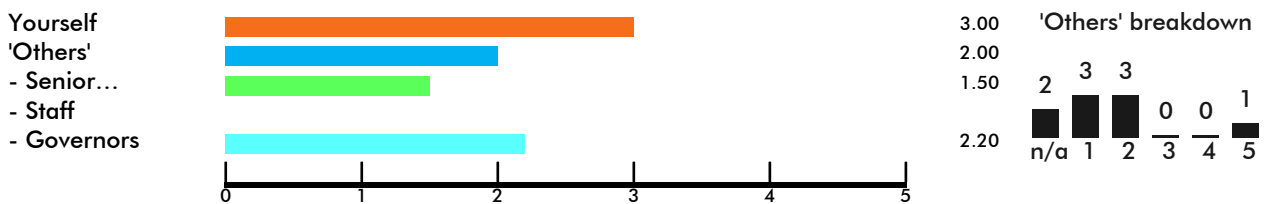
37. They engineer opportunities for colleagues/pupils to link with others for the purpose of fulfilling common needs or goals



49. They build reciprocal relationships with others so that we can all achieve our objectives



66. They clearly describe the benefits and advantages of their proposed solutions when seeking support





# SCORES BY CLUSTER - INSPIRES

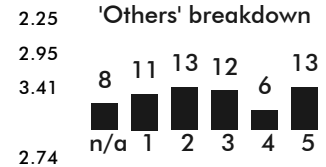
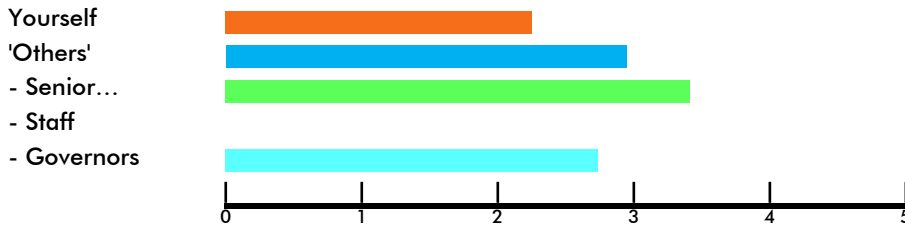
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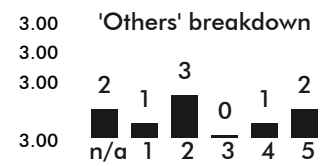
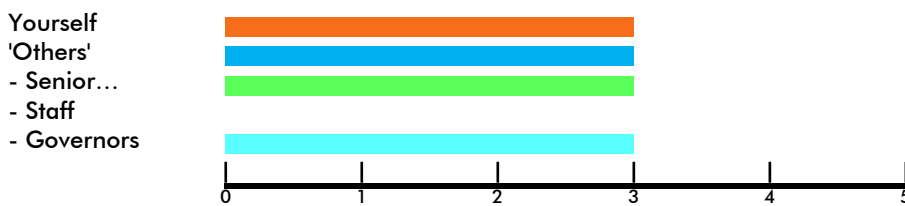
## Builds Resilience

Displaying self-confidence and building positivity - being decisive and firm in tackling issues; communicating sense of confidence and optimism; recognising achievements and celebrating success.

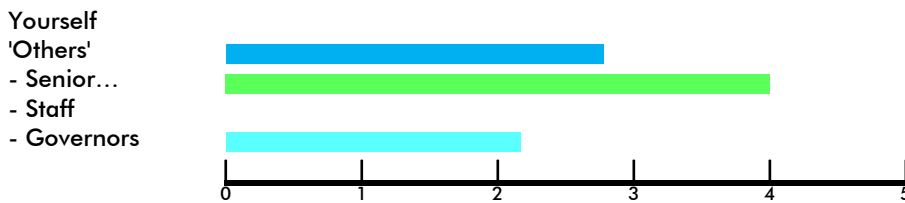
### Overall Summary



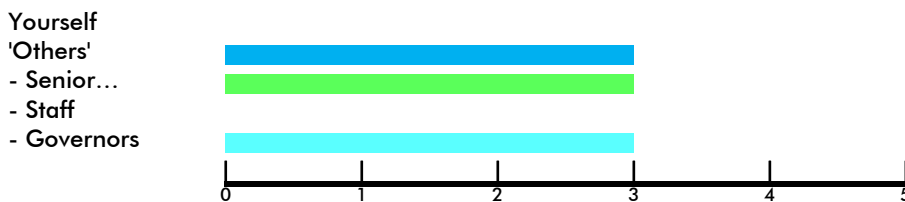
### 20. They have created a value for acknowledging and celebrating good learning behaviours



### 28. They appear self-assured by confidently making decisions even when their ideas are challenged

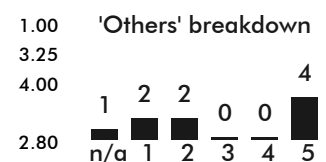
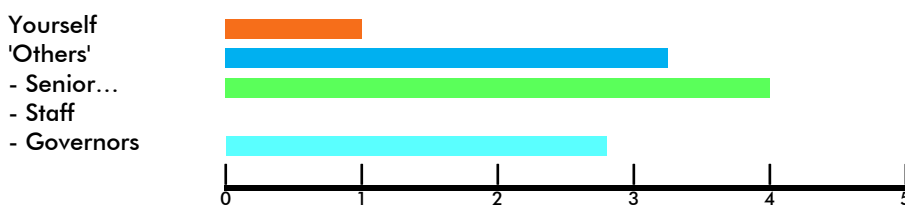


### 46. Through the things they say and do they inspire others to believe in their own ability to succeed



### Does the subject know when to exercise judgement regarding the non-disclosure of information in line with the ethics and values of the organisation?

### 55. They have created processes that enable us to share our successes and optimism about the future with both internal and external stakeholders



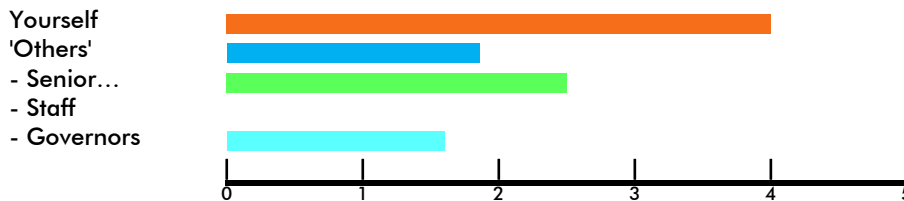
# SCORES BY CLUSTER - INSPIRES

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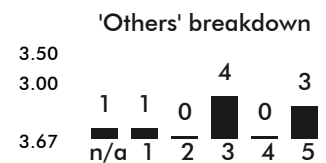
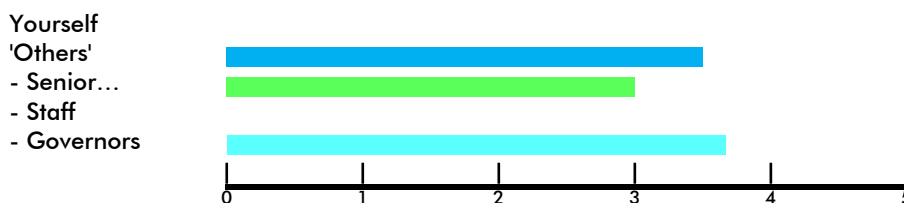
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## How honest and transparent are they with others?

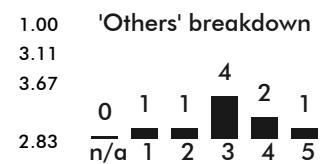
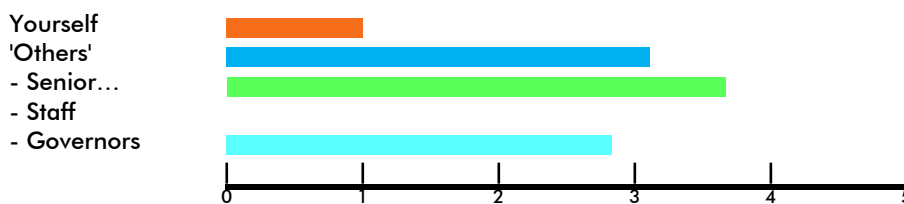
62. They openly confront behaviour that has the potential to impact others or our reputation negatively



74. They have created a culture within our school/academy such that others generally display attitudes that are positive, optimistic and confident about the future



76. When communicating changes or launching new projects their enthusiasm and optimism inspires others to believe in its future success



# SCORES BY CLUSTER - INSPIRES

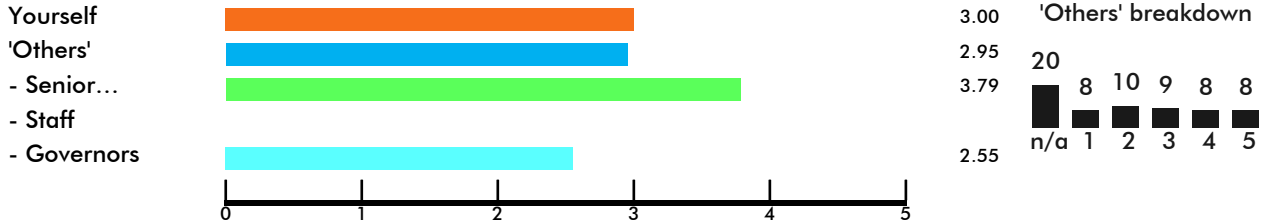
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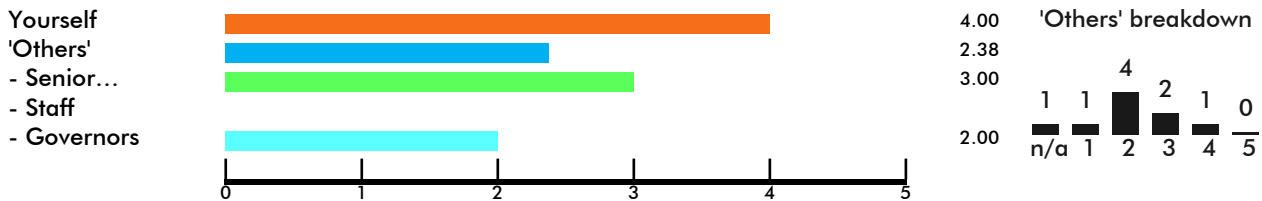
## Engaging Communicator

Effective and engaging communication that stands out - clear, concise and structured in communication; matches the comms. channel to the audience so the message is seen; uses visual aids, metaphors, humour, analogies to deliver messages with impact.

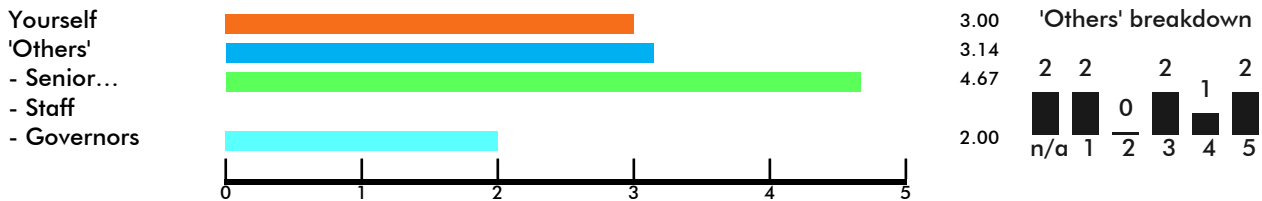
### Overall Summary



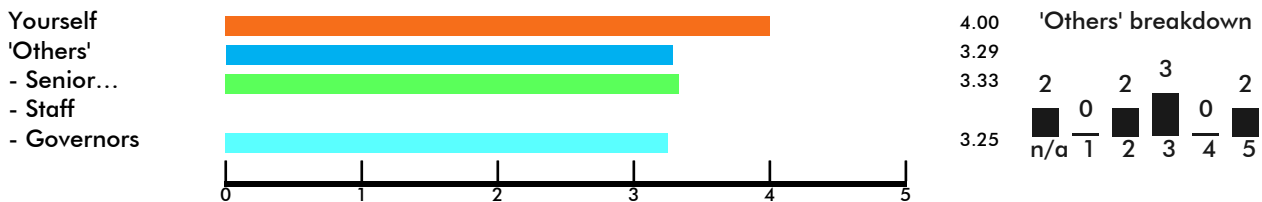
26. They use humour, analogies and visual aids appropriate for different audiences to create compelling messages



40. They are a good ambassador for our school/academy, leaving people in no doubt about our vision and ethos

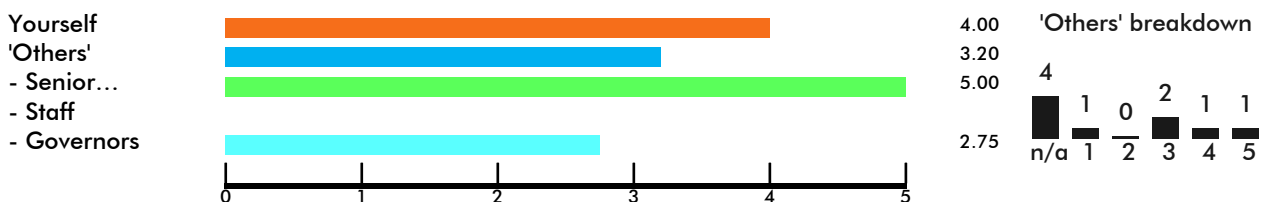


50. By setting and reinforcing clear expectations they have built a value for excellence in all forms of communication



How effective is the subject at operating as part of a broader team in your organisation?

51. They have communicated a vision for our school/academy so that everyone understands what we are striving for



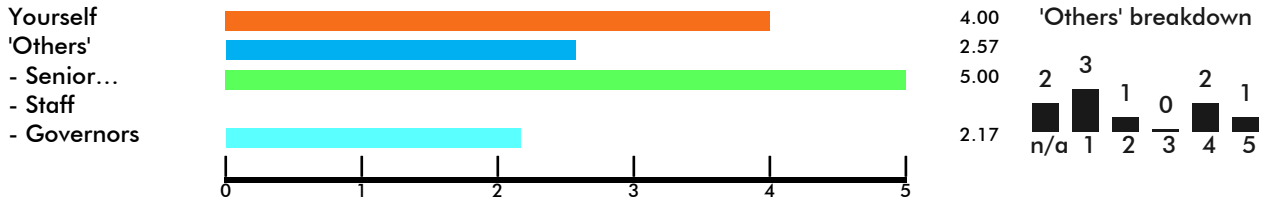
# SCORES BY CLUSTER - INSPIRES

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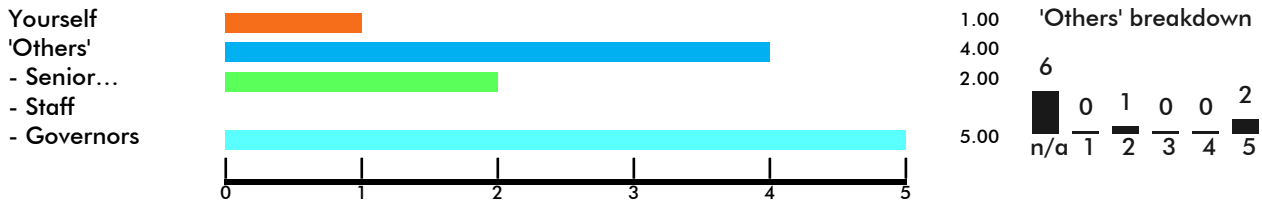
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How would you assess their ability to create an environment where others are able to execute effectively?

61. They make effective use of pace, tone and non-verbal communication in order to engage listeners

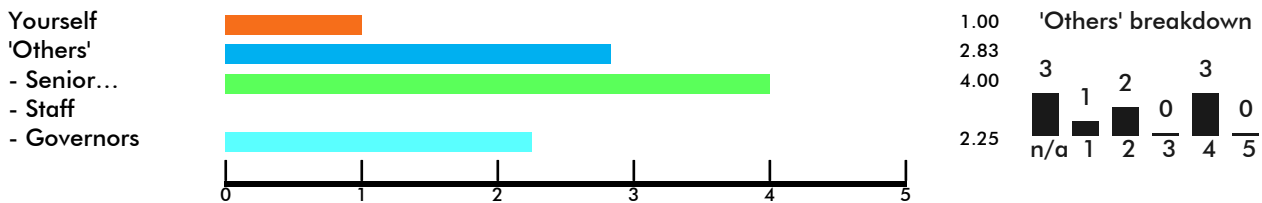


71. When delivering complex messages they use language appropriate to the audience



How well-developed is their Emotional Intelligence?

77. Their communications are well-structured, leaving others in no doubt as to the key messages they need to understand



# SCORES BY CLUSTER - ACHIEVES

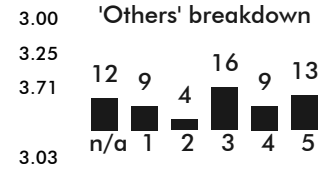
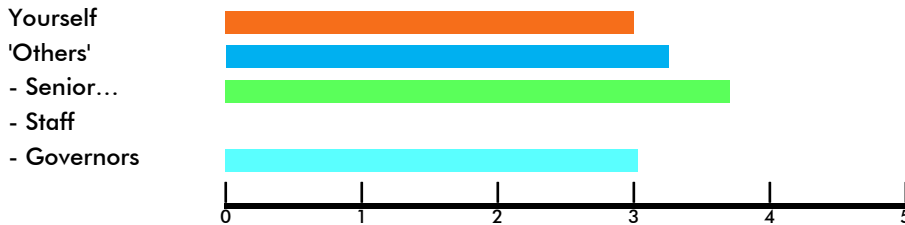
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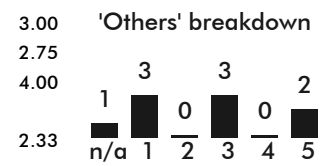
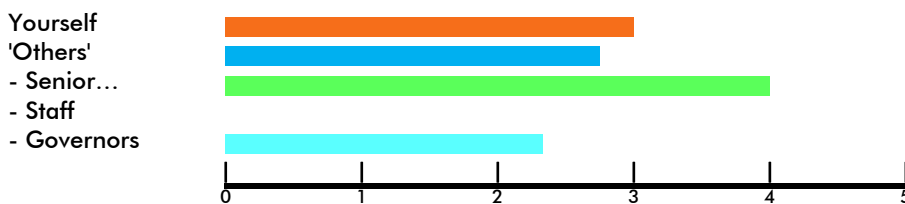
## Delivers and Empowers

Planning, co-ordinating and delegating - Organised and methodical; defining roles and responsibilities; proactive and accountable; empowering others to act quickly; strips out unnecessary processes and barriers to action.

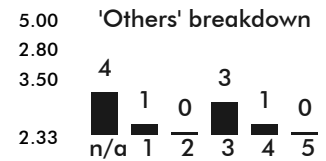
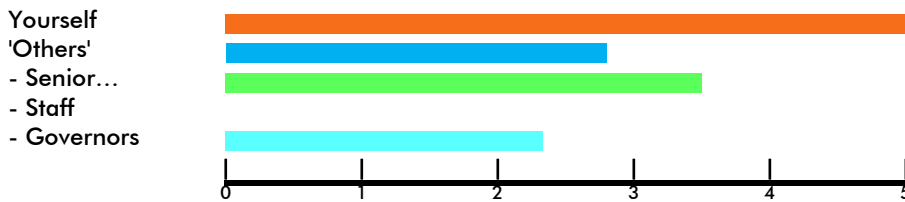
### Overall Summary



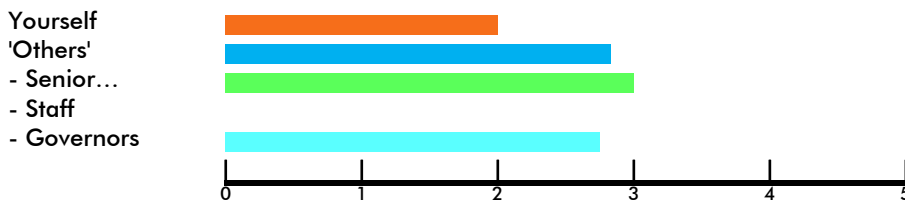
### 4. They empower others to make decisions and take action when needed



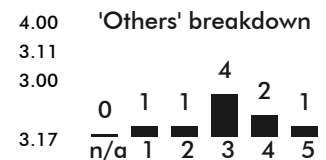
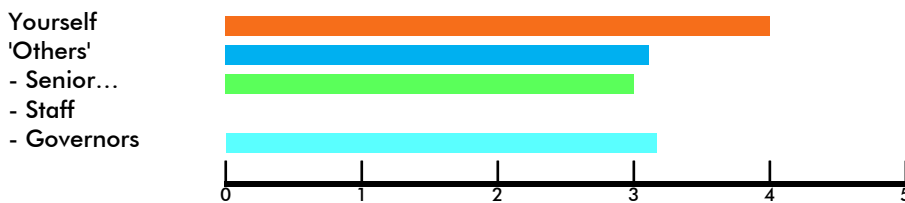
### 11. They maintain a governance structure that ensures consistency, but also allows for measured risk taking to enhance the education we provide



### 31. When faced with a new objective or goal they develop and share plans that identify actions and responsibilities so that others know how to achieve the goal



### 35. They look ahead to remove barriers and constraints so that others can get things done

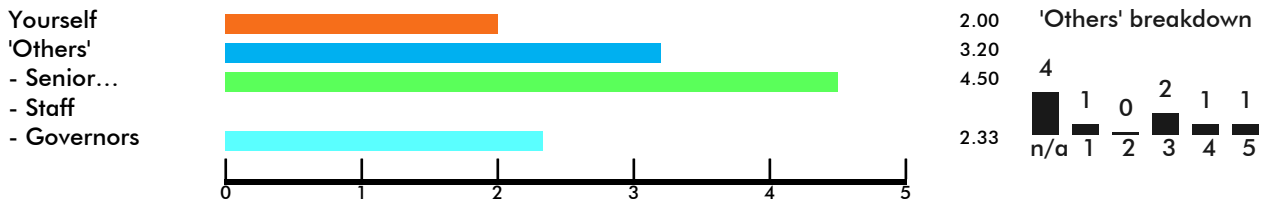


# SCORES BY CLUSTER - ACHIEVES

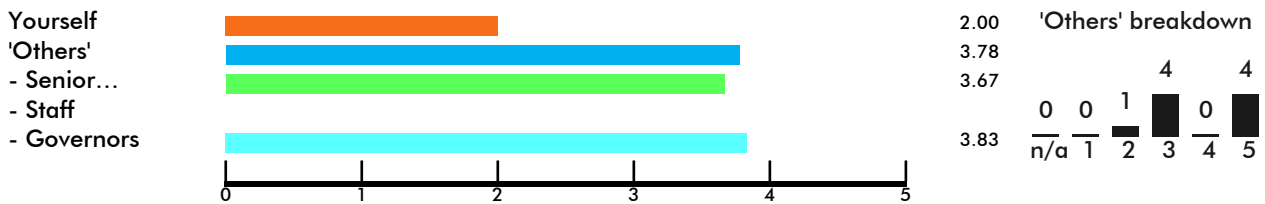
Sample

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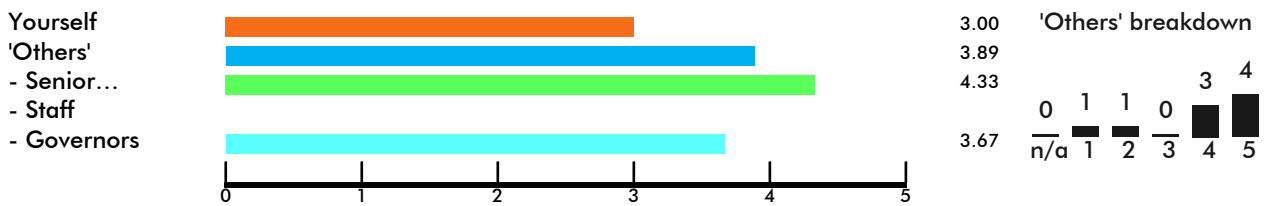
36. They take personal responsibility for ensuring that they fulfill any commitments they make



38. They have made it easy for others to make required changes so that we keep up to date with requirements within our sector



42. They have created a culture in which others are empowered to be accountable whilst knowing when to escalate issues beyond their authority level



# SCORES BY CLUSTER - ACHIEVES

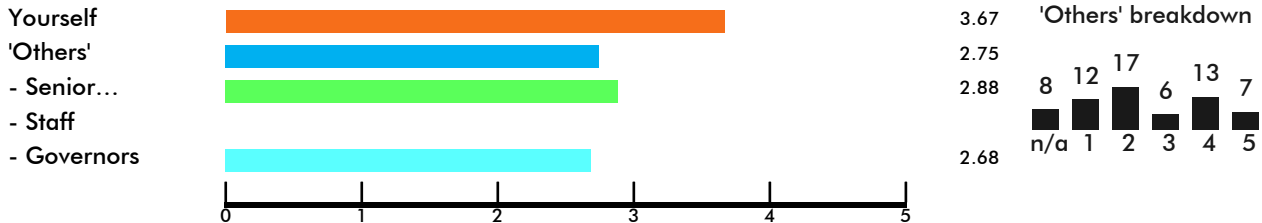
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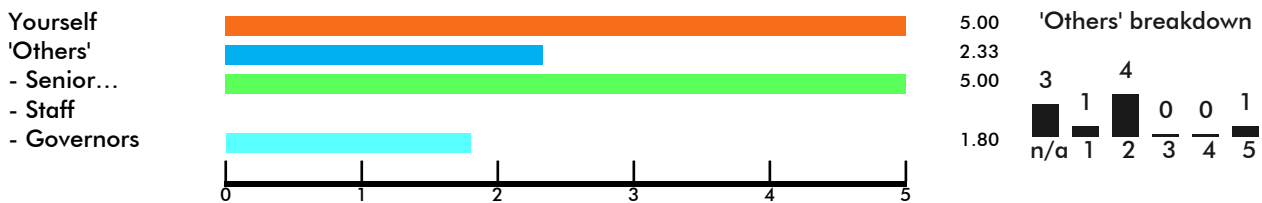
## Improves Performance

Setting goals and monitoring performance to create valuable insights - defining how success can be measured; setting measures, identifying stretch; providing feedback on performance; improving performance by reviewing the end to end consumer experience.

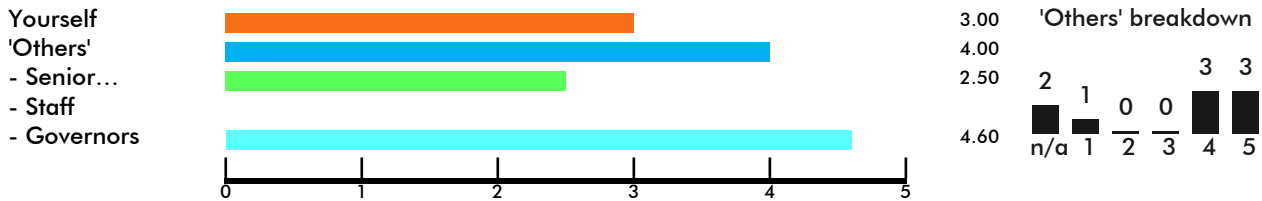
### Overall Summary



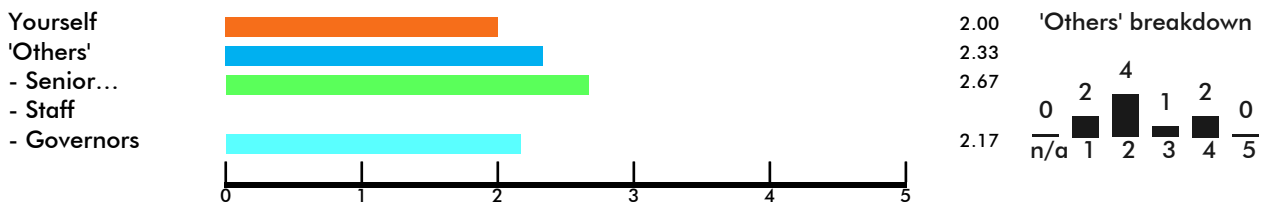
17. They provide regular feedback on progress towards target to stakeholders and those people doing the work



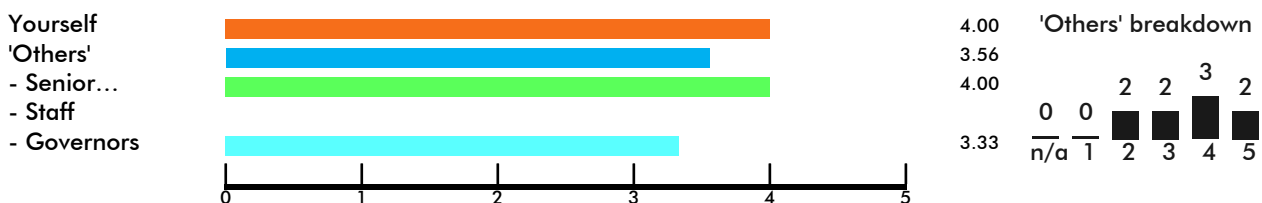
19. They have implemented systems that enable others to track and monitor the objectives they need to meet



21. They review and modify objectives that they set, stretching them when appropriate so that we strive to achieve all that we can



33. They monitor the progress made towards any objective they set (i.e. for an individual pupil or member of staff, a department or the whole school/academy)

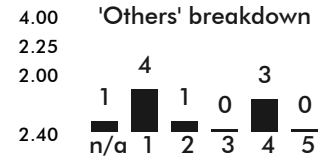
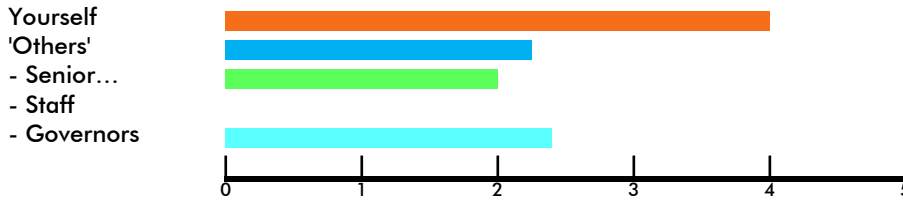


# SCORES BY CLUSTER - ACHIEVES

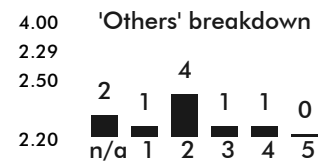
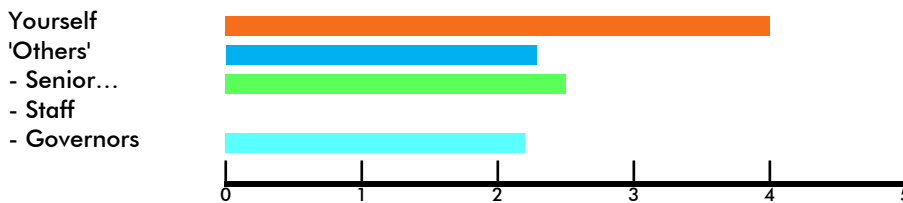
Sample

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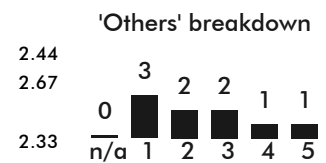
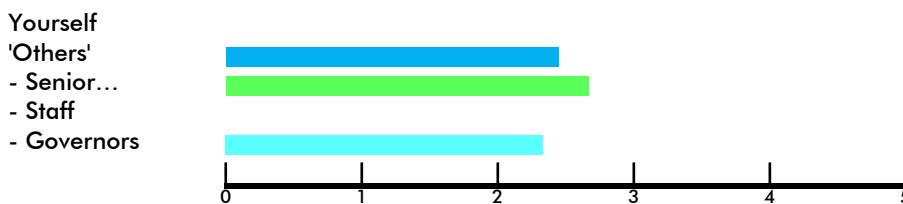
53. They have created a culture in which all our staff are committed to creating the most effective learning environment for our pupils/students



57. When they set objectives that ensure that they are specifically designed to improve performance (i.e. for an individual pupil or member of staff, a department or the whole school/academy)



59. They have set and reinforced expectations that encourage excellence in how we monitor and record the progress of our pupils





## Qualitative Section – Questions

Sample

March 2023

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### **Made by Yourself**

**What do you believe to be your key leadership strength? Please provide examples and rationale**

*"Self comment"*

**What development would enable you to be a more effective leader? Please provide examples of the impact you believe that this will have**

*"Self comment"*

## Qualitative Section – Questions

Sample

March 2023

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### Made by Senior Management Team

**What do you believe is this persons key leadership strength? Please provide examples and rationale**

*"Senior management comment"*

*"Senior management comment"*

*"Senior management comment"*

**What development would enable this person to be a more effective leader? Please provide examples of the impact you believe that this will have**

*"Senior management comment"*

*"Senior management comment"*

*"Senior management comment"*

## Qualitative Section – Questions

Sample

March 2023

### Made by Governors

**What do you believe is this persons key leadership strength? Please provide examples and rationale**

"Governor comment"

"Governor comment"

"Staff comment"

"Staff comment"

"Governor comment"

"Staff comment"

**What development would enable this person to be a more effective leader? Please provide examples of the impact you believe that this will have**

"Staff comment"

"Staff comment"

"Staff comment"

"Governor comment"

"Governor comment"

"Governor comment"

# Developing your behaviours



Having reviewed your 360 report you should now be firmly in the building awareness phase of the cycle of behavioural change. You will now be aware of where your strengths and development areas lie and how these are impacting upon your performance and relationships at work.

## Preparing for change

You may still have some questions that you want to have answers to, or may feel you need more information.

The next stage to developing your behaviours is the preparation phase and it is now that you will start to fill those gaps and begin to ready yourself for changing your behaviour.

First it's helpful to summarise what you've learnt from this report and what further questions you might have.

**In which behaviours does the report indicate you have strengths?**

**Which behaviours are areas for development?**

**Does one respondent group consistently rate you higher or lower than the others?  
Why do you think this is?**

**Do the open-ended comments give you any insight on the impact your behaviours are having?**

## Deciding on your development activity

Before deciding on your development activity you need to be clear about what your goal is. It might be that you want to improve your performance in an aspect of your current job, you may want to prepare for a more senior role, or you may want to make a change to your career.

Given what you now understand about your behavioural strengths and areas for development consider what you need to be doing more of/ less of/ differently in order to help you achieve your goal. Do you want to leverage your strengths or do you need to focus your development on minimising the negative impact of your areas for development?

The questions on the next page will help you to prepare for the changes you need to make. They will encourage you to consider not only the behaviours you can use to help you develop but also the knowledge, skills, resources and support you will need to be successful.

Remember to make sure your goal is SMART:

- Specific - it's important there's no wriggle room when it comes to deciding whether or not you have achieved your goal
- Measurable - you need to be able to measure your success, as you progress towards your goal this helps you to monitor how you are getting on
- Achievable - the goal needs to be something you can achieve - this doesn't mean it should be easy or simple but it does mean that it shouldn't be too stretching
- Relevant - is your goal something that will make a difference for you
- Time-bound - when will you start working towards your goal and/or when will you accomplish this goal by

# Developing your behaviours

Sample

March 2023

**What's my goal?**

**What will success look and feel like?**

**When will I start making changes? When will I achieve my goal?**

**How can I leverage my strengths?**

**What are the areas I need to develop?**

**What resources do I need?**

**Who can help me?**

**What's getting in my way? How can I remove these barriers?**

**What else do I want to consider or find out about?**