

Middle Leader Self Evaluation Tool

This tool is designed to help you reflect on your strengths as well as the areas where you feel less confident as a middle leader. It is not an exhaustive list of all the skills or attributes you will need to be a successful in your role, but could act as a good basis for self-reflection.

Once you have completed your own evaluation, this could form the basis of a discussion with your line manager or a coach. You may also want to ask other trusted colleagues to evaluate your skills to see if they agree with you.

|  |  |
| --- | --- |
| **Core Skills for Middle Leaders** | **Level of Confidence** |
|  | Low High |
| **Interpersonal Skills** | 1 | 2 | 3 | 4 | 5 |
| Communicating clearly and succinctly: |  |  |  |  |  |
| * In Writing
 |  |  |  |  |  |
| * Verbally
 |  |  |  |  |  |
| Giving feedback (including challenging underperformance when appropriate) |  |  |  |  |  |
| Tackling difficult conversations effectively |  |  |  |  |  |
| Leading team meetings |  |  |  |  |  |
| Knowing when and how to effectively delegate tasks |  |  |  |  |  |
| Working effectively in partnership with other leaders within and beyond the school |  |  |  |  |  |
| Ability to influence others within and beyond own team |  |  |  |  |  |
| Having an awareness of your own impact on others  |  |  |  |  |  |
| **Managing Self** |  |  |  |  |  |
| Managing own emotional reaction and responses to situations and events |  |  |  |  |  |
| Handling stressful situations |  |  |  |  |  |
| Prioritising and managing own workload |  |  |  |  |  |
| Maintaining a work / life balance |  |  |  |  |  |
| Personal organisational skills |  |  |  |  |  |
| Being able to adapt own leadership style depending on the needs of the situation |  |  |  |  |  |
| Responding positively to feedback from others |  |  |  |  |  |
| Using own initiative to identify and implement possible solutions to problems |  |  |  |  |  |
| **Technical Skills** |  |  |  |  |  |
| Using a range of monitoring strategies to evaluate provision, including: |  |  |  |  |  |
| * Lesson observations
 |  |  |  |  |  |
| * Learning walks
 |  |  |  |  |  |
| * Book sampling
 |  |  |  |  |  |
| * Pupil conferencing
 |  |  |  |  |  |
| * Pupil progress meetings / consultations
 |  |  |  |  |  |
| Writing and implementing a strategic improvement plan |  |  |  |  |  |
| Leading performance management reviews |  |  |  |  |  |
| **Role Specific Knowledge** |  |  |  |  |  |
| Level of expertise in the subject / area being led |  |  |  |  |  |
| Understanding of national and local developments in the area being led |  |  |  |  |  |