SQAO Competency Self-Assessment

About the Competency Framework

Competencies are a set of demonstrable characteristics and skills required to do a job effectively. This SQAO Competency Framework outlines the competencies required to be an effective SQAO. It includes behavioural competencies (such as the ability to communicate effectively), technical competencies (such as the ability to evaluate school quality) and leadership competencies (such as setting high expectations for schools).

The SQAO Competency Framework acts as a roadmap that allows school leaders to see what progress looks like in clear, practical ways. Note that scoring 0 or 1 is not necessarily a bad score. It simply might mean that this is a new competency that has yet to be demonstrated, or that an SQAO is new. The key thing is for performance to improve over time.

Your task

1. Review the competency framework.
2. For each competency, decide which description best fits your current progress/level now. Ask your colleagues for their opinion – what level do they think you have reached?
   Keep a record of why you decided on this level (see the record sheet). Make a note of the evidence that demonstrates your performance at this level.
3. Ask your DD to review and comment on your assessment. You might need to make some changes.
4. When it is completed, ask the DD to add their signature.

Competency area	0	1	2	3	4
Planning school visits	No plans prepared yet	Prepares a monthly plan for school visits and other SQAO activities	Prepares a monthly plan for school visits and other SQAO activities + Shares the plan with colleagues in the DEO	Prepares a monthly plan for school visits and other SQAO activities Shares the plan with colleagues in the DEO + Prepares and discusses school visit plans in coordination with other colleagues	Prepares a monthly plan for school visits and other SQAO activities Shares the plan with colleagues in the DEO Prepares and discusses school visit plans in coordination with other colleagues + Supports/advises colleagues to develop their plans

Conducting School Quality Assurance visits	No experience completing a School Quality Assurance (SQA) visit	Has completed SQA visits and completes the SQA tool	Has completed SQA visits and completes the SQA tool + Ratings assigned in the SQA tool are generally reliable	Has completed SQA visits and completes the SQA tool Ratings assigned in the SQA tool are generally reliable +Able to conduct spot checks to check and improve reliability of ratings assigned by other SQAOs	Has completed SQA visits and completes the SQA tool Ratings assigned in the SQA tool are generally reliable Able to conduct spot checks to check and improve reliability of ratings assigned by other SQAOs +Reviews and identifies trends/common challenges from SQA reports across the district and recommends action
Supporting school improvement	Gives school improvement advice in general terms	Provides actionable advice to schools on how to improve safety, inclusion and learning	Provides actionable advice to schools on how to improve safety, inclusion and learning + Works with school leadership teams to plan action on school improvement	Provides actionable advice to schools on how to improve safety, inclusion and learning Works with school leadership teams to plan action on school improvement +Reviews progress on school improvement with school leaders, the BoG or SMCs using available evidence.	Provides advice to schools on how to improve safety, inclusion and learning Works with school leadership teams to plan action on school improvement Reviews progress on school improvement with school leaders, the BoG or SMCs using available evidence. +Works with other SQAOs and colleagues in the DEO to review progress on school quality across the district and to plan how to best support them.
Improving school safety	Provides general advice	Checks that all staff in the school sign the Teacher Code of Conduct every year, that the school has a suggestion box in an appropriate location and that the school has a functional School Safety Committee	Checks that all staff in the school sign the Teacher Code of Conduct every year, that the school has a suggestion box in an appropriate location and that the school has a functional School Safety Committee	Checks that all staff in the school sign the Teacher Code of Conduct every year, that the school has a suggestion box in an appropriate location and that the school has a functional School Safety Committee Works with schools to put these safety requirements in place	Checks that all staff in the school sign the Teacher Code of Conduct every year, that the school has a suggestion box in an appropriate location and that the school has a functional School Safety Committee Works with schools to put these safety requirements in place Supports school leaders to identify and report cases of violence (including GBV) through the correct channels

			+ Works with schools to put these safety requirements in place	+ Supports school leaders to identify and report cases of violence (including GBV) through the correct channels and processes	+ Leads activities with peers to improve school safety
Improving inclusion	Provides general advice on inclusion	Provides advice on inclusion with reference to the Radical Inclusion Plan	Provides advice on inclusion with reference to the Radical Inclusion Plan + Checks that schools have identified pupils who have additional learning needs (e.g. pregnant learners, LWDs) and are responding to their needs	Provides advice on inclusion with reference to the Radical Inclusion Plan Checks that schools have identified pupils who have additional learning needs (e.g. pregnant learners, LWDs) and are responding to their needs + Works with schools to develop and track plans for improving inclusion.	Provides advice on inclusion with reference to the Radical Inclusion Plan Checks that schools have identified pupils who have additional learning needs (e.g. pregnant learners, LWDs) and are responding to their needs Works with schools to develop and track plans for improving inclusion. + Is a recognised resource on the topic of inclusion and leads activities with peers to improve inclusion
Improving teaching and learning	Provides general advice only based on their own observations	Checks that school leaders are observing teaching and providing feedback to teachers	Checks that school leaders are observing teaching and providing feedback to teachers +Discusses classroom observations with school leaders to help school leaders identify topics for	Checks that school leaders are observing teaching and providing feedback to teachers Discusses classroom observations with school leaders to help school leaders identify topics for professional development +Works with school leaders to develop their	Checks that school leaders are observing teaching and providing feedback to teachers Discusses classroom observations with school leaders to help school leaders identify topics for professional development Works with school leaders to develop their classroom observation and coaching skills Identifies trends in classroom observation data in all schools they

			professional development	classroom observation and coaching skills	support, and plans action based on these trends.
Escalating issues to senior colleagues and/or relevant authorities	No experience of this yet	Reports issues of concern to senior colleagues	Reports issues of concern to senior colleagues + Follows up to find out how issues of concern are being addressed.	Reports issues of concern to senior colleagues Follows up to find out how issues of concern are being addressed. + Keeps the school(s) informed about progress.	Reports issues of concern to senior colleagues Follows up to find out how issues of concern are being addressed. Keeps the school(s) informed about progress. + Checks that the issue has been resolved to everyone's satisfaction and keeps a record of the same
Digital skills	Few, if any, digital skills	Uses WhatsApp and a variety of tools on Tangerine	Uses WhatsApp and a variety of tools on Tangerine Writes and receives email messages with attachments	Uses WhatsApp and a variety of tools on Tangerine Writes and receives email messages with attachments + Locates information online to perform his/her job effectively	Uses WhatsApp and a variety of tools on Tangerine Writes and receives email messages with attachments Locates information online to perform his/her job effectively + Builds the digital skills of colleagues and school leaders
Giving effective feedback	Gives general feedback such as 'Well done' or 'Needs improvement'	Provides specific feedback	Provides specific feedback Gives examples about how to enact the feedback provided	Provides specific feedback Gives examples about how to enact the feedback provided + Discusses feedback in detail or demonstrates what is required to ensure clear understanding of the	Provides specific feedback Gives examples about how to enact the feedback provided Discusses feedback in detail or demonstrates what is required to ensure clear understanding of the feedback and how to improve. + Coaches colleagues to improve the quality of their feedback

				feedback and how to improve.	
Problem solving	No evidence yet of using problem-solving skills	Suggests solutions to problems/challenges identified by schools	Suggests solutions to problems/challenges identified by schools + Helps schools solve problems/challenges they have identified.	Suggests solutions to problems/challenges identified by schools Helps schools solve problems/challenges they have identified. + Proactively seeks assistance from colleagues who have strengths in particular areas to generate new ideas about how to solve problems.	Suggests solutions to problems/challenges identified by schools Helps schools solve problems/challenges they have identified. Proactively seeks assistance from colleagues who have strengths in particular areas to generate new ideas about how to solve problems. + Facilitates discussions between schools and other education stakeholders to discuss and help solve problems.
Sharing learning between schools	No evidence yet of sharing learning between schools	Mentions good practices from other schools in discussions with school leaders and teachers	Mentions good practices from other schools in discussions with school leaders and teachers + Documents examples of good practice at schools and shares them with all schools being supported.	Mentions good practices from other schools in discussions with school leaders and teachers Documents examples of good practice at schools and shares them with all schools being supported. + Facilitates collaboration between schools to enable direct support, mentoring and learning from each other.	Mentions good practices from other schools in discussions with school leaders and teachers Documents examples of good practice at schools and shares them with all schools being supported. Facilitates collaboration between schools to enable direct support, mentoring and learning from each other. + Proactively identifies best practices with colleagues from elsewhere in the district to share with schools in his/her area and elsewhere in the district.

Monitors distribution and availability of TLMs	No evidence of checking distribution and availability of TLMs	Keeps a record of the availability of materials in schools	Keeps a record of the availability of materials in schools + Follows up on missing materials	Keeps a record of the availability of materials in schools Follows up on missing materials + Discusses effective use with teachers and school leaders as part of feedback.	Keeps a record of the availability of materials in schools Follows up on missing materials Discusses effective use with teachers and school leaders as part of feedback. + Works proactively at district level to secure additional resource allocations for those most in need.
Communicating MBSSE and TSC policies, priorities and plans	No evidence yet	Passes on information received from DD, MBSSE or TSC to schools.	Passes on information received from DD, MBSSE or TSC to schools. + Checks that information has reached and been understood by relevant staff.	Passes on information received from DD, MBSSE or TSC to schools. Checks that information has reached and been understood by relevant staff. + Actively seeks out relevant information to share with schools.	Passes on information received from DD, MBSSE or TSC to schools. Checks that information has reached and been understood by relevant staff. Actively seeks out relevant information to share with schools. + Serves as a resource for peers and schools for information about MBSSE and TSC policies and plans.
Participation in PMMs and other district level meetings	Attends monthly PMMs	Actively participates in monthly PMMs by sharing observations and findings from school visits	Actively participates in monthly PMMs by sharing observations and findings from school visits + Works proactively with colleagues to identify priority issues that need a district wide approach to supporting schools.	Actively participates in monthly PMMs by sharing observations and findings from school visits Works proactively with colleagues to identify priority issues that need a district wide approach to supporting schools. + Shares specific examples of good practice from schools with district colleagues, and/or examples of how problems/poor performance are being	Actively participates in monthly PMMs by sharing observations and findings from school visits Works proactively with colleagues to identify priority issues that need a district wide approach to supporting schools. Shares specific examples of good practice from schools with district colleagues, and/or examples of how problems/poor performance are being resolved, for them to replicate. + Supports peers to share evidence with colleagues to find solutions at school and district level.

				resolved, for them to replicate.	
Using data dashboards	Is aware of data dashboards for schools and districts but has not yet used them	Accesses on data dashboards for schools they supervise and for their district	Accesses on data dashboards for schools they supervise and for their district + Interprets data on the dashboard to identify challenges, successes and trends in schools they supervise	Accesses on data dashboards for schools they supervise and for their district Interprets data on the dashboard to identify challenges, successes and trends in schools they supervise + Actively participates in discussions to interpret and use dashboard data to make evidence-based decisions in PMMs and elsewhere	Accesses on data dashboards for schools they supervise and for their district Interprets data on the dashboard to identify challenges, successes and trends in schools they supervise Actively participates in discussions to interpret and use dashboard data to make evidence based decisions in PMMs and elsewhere + Actively leads discussions in PMMs and elsewhere to interpret and use dashboard data to identify issues and make evidence based decisions and demonstrates to peers how to use dashboard data

Name of SQAO	
District		Date of assessment	

Competency	Evidence/Examples	My current level
1		
2		
3		
4		
5		
6		
7		

8		
9		
10		
11		
12		
13		
14		
15		

SQAO signature:

DD signature:

Date completed:

Date approved: