



ClearFrame Education

AI STRATEGY & LEADERSHIP CONSULTANCY

SENIOR LEADERSHIP APPOINTMENT

Candidate Pack

Four tasks · Four hours · Full assessment suite

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01 Goldfish Bowl Discussion

Duration: 30 minutes · Candidate chairs a discussion with 4–5 participants

Context

The school's Senior Leadership Team is reviewing the current behaviour policy. Staff feedback suggests inconsistency in application across departments, while some parents have raised concerns that sanctions are either too lenient or too harsh. Student voice surveys indicate that pupils want clearer expectations and fairer consequences. You have been asked to chair a working group discussion to gather views and identify priorities for policy revision.

Scenario

You will chair a 30-minute discussion with a group representing different stakeholder perspectives:

- A Head of Department who favours a stricter, zero-tolerance approach
- A pastoral lead who advocates for restorative practices
- A class teacher concerned about workload implications of any new policy
- A parent governor who wants to ensure consistency and transparency
- A sixth form student representative seeking greater pupil involvement in decisions

Your Task

1. Open the discussion and establish clear objectives
2. Facilitate contributions from all participants
3. Manage differing or conflicting viewpoints constructively
4. Keep the discussion focused and on time
5. Summarise key points and identify agreed priorities or next steps

ASSESSOR GUIDANCE — TASK 1

Observe the candidate's ability to:

Criterion	1 — Limited	2 — Developing	3 — Competent	4 — Excellent
Establishing purpose and structure	No clear introduction or objectives	Some structure but unclear goals	Clear objectives and logical structure	Excellent framing with clear agenda and outcomes
Facilitation and inclusion	Dominates or fails to engage participants	Some engagement but uneven	Ensures all voices heard	Skilfully draws out contributions and balances participation

Criterion	1 — Limited	2 — Developing	3 — Competent	4 — Excellent
Managing conflict / disagreement	Avoids or inflames conflict	Acknowledges but struggles to resolve	Manages disagreement respectfully	Turns conflict into constructive dialogue
Time management	Significantly overruns or rushes	Some timing issues	Keeps broadly to time	Excellent pacing throughout
Summarising and concluding	No summary or unclear outcomes	Partial summary	Clear summary of key points	Excellent synthesis with actionable next steps
Total Score				_____ / 20

02 Data Analysis — CAT4 & NGRT

Duration: 30 minutes · 20 minutes written analysis, 10 minutes discussion with panel

Context

As a senior leader, you will be responsible for using assessment data to inform intervention strategies, curriculum decisions, and conversations with staff about student progress. The school uses GL Assessment's CAT4 (Cognitive Abilities Test) and NGRT (New Group Reading Test) to establish baseline cognitive profiles and reading ages for all students.

CAT4 Data

Standard Age Scores — mean 100, SD 15

Student	Year	Verbal	Quant	Non-Verbal	Spatial	Mean SAS	Bias
Ahmed K.	7	112	98	105	102	104	Verbal
Fatima S.	7	88	95	110	108	100	Non-Verbal
Oliver P.	7	125	121	118	115	120	Balanced
Layla M.	7	92	89	94	91	92	Balanced
James W.	7	108	115	102	98	106	Quantitative
Nour A.	8	95	92	88	85	90	Verbal
Sophie T.	8	118	112	120	122	118	Spatial
Youssef H.	8	85	88	92	95	90	Non-Verbal
Emma C.	8	102	98	95	92	97	Verbal
Mariam F.	8	78	82	85	80	81	Non-Verbal
Hassan R.	9	110	108	112	105	109	Balanced
Charlotte B.	9	95	125	98	102	105	Quantitative
Omar Z.	9	82	78	88	92	85	Spatial
Amelia J.	9	115	110	105	108	110	Verbal
Zain E.	9	72	75	80	78	76	Non-Verbal

■ Highlighted rows indicate students with mean SAS below 85 — priority intervention candidates.

NGRT Data

Student	Year	SAS	Reading Age	Chron. Age	Stanine	vs CAT4
Ahmed K.	7	108	12y 8m	11y 10m	6	On track
Fatima S.	7	95	11y 2m	11y 6m	4	Below expected
Oliver P.	7	122	14y 6m	11y 9m	8	On track
Layla M.	7	88	10y 4m	11y 11m	3	Below expected
James W.	7	102	12y 0m	11y 7m	5	Below expected
Nour A.	8	92	11y 8m	12y 8m	4	On track
Sophie T.	8	115	14y 2m	12y 5m	7	Below expected
Youssef H.	8	85	10y 6m	12y 10m	3	Below expected
Emma C.	8	98	12y 4m	12y 6m	5	On track
Mariam F.	8	75	9y 2m	12y 9m	2	Below expected
Hassan R.	9	112	15y 0m	13y 7m	7	On track
Charlotte B.	9	105	14y 4m	13y 4m	6	On track
Omar Z.	9	82	11y 0m	13y 9m	3	Below expected
Amelia J.	9	118	15y 8m	13y 5m	7	Above expected
Zain E.	9	70	9y 6m	13y 11m	1	Below expected

Your Task

1. Identify students who may require additional support or intervention. Explain your reasoning.
2. Identify any students who may not be reaching their potential based on the data. What questions would you want to explore?
3. What whole-school or departmental strategies might you consider based on patterns in this data?
4. How would you communicate findings and expectations to teaching staff?

ASSESSOR GUIDANCE — TASK 2

Key observations the candidate should identify:

- Zain E. and Mariam F. have significantly low scores across both assessments — priority intervention required
- Sophie T. has strong CAT4 (118) but NGRT below expected — potential underachievement in literacy
- James W. shows quantitative bias but reading below CAT4 prediction — may need literacy support
- Fatima S. and Youssef H. have non-verbal strengths but weaker verbal/reading — possible EAL considerations
- Oliver P. and Amelia J. are high achievers — stretch and challenge provision needed

Criterion	1 — Limited	2 — Developing	3 — Competent	4 — Excellent
Data interpretation	Misreads or ignores key data	Basic understanding with gaps	Accurate interpretation of most data	Sophisticated analysis showing deep understanding

Criterion	1 — Limited	2 — Developing	3 — Competent	4 — Excellent
Identification of priorities	Fails to identify key students	Identifies some concerns	Clear prioritisation with rationale	Excellent insight into urgent and strategic priorities
Strategic thinking	No suggestions for action	Generic suggestions	Practical, relevant strategies	Innovative, evidence-informed approaches
Communication approach	No consideration of staff communication	Basic awareness	Clear plan for sharing data	Thoughtful approach balancing support and accountability
Use of technical language	Incorrect use of terms	Some appropriate terminology	Confident use of CAT4/NGRT concepts	Expert-level fluency with assessment terminology
Total Score				_____ / 20

03 Presentation

Duration: 30 minutes · 15-minute presentation, 15-minute Q&A; with panel

Title

"The Four Key Skills of an Effective School Leader"

Brief

Prepare and deliver a 15-minute presentation in which you identify and discuss the four skills you believe are most essential for effective school leadership. Draw upon your professional experience, educational research or reading, and your understanding of the specific context of this school.

Your Presentation Should:

- Clearly identify and define each of the four skills
- Explain why each skill is critical to effective leadership
- Provide practical examples of how you have demonstrated or developed these skills
- Consider how these skills apply to the international school context
- Be prepared to answer questions from the panel

Resources

You may use presentation slides (PowerPoint or similar), handouts, or speak without visual aids — the choice is yours. IT facilities will be available.

ASSESSOR GUIDANCE — TASK 3

Suggested follow-up questions for the Q&A,:

- Which of these four skills do you find most challenging personally, and how do you address this?
- How would you develop these skills in your leadership team?
- Can you give an example of when one of these skills was tested under pressure?
- How might these skills need to be adapted for a multicultural school community?

Criterion	1 — Limited	2 — Developing	3 — Competent	4 — Excellent
Content and insight	Superficial or generic skills identified	Reasonable choices with limited depth	Well-chosen skills with good rationale	Excellent insight and sophisticated understanding

Criterion	1 — Limited	2 — Developing	3 — Competent	4 — Excellent
Use of evidence / experience	No examples or evidence	Limited or weak examples	Good use of personal experience	Compelling examples linked to research or theory
Relevance to context	No consideration of international context	Some awareness of context	Clear application to international school setting	Deep understanding of BSO/international school context
Presentation skills	Poor delivery, hard to follow	Adequate but unengaging	Clear, confident delivery	Highly engaging and professional
Response to questions	Unable to expand or clarify	Basic responses	Thoughtful, clear answers	Impressive depth and reflection
Total Score				_____ / 20

04 Role Play — Dealing with an Angry Parent

Duration: 30 minutes · 20-minute role play, 10-minute debrief

Scenario

You are a newly appointed senior leader. A parent, Mr Mostafa, has demanded an urgent meeting. His son, Karim (Year 10), was given a three-day external exclusion last week following an incident in which he was found vaping on school premises with two other students. This was Karim's second behaviour-related sanction this term (he previously received an after-school detention for persistent low-level disruption).

Mr Mostafa is extremely upset. He believes his son has been unfairly treated and that the school is "targeting" him. He claims that other students involved received lighter sanctions and that Karim is being made an example of because of an earlier complaint he made about a teacher.

Background Information (for candidate only)

- All three students received the same sanction (three-day external exclusion)
- The sanction is in line with the school's published behaviour policy
- Mr Mostafa complained last term about a Chemistry teacher; the complaint was investigated and not upheld
- Karim is academically capable but has shown declining engagement this year
- There are no safeguarding concerns on file

Your Task

Conduct the meeting with Mr Mostafa. You should aim to:

- Listen to and acknowledge his concerns
- Explain the school's position calmly and clearly
- Address his specific allegations
- Maintain a professional and respectful tone
- Seek a constructive way forward for Karim

ASSESSOR GUIDANCE — TASK 4

Notes for role player (Mr Mostafa):

- Begin angry and accusatory — raise your voice initially
- Claim the other boys "got away with it" (they didn't — test whether the candidate knows this)
- Mention the previous complaint and suggest victimisation
- If the candidate handles you well, gradually become more reasonable

- If the candidate becomes defensive or dismissive, escalate your frustration

Debrief questions:

- How did you feel that meeting went?
- What would you do as a follow-up after this meeting?
- Is there anything you would handle differently with hindsight?

Criterion	1 — Limited	2 — Developing	3 — Competent	4 — Excellent
Active listening	Interrupts or dismisses concerns	Some listening but misses cues	Listens well and acknowledges feelings	Exceptional empathy and validation
Maintaining composure	Becomes defensive or flustered	Mostly calm but some lapses	Calm and professional throughout	Unflappable; models excellent conduct
Clarity of communication	Unclear or evasive	Somewhat clear	Clear, factual, and fair	Articulate, transparent, and reassuring
Upholding school position	Caves to pressure or is inflexible	Inconsistent stance	Firm but fair	Excellent balance of empathy and policy
Finding resolution	No attempt at a way forward	Vague suggestions	Practical next steps offered	Creative, collaborative solution-finding
Total Score				_____ / 20

ASSESSMENT SUMMARY SHEET

Senior Leadership Appointment

CANDIDATE NAME

DATE

ASSESSOR(S)

Task Scores

Task	Score	Max
Task 1: Goldfish Bowl Discussion		20
Task 2: Data Analysis — CAT4 / NGRT		20
Task 3: Presentation		20
Task 4: Role Play — Angry Parent		20
TOTAL		80

Overall Comments

Recommendation

- Strongly recommend for appointment
- Recommend for appointment
- Recommend with reservations (specify below)
- Do not recommend for appointment

Reservations / Further Notes
