



Core capabilities and behaviours

The key values, capabilities and behaviours we live by and exhibit every day at EBE.

Our core values (Dimension 1) underpin each of the other Dimensions (working with our team and partners, working with external stakeholders, and personal capabilities).



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Dimension 1: Values

1	Education	We believe in the importance of high-quality education, and the key role played by great teaching in improving chances for students. We believe every teacher can be better, no matter of their starting point, and we help support and guide that improvement.
2	Equity	We acknowledge the importance of access to a high-quality education for all, particularly for those from low socio-economic backgrounds, and we strive to play a part in closing the attainment gap within education systems.
3	Equality	We prioritise equality of opportunity, and actively counteract inherent inequalities within our spheres of influence.
4	Ethics	We are principled and ethical in all that we do. We practise what we preach, basing our decisions and actions on the best available evidence.

Dimension 2: Working with our team and partners

1	Cooperation	We get to know our colleagues, taking time to understand what they do. We take care of the small things, such as ensuring the office is kept clean and tidy for one another. We recognise good work and behaviour, feeding back to both the individual and line manager where appropriate and sharing in successes.
2	Collaboration	We develop productive relationships with others within our team, and don't work in silos. We think about the bigger picture, not just our own work, and bring people together from different areas of the organisation to benefit specific projects.
3	Communication	We communicate well with other EBEsters. When working with colleagues, we make sure communications are clear and concise, and actions are well-defined (who is responsible, for what, and by when). If deadlines slip, we let others know as soon as possible so plans can be readjusted.
4	Ownership	We own our work, and are proud of what we do as a wider team and organisation. We make sure all that we do is of the highest quality and builds on EBE's reputation.

Dimension 3: Working with external stakeholders

1	Commercial focus	We think entrepreneurially, finding ways to improve efficiency in our work. We understand the need for everything to be high-quality, as well as teacher- and user-focused. We also understand that EBE is dependent on sales numbers, and we make our best efforts to support their growth.
2	Influencing	We aren't afraid to network to make and maintain connections, and we spot where there might be opportunities for EBE's work. We represent EBE and ourselves well to teachers, schools, and other potential and existing customers.
3	Communication	We ensure our communication, both written and spoken, is clear and concise. When talking about what we do to prospective customers, we focus not on the "why it's good", but on the "how it will help you and your team".



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Dimension 4: Personal capabilities

1	Working with ambiguity	We embrace the changes that are necessary to support the growth of EBE. We enjoy the opportunity to take on new tasks and learn new skills. We aren't afraid to say "I don't know", but follow up on promises to find out.
2	Scheduling	We manage our time well. We hit our deadlines, and where that becomes impossible, we give as much notice as we can so that plans can be changed. We plan ahead and make our line manager aware of any potential bottlenecks, so that future workload can be managed and deadlines met.
3	Resilience	We deal with setbacks and difficulties well, and are able to regroup and refocus to come out of them stronger. We are not afraid to fail – we are willing to experiment and innovate, and learn from our mistakes. We remain calm and maintain equilibrium when faced with challenges.
4	Decisiveness	We cope well with making difficult decisions under pressure. We think rationally and make the best choices under the circumstances. We don't put off decisions that we don't want to make, unless there's a good reason for it (e.g., waiting for new information to come to light to reach a threshold level of evidence).
5	Self-monitoring	We are self-aware and able to self-correct where required. We know what we need to do, and are able to make a plan then monitor our progress through to doing it. We work at a high but sustainable pace, and are able to help ourselves by taking regular breaks - and annual leave - when needed, to remain fresh.
6	Initiative	Where required, we take the initiative rather than simply waiting to be told to do something by our manager. We are constantly innovating in our work - from the tools and courses we build, to the way we optimise our sales pipelines - and are always looking out for good ideas, even from other industries.



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