



Learning together

Kent Leadership Strategy for schools and settings in the context of Clusters and Local Children's Services Partnerships

January 2008

Kent Leadership Strategy for schools and settings in the context of Clusters and Local Children's Services Partnerships

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Copy available at:

http://www.clusterweb.org.uk/ask/leadership/ask_lwd_home.cfm

1. Our Vision

1.1 Every school and setting has **high quality effective leaders** who are committed to working with community and multi-agency partners to ensure that children and young people of Kent are:

- nurtured and encouraged at home
- inspired and motivated by school
- safe and secure in the community
- living healthy and fulfilled lives

(Kent Children and Young People's Plan (CYPP) 'Positive about our future' 2007)

1.2 Principles and values underpinning the strategy

- the **quality of leadership, management and governance** has a significant impact on learners' achievements and well-being
- the most effective leaders establish a positive ethos and culture of **achievement for all** they ensure that staff at all levels have an **entitlement to leadership development**
- effective leaders have regard to **succession planning and capacity building by distributing leadership** throughout the organisation
- good and outstanding leaders define and **communicate to all partners a clear vision and strategy** to achieve the vision; they **inspire and gain commitment from all stakeholders**
- high quality leadership and governance is vital to creating **new models of practice and delivery to meet changing priorities**
- leaders across **all agencies and services work effectively together** and share information to meet the needs of all children and young people
- **transformation** ensures new ways of working, **challenging traditional models** and developing more flexible approaches to meet the changing and future needs
- **innovative leadership and governance** helps to **build capacity** in all settings, schools and Clusters

2. Scope

- 2.1 The Kent leadership strategy for schools and settings is a response to the local and national debate about the impact of the quality of leadership on the outcomes for all children and young people. It provides a focus for leadership development at all levels, including community leadership and new models of leadership. It is set in the context of the need for the recruitment and retention of high quality leaders and has been informed by the key priorities in the CYPP.
- 2.2 The strategy will promote innovative leadership practice and build capacity across all schools and settings in order to identify and develop leaders of the future (including new models of leadership) and to establish a sustainable and co-ordinated programme of leadership development. It recognises that educational leaders in all phases introduce and manage continual curriculum changes from the introduction of the early years curriculum to the new 14-19 Diplomas. In our schools and settings leaders experiment with new curriculum models, engaging community voices and creating new organisational structures to further personalise learning for children and young people.

3. Current picture of leadership in schools and settings

The National Context

- 3.1 A recent Price Waterhouse Coopers study of leadership (commissioned by the DCSF in April 2006) identified that the role of leaders has become more complex due to the number of inter-related policies and initiatives (including Every Child Matters (ECM), workforce development and the 14-19 agenda). Future leaders require new **sets of skills based on collaboration and partnership working** between settings, schools, Clusters and other agencies. This study makes a number of recommendations including the need to:
 - promote new and emerging leadership models
 - facilitate greater distributed leadership
 - develop people, diversity and succession planning
- 3.2 In particular it explores the issues around suitably qualified professionals from outside of the education sector taking on leadership roles, shortening the time from achieving qualified teacher status to headship, rotating leaders around a cluster of schools as well as the need for Children's Trusts to develop training that brings together senior leaders from education, health and social care.
- 3.3 It is important to identify leadership talent early and realise the potential of those high quality leaders who have entered the Children's Services and Health professions in the last five years. Greater use should be made of the recently introduced fast track schemes. The National College for School Leadership (NCSL) paper on succession planning (2006) emphasises that central or local government, or individual institutions cannot address this challenge alone. There must be a **local solution** which involves all stakeholders.
- 3.4 One of the strongest themes to emerge from NCSL research (Seven strong claims about effective leadership 2006) is related to the importance of **developing staff, nurturing talent and distributing leadership throughout the organisation**. New research from the Hay

Group (Rush to the Top, March 2007) suggests that high performing schools are five times more likely than low performing schools to have a formal process for identifying leadership potential. They also spend more time in developing this potential and **take more care in letting staff know that they have been recognised.**

- 3.5 System leadership and succession planning are key priorities at a national level. Steve Munby, Chief Executive of the National College of School Leadership (NCSL) asserts that system leaders create a mutually supportive environment where every child can be a powerful learner. He described these leaders as ones who could make tough decisions, challenge poor performance, assess risks, reinforce high standards of behaviour and ensure a tight focus on learning and achievement.

'What runs through everything is the focus on the ultimate goal, the well being of the child. Relationships are powerful and empowering. There is a sense of being together as part of the same grand endeavour. Teamwork and mutual respect are at the very heart of how things function. These leaders and the organisation they lead have soul'.

Steve Munby NCSL Annual Conference 2006

- 3.6 In response to evidence about the growing strains on the present recruitment and supply of senior leaders, NCSL has provided advice to the Secretary of State for Education that there is a need for a response at all levels to:

- develop talented leaders earlier and in greater numbers
- deploy leaders into areas of challenge
- mobilise local systems to develop solutions to local challenges

The Local Context

- 3.7 Kent Early Years, Primary and Secondary Strategies include a clear vision for **partnership working and community leadership**, in response to the Every Child Matters Agenda and the development of extended services for children and families. The Kent CYPP Workforce Strategy recognises that settings and schools are central to the delivery of children's services and that leadership is a key priority in raising the quality of provision and outcomes for children and young people. School and setting leaders of the future will work increasingly within multi-professional teams to improve the life-chances of all children and young people, including those individuals who are the most vulnerable and for those living in the most disadvantaged communities. Developments in locality working, through the Kent Clusters and the Local Children's Services Partnerships, have provided a structure for educational leaders to develop their understanding of **leadership beyond the single institution** and opportunities to work alongside health and social care professionals.

'The quality of leadership will be a crucial factor in the transformation required to meet the challenge of moving from the traditional autonomous schools of the 1990s to more collaborative structures and ways of working'.

Kent Secondary Strategy 2006

- 3.8 Kent headteachers and managers are encouraged to be **joint leaders** of Children, Families and Education (CFE) and they play an increasingly strategic role in its development. A significant number make important contributions through the Primary and Secondary Headteacher Consultative Forums, Early Years, Primary and Secondary Strategy Groups, Cluster Boards, Challenge Boards and 14-19 Local Planning Forums. Headteachers chair

each Cluster Board and are increasingly accountable for the impact of locally devolved resources and services on the outcomes of children and young people. The Cluster Board Chairs meet regularly and have become a major school improvement forum. Many serving secondary, primary and special school headteachers are School Improvement Partners (SIPs). This range of engagement builds system leadership by allowing serving headteachers to develop skills, extend their leadership experience beyond the confines of the school, and share responsibility for the quality of educational provision for pupils within an area.

- 3.9 The secondment of headteachers to the Primary Excellence Project (PEP), the establishment of a Secondary Transformation Team (SECTT) of serving and consultant headteachers, the development of Cluster Boards and the Improvement Partner Programmes **form the cornerstone for partnership working and leadership development in Kent**. They provide valuable learning and professional development opportunities for headteachers and their deputies and enable them to share knowledge and expertise alongside their peers, together influencing a wider group of learners. In the first phase of the Primary Excellence Project (2003) the focus was on **collaborative working, establishing improvement networks**, and ensuring that the Local Authority had accurate knowledge of all primary and nursery schools. In the second phase the team took the lead in delivering major dimensions of the National Primary Strategy through the Primary Leadership Programme and each became a School Improvement Partner working alongside serving headteachers and leadership teams to identify priorities and commission support. In Phase 3 (2006) there has been greater focus on support for Cluster and Local Children's Services Partnerships developments including the identification of potential and existing leaders. In Phase 4 (2008) the programme will be devolved to the new Local Children's Services Partnerships and PEP Headteachers will play a significant role in developing leadership and supporting improvement at a local level. An external evaluation report indicated how the project is both promoting **succession planning and building leadership capacity**:

'Acting headteachers and, in turn, the acting deputies, are responding well to a challenge that they did not expect to have and, thus, the plan for growing leaders is taking root'.

- 3.10 The Secondary Transformation Project was established in 2004 to promote **transformational leadership** that challenges accepted practice and drives forward improvement in curriculum design, teaching and learning. The team has worked with senior leaders to create a strong vision for the 'Building Schools of the Future' programme and has provided excellent consultancy and leadership support for senior and middle leaders in secondary schools. Two members of the team are **National Leaders for Education** who develop innovative strategies for schools in challenging circumstances and provide effective transition plans for the development of the new academies. The team has played a crucial role in the dissemination of innovative practice arising from the international study tours and the work of Specialist Schools and Academies Trust.
- 3.11 The Local Authority has worked with governing bodies in all phases to develop successful federations and collaborations in order **to share the best leaders across partner schools**. New posts such as Head of School, Executive headteacher, Co-headteacher are being developed across the county and we are currently exploring a range of new models of working in relation to the new legislative pension framework. The Local Authority team of six advisory headteachers, who act as **locum headteachers** in primary schools, has recently been extended to twelve posts. These headteachers play a valuable improvement role in schools in challenging circumstances with absent headteachers or where governors have not yet recruited a new headteacher. They have contributed significantly to the successful recovery programme for schools identified by Ofsted as requiring significant improvement. Leadership and management in Kent schools has improved significantly since September 2005. Out of 349 inspections 97.7% of schools have been judged satisfactory or better for leadership and management and 58.2% of schools have been judged as good or better.

3.12 We are developing a greater understanding of the quality of leadership and management in our early years settings and Children's Centres through the systematic analysis of inspection outcomes and local information. We have begun the process of introducing improvement partners to 70 of our settings. Building on the very successful Early Childhood Environment Rating Scale (ECERS) audit, our early year's team is working closely with managers of settings to improve self-evaluation and improvement planning. We are working with leaders in setting to raise the expectations of our early year's workforce through training and development opportunities. The resources from the Transformation Fund are contributing to the enhancement of qualifications of managers and staff. We are working closely with external providers to ensure that leaders are encouraged to undertake professional development leading to National Professional Qualification in Integrated Centre Leadership (NPQICL) and the Early Years Professional Status. This programme has a significant focus on leadership across multi-agency and multi-disciplinary institutions and is leading the drive for all agencies to work in partnership to meet the needs of children, families and the local community.

4. Major Issues

- 4.1 The demographic profile of headteachers in Kent (see appendix 1) and the pattern of retirement over the past five years indicates that by 2011, 249 primary headteachers and 44 secondary headteachers may leave the profession. Kent reflects the national pattern that indicates the need for a 15 to 20% increase in the overall recruitment of school leaders between 2005 and 2009 (as a result of retirement at all levels).
- 4.2 The number of suitable applicants for headteacher posts in Kent schools, especially in the primary phase, is frequently low, and in secondary schools the number of good or very good applicants is decreasing. In single phase primary schools and schools with a religious character and Church schools in certain areas of the county, governors rarely make appointments after the first advertisement. The number of applicants with experience beyond Kent is also very low. Many potential senior leaders in Kent primary and secondary schools are reluctant to make the move to headteacher from assistant or deputy headteacher. The reasons for this may include:

- unease about the current change agenda and complexity of leadership
- concerns about the increased level of accountability to governors, parents, Ofsted and the local authority
- their lack of preparation for the wider role of headteacher as community leader
- removal from direct contact with children and young people
- the desire to retain control over their life-work balance

Of the 235 Kent primary deputy headteachers surveyed during a conference in June 2006, only 33 saw themselves as headteachers in 2008. This is not the experience of the special school sector where local deputy headteachers are frequently successful in moving into headship.

Headteacher and managers have identified the need for greater investigation into the reasons why headteachers and senior leaders are leaving the profession and retiring early. They have identified that issues related to work-life balance, poor pay differentials between senior leaders and headteachers and management of the wide variety of demands of the job

are making it far less attractive than in the past. They welcome opportunities to explore how the role of the headteacher, especially in small schools, can be made more manageable. For example many headteachers do not take their dedicated leadership time due to day to day pressures and this goes un-noticed.

- 4.3 We recognise that leaders and managers of early years settings and Children's Centres face major challenges in the recruitment, retention and development of high quality and suitably qualified staff and this is a major priority for CFE in our Early Years Strategy. Issues related to staff release for training and development activities and the financial implications cover arrangements provide significant challenges for managers of settings.

5. Key strategic objective

To accelerate and refine the existing leadership development programme to identify, train and recruit high quality future leaders to schools and settings.

- 5.1 The responsibility for achieving this is shared between all stakeholders within the Local Authority including Cluster Boards, headteachers and governing bodies working with key partners such as the Diocesan Boards, Training Schools, Training and Development Agency (TDA), the Specialist Schools and Academies Trust (SSAT), Higher Education Institutions (HEI) particularly Christchurch Canterbury University (CCCU) and the Southern Education Leadership Trust (SELT). The Kent strategies for early years, primary and secondary schools (including Building Schools for the Future leadership planning), provide an important framework against which to plan a coherent leadership development programme that promotes strategic and leadership roles beyond the school and setting.

6. Priorities 2007 - 2010

6.1 To promote a leadership culture in Clusters, schools and settings in order that:

- Clusters, schools and settings recognise the need for succession planning policies and establish strategies for leadership development in their improvement plans
- Clusters, schools and settings are able to use a range of strategies to identify and develop potential leaders within their establishments
- Schools and settings self-evaluation and improvement plans indicate the actions to develop the leaders of the future
- Individual schools and settings with leadership vacancies or short-term crises are supported by Clusters and Local Children's Trusts quickly and effectively
- Schools and settings work in partnership to provide wider leadership experience for potential leaders and managers through secondment and exchange opportunities
- Clusters have access to accredited mentors and coaches who are able to provide effective support for schools and settings

- Aspiring Senior Leaders Programmes are provided to the Clusters with the highest level of leadership vacancies

6.2 To develop and implement with our key partners a sustainable and coordinated leadership development programme in order that:

- Clusters, schools, settings and individuals build their own leadership development around a wide range of opportunities through national and Kent programmes and networks beyond Cluster boundaries e.g. church school networks, Specialist Schools networks
- New leadership programmes are piloted and evaluated to establish a sustainable leadership programme (Aspiring Leaders, Aspiring Headteachers, Building Schools for the Future Leadership Programme, New Kent Headteacher Induction with Southern Education Leadership Trust (SELT), Development for Deputy and Assistant Headteachers, Leaders of 14-19 Provision (NCSL pilots), New Models of Leadership, Middle (pivotal) Leadership, Fast Track Leaders, Leadership in Church Schools, Community Leadership, Leadership in Early Years Settings and Children's Centres including Integrated Centre Leadership
- experienced headteachers and managers of settings are re-energised through a range of new opportunities including seminars, conferences, action research, international visits and sabbaticals
- a co-ordinated programme of leadership opportunities for experienced and successful headteachers and settings managers is established to share their expertise with Clusters, schools and settings (SECTT, PEP, Improvement Partners, coaching and mentoring support)
- governors and managers can develop as leaders and are able to promote the succession planning in schools and settings

6.3 To promote new models of leadership to meet the needs of individual schools and settings and groups of schools in order that:

- a wide range of leadership models are promoted as positive alternatives for consideration by governing bodies and management committees and boards
- CFE officers and advisers are pro-active in identifying opportunities for alternative arrangements e.g. federations, collaborations including cross-phase arrangements
- new leadership models are accepted and increasingly adopted as positive alternatives for the benefit of individual and groups of schools and settings
- governors and managers have high quality on-line guidance and support on a range of new models of leadership and management structures, including co-headship, executive headship, before vacancies occur
- Clusters are provided with on-line guidance and support on the development of system-wide leaders
- Cluster and Local Children and Young People's Plans include a range of activities for the development of leaders and managers at all levels including aspiring senior leaders

6.4 To firmly establish procedures for the identification, recruitment, appointment, induction and performance management of leaders in order that:

- Local Authority guidance for headteacher and manager recruitment, use of references, appointment, induction (including mentoring) and performance management is implemented consistently across the county

- appointment panels including Academies and Federations have access to effective professional advice
- all new substantive and acting leaders have interim performance management targets agreed and informed by the recruitment process and whole school or setting priorities;
- new leaders are provided with trained and experienced mentor/coaches

6.5 To explore with serving headteachers, managers and governors the complexity and demands of leadership and the root causes of recruitment and retention difficulties so that:

- effective strategies can be developed to support the retention of current leaders at all levels
- greater use is made of on-site partnership working including mentoring and coaching from experienced leaders and associates to achieve an improved work-life balance
- we can learn from successful leadership practice in other professions and organisations
- we can identify new staffing arrangements and financial differentials to meet the needs of the 21st century workforce
- dedicated quality leadership time becomes an entitlement for all leaders

7. Risks and opportunities

7.1 The following risks and opportunities are associated with the implementation of the strategy:

- a county leadership strategy will provide direction, consistency, efficiency and economies of scale but it will be important to ensure that there is flexibility of implementation to meet distinctive local needs
- there must be effective links across CFE and with other partners such as the DCSF, NCSL, Specialist Schools and Academies Trust (SSAT), South East Leadership Trust (SELT), higher education institutions such as Canterbury Christchurch University and independent schools in order to prevent duplication and to ensure a coherent approach
- the Local Authority must ensure that all external sources of funding are utilised and maximised to meet the objectives and that development programmes and initiatives are accurately costed and evaluated
- there will need to be clarity in terms of the roles and responsibilities to ensure that planning and delivery is undertaken by those with the most appropriate skills and background
- guidance must be in place to ensure that all decisions take into account the legislative regulations so that there can be no financial risk to individual institutions or to the Local Authority
- all sectors need to be represented in the process including leaders in the private, voluntary and independent sectors

8. Monitoring, evaluation and review

- 8.1 Action plans (and leadership activities as part of other strategies) will be agreed and published in line with the CFE planning processes.
- 8.2 CFE Directorate will carry out regular monitoring of all divisional and team action plans and Cluster and Local Children and Young People's Plans.
- 8.3 Evaluations of all leadership activities will be reported to senior staff and included in cabinet reports, reports to CFE Senior Management Team, Headteacher Forums, Early Years Childcare Extended School Board, Cluster Board Chairs and Challenge Boards.
- 8.4 External monitoring and evaluation of the impact of leadership in settings and schools will be regularly undertaken and reported on by DCSF National Strategies and Ofsted.

9. Conclusion

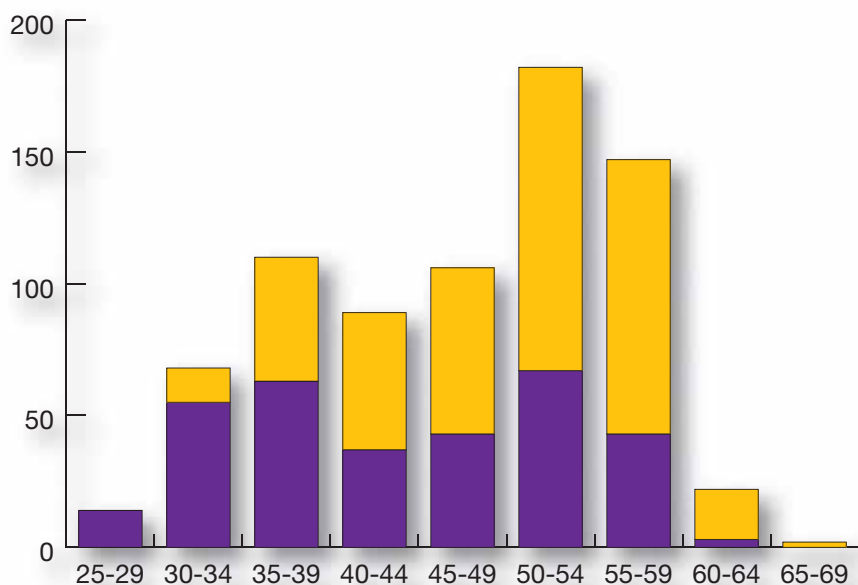
- 9.1 This strategy has been developed and modified after consultation with serving headteachers and governors, managers of early years settings, Cluster Board Chairs, members of the Primary Excellence Project and Secondary Transformation Team, CFE and Health professional officers and advisers, Kent Governors Association, Diocesan representatives and Higher Education Institutions. (A summary of the feedback and actions taken is available from Advisory Service Kent). The strategy will be kept under regular review.

**Head of Service Development
Advisory Service Kent
January 2008**

Appendix 1 The demographic profile of headteachers and deputy headteachers in Kent

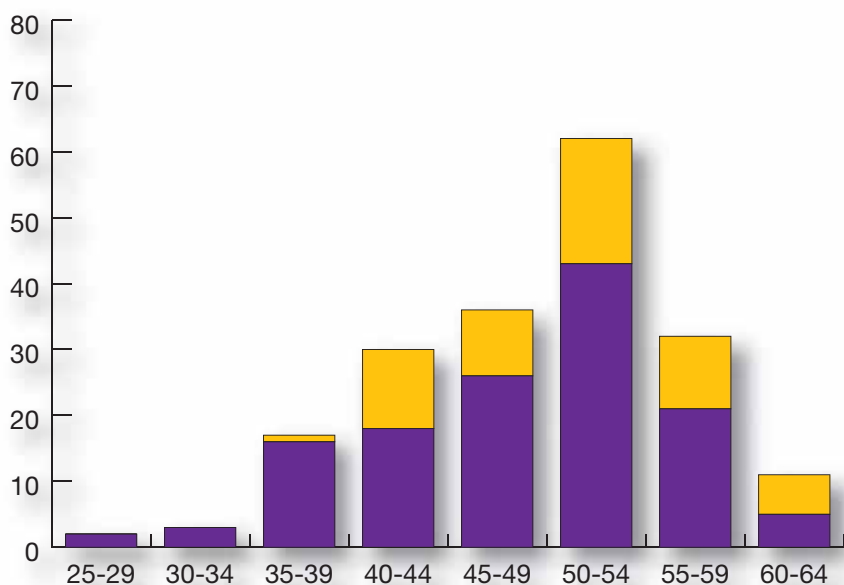
Headteacher and Deputy Headteacher Age Profile - Primary January 2008

| | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | Total |
|--------------------|-----------|-----------|------------|-----------|------------|------------|------------|-----------|----------|------------|
| Deputy Headteacher | 14 | 55 | 63 | 37 | 43 | 67 | 43 | 3 | 0 | 325 |
| Headteacher | 0 | 13 | 47 | 52 | 63 | 115 | 104 | 19 | 2 | 415 |
| Total | 14 | 68 | 110 | 89 | 106 | 182 | 147 | 22 | 2 | 740 |



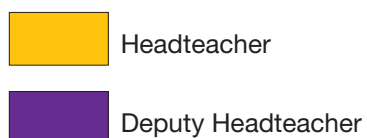
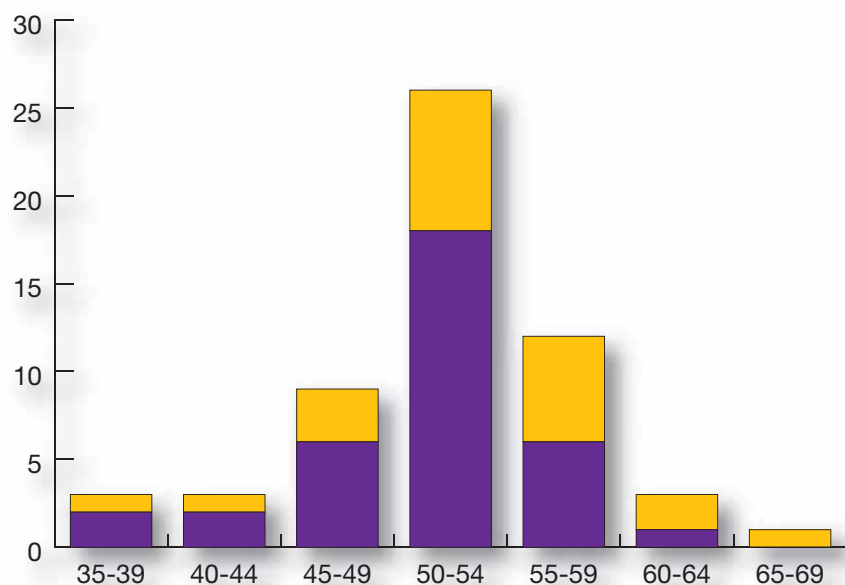
Headteacher and Deputy Headteacher Age Profile - Secondary January 2008

| | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | Total |
|--------------------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Deputy Headteacher | 2 | 3 | 16 | 18 | 26 | 43 | 21 | 5 | 134 |
| Headteacher | 0 | 0 | 1 | 12 | 10 | 19 | 11 | 6 | 59 |
| Total | 2 | 3 | 17 | 30 | 36 | 62 | 32 | 11 | 193 |



Headteacher and Deputy Headteacher Age Profile - Special January 2008

| | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | Total |
|--------------------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| Deputy Headteacher | 2 | 2 | 6 | 18 | 6 | 1 | 0 | 35 |
| Headteacher | 1 | 1 | 3 | 8 | 6 | 2 | 1 | 22 |
| Total | 3 | 3 | 9 | 26 | 12 | 3 | 1 | 57 |



Produced by Personnel Information and Systems Team
Data Source: Oracle HR

Appendix 2

Pilot and innovative leadership initiatives in Kent schools and settings

Towards Community Leadership

Hythe Bay CEP School has created a different model of school leadership. As part of the Early Excellence Centre project it is open 48 weeks a year from 8am to 6pm and offers training and support for early years staff and parents. The headteacher has developed a leadership team which extends to an Early Years Manager (who is not a teacher), Out of Hours Manager, Family Liaison Officer, Family Support Worker, and Speech and Language Unit Teacher. All staff have opportunities to assume leadership responsibilities.

Organising leadership in line with Every Child Matters (ECM)

As part of the process of school self-evaluation the staff of Palace Wood Infant School restructured the teaching and support staff teams to reflect the ECM agenda.

- Enjoy and Achieve Team (ECM 3) covering staff development, management and organisation, teaching and learning, assessment, planning and recording, creativity
- Inclusion Team (ECM 2)
- Communication Team (ECM 4)
- Be Healthy Team (ECM 1)
- Our World and Lifestyles Team (ECM 5)

In May 2006 Ofsted judged personal development and well-being, care, guidance and support, equality of opportunity, and self-evaluation as outstanding.

Support staff in leadership roles

At Pluckley Primary School a senior member of the support team gained Higher Level Teaching Assistant (HLTA) status to reflect her contribution as Assistant Special Educational Needs Co-ordinator (SENCO) and the management of five teaching assistants.

A school sports coach who helped with after school clubs and sports festivals joined the fully funded, HLTA PE Specialist training programme offered by Canterbury Christchurch University. Mentored by the lead teacher for physical education and with training, personal study and support he will contribute to the development of both the school's physical education curriculum and other local primary schools.

Embedding leadership competencies for all the staff team

At Sheldwich Primary School the headteacher and her leadership team have developed competencies for all staff based on the Goleman and Hay Group research about the competencies of the most effective leaders. Competencies in job descriptions that relate to emotional intelligence, include critical reasoning, communication skills, credibility and influence, people management, client focus, action and drive and ownership are now fully embedded in school practice and the performance management process.

Specialist Schools providing leadership through outreach

All specialist colleges provide outreach work to other schools. For example Swan Valley Sports College and the Hayesbrook School provide sports coaching and development opportunities for PE co-ordinators in local rural primary schools allowing them to access a range of high quality resources. Bradbourne provides arts facilities for primary teachers and groups of children and Dartford Grammar School supports three local primary schools in providing the primary International Baccalaureate.

Collaborations and federations providing leadership opportunities

The opportunities for distributive leadership within these arrangements are significant, e.g. the roles of the Head of School and the leadership teams. This provides excellent leadership development for future headship.

There are a range of collaborations and federations across the county including:

- **High schools and Primary Schools (cross-phase federations)**
Canterbury High School and Beauherne Primary School
Astor School for the Arts, White Cliffs Primary, Barton Junior and Shatterlocks Infants
- **High schools**
New Line Learning Oldborough and Senacre (federation to academy)
Holmesdale Technology College and The Malling School (federation)
- **Grammar schools and High Schools**
Invicta Grammar School and Valley Park Community School (federation)
- **Primary schools**
Iwade Community Primary School and Bobbing Village School (federation)
Boughton under Blean and Dunkirk (federation leading to amalgamation)
Westminster and Rose Street (federation)
Hoath Primary School and Chisleth CE Primary (federation)

The contribution of Local Learning Networks (LLN) to leadership development

Local leadership training by the emerging Local Learning Network based at Dartford Grammar School includes the following programme for 2008:

- middle leader programmes (primary and secondary): a series of workshops to examine the elements of effective leadership
- programme for aspiring primary headteachers: a two and a half day programme for middle leaders who are contemplating NPQH. A balance of theoretical input with school/cluster based problem solving
- middle leader coaching (secondary): a series of workshops to explore effective coaching
- coaching for high performers (primary): a one-day course for headteachers and senior leaders to introduce an effective coaching model to enhance the performance of individuals and teams
- collaborative leadership: a one day conference for senior leaders to develop notions of collaboration and project-based learning

The trainee headteacher scheme

Thamesview School, with the support of NCSL and the DCSF recruited a trainee headteacher in 2006 who worked closely with the headteacher, received personal coaching and added capacity to the school. The experience enabled her to bridge the gap between deputy and headship and she applied successfully for a substantive post. This was good succession planning and the trainee was able to feel confident about working in a school facing challenging circumstances.

In September 2006 the deputy headteacher of Downsview Primary School, joined a national pilot group of 11 primary teachers in a similar DCSF/NCSL project. The aim is to train primary headteachers of the future. The Deputy has shadowed a headteacher for four terms in a successful school, has attended NCSL national conferences and is supported by a NCSL mentor. Kent is one of only five local authorities to join this programme which provides an exciting way forward in developing headteachers for the future.

Successful leadership through inclusive practice

Harbour School provides for pupils with Behaviour and Learning Difficulties and was judged to be 'outstanding' in the Ofsted inspection of June 2006. Over a period of several years the Headteacher and Leadership team developed a collaborative process of self-evaluation and school improvement planning which is underpinned by six core values: high expectations; valuing all; relevant learning; safe and positive environment; equal opportunities and celebrating achievement.

Parents, pupils, staff, governors and professionals regularly contribute their views on all aspects of the school and this is incorporated into school improvement planning. As a result all involved in the school feel valued, have a thorough knowledge and understanding of the strengths and areas for improvement and demonstrate real ownership of and commitment to school improvement.

'Senior staff carry out their individual roles very well and together lead a team of staff determined to provide the best they can for pupils. There are excellent processes of self-evaluation that lead to all staff playing an active part in school development. Leadership and Management is outstanding.'

(Ofsted June 2006)

Leadership opportunities through school collaboration

Dartford East Primary Learning Network consists of six schools with a focus on raising standards in mathematics through problem solving. The process began with six headteachers talking and planning together. The mathematics co-ordinators joined the group and helped to form a plan. Since then year 1 and 5 teachers have planned lessons together and gradually more teachers have become involved. The outcomes have been:

- headteachers working collaboratively to share difficulties and success strategies
- mathematics co-ordinators working together and sharing good practice
- teachers planning together and visiting neighbouring schools
- joint events to raise the profile of mathematics and encourage interest and enjoyment for children
- acknowledgement that much good practice is to be found within the school network

Mentor Coaching Programme and Leadership in small schools project

The DCSF is continuing to fund projects for the development of leadership in schools and settings within the broader workforce development agenda. As a response the Local Authority has initiated a programme to develop mentor/coach facilitators and 20 headteachers have been trained over the past year. Other successful local projects include 'Leadership in small schools' in partnership with NCSL and Hertfordshire.

Aspiring Senior Leaders Programme

In 2007 120 aspiring senior leaders took part in the first six day programme led by John Westburnham, an international researcher and writer on educational and community leadership. This course had been successful in raising the expectations of senior leaders and has addressed the complexity of leadership in the 21st century including leadership beyond the single institution.

The following three quotes are from headteachers who had staff on this programme:

"Having two members of our leadership team attending this training at the same time has been very beneficial. They have been able to work together on a development programme which will have a very positive impact on the provision of a more creative, skills based curriculum. Also they have had the opportunity during the training to discuss whole school issues in a much more focused way. I have noticed that during Leadership Team Meetings, both colleagues have an improved capacity for strategic thinking and a deeper understanding of leadership. The training has allowed time for reflection on issues such as leadership styles and developing a whole school vision."

"The programme has had a significant impact on her new role as Acting Assistant Head teacher / Head of Primary School. She has gained an insight into leadership styles and is very clear about how the role of the leader differs from that of a manager... We now feel she has a broader vision and view of leadership... (her) enthusiasm has grown and her desire to become part of the leadership team became increasingly evident."

"We sent a team on the programme and found it very useful both for individual and school development. I have recognised noticeable progress in the leadership skills of members of the team. I am looking to promote some of the team as soon as possible."

Cohort 2 that begins in early 2008 is already over-subscribed with over 180 applicants.

Appendix 3 Glossary

| | |
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| 14-19 Local Planning Forums | A mechanism for the planning and implementation of the national and local 14-19 developments. Membership consists of all secondary schools, Further Education Colleges, one work based learning provider, one Aim Higher representative and Connexions, Learning and Skills Council and Kent County Council Representatives. |
| Aspiring Headteachers | This programme prepares potential headteachers for headship. It aims to identify and enthuse aspiring headteachers for their future role. The programme will assist the delegate's current school in preparing plans for some of the initiatives proposed nationally and by Kent and will help to ensure high quality applications are presented to governing body selection panels. |
| Aspiring Senior Leaders Programme | This cross phase programme, comprising a series of six one day sessions targeted at leaders at all levels to senior leadership, aims to develop understanding, enhance knowledge and appropriate behaviours and strategies about new models of leadership. The programme is designed to offer a long-term, systematic and integrated approach to leadership development. |
| Building Schools for the Future Leadership Programme | A range of leadership development opportunities to support the Building Schools for the Future programme. |
| Challenge Boards | A group of headteachers and Children, Families and Education (CFE) officers who provide advice and challenge from a multi-agency perspective to accelerate and maximise progress in the implementation of key phase initiatives and add value to the work of schools and clusters, working in partnership to raise standards and achievement. They also challenge existing practice and progress, support the CFE Directorate to develop alternative solutions, which include partnership with schools, involvement of clusters and other agencies and make recommendations for officer action. |
| Children's Trusts | Children's Trusts bring together all services for children and young people in an area, underpinned by the Children Act 2004 duty to co-operate, to focus on improving outcomes for all children and young people. |
| Dartford East Primary Learning Network | A Primary Strategy Learning Network that aims to raise standards in literacy and mathematics and increase the capacity of the local schools to deliver a rich, broad curriculum. |
| Development for Deputy and Assistant Headteachers | This programme aims to promote understanding of leadership skills and issues and establishes strong supportive leadership networks. Both secondary and primary conferences are held each year to disseminate emerging national, regional and local strategic issues of leadership. |

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| Diocesan Boards | There are three dioceses in the county, Canterbury Diocesan Board of Education, Rochester Diocesan Board of Education and Archdiocese of Southwark Commission for Schools and College. They contribute to the Kent Religious Education (RE) Agreed Syllabus which is used in all community, controlled and foundation schools. They advise voluntary aided schools about their own RE syllabus and offer training and support for church schools and schools with a religious character. |
| Early Excellence Centre Project | The Early Excellence Centre (EEC) programme is part of the Government's broader strategy for raising standards, increasing opportunity, supporting families, reducing social exclusion, improving the health of the nation and addressing child poverty. EECs offer one-stop-shops where families and children can have access to high quality, integrated care and education services delivered by multi-agency partners within one centre or a network of centres. |
| Kent Clusters | 23 groups of schools based on geographical localities each with their own management board of headteachers. The Cluster operates as a dynamic learning community - to promote partnership working to raise achievement, improve standards and meet children and young people's needs through the local delivery of services. It is based on the concept of shared responsibility for the development of all children and young people and their communities. |
| Leaders of 14-19 Provision- NCSL/CEL Pilots | NCSL and Centre for Excellence in Leadership (CEL) have been working together to identify the leadership issues arising from the 14-19 agenda. Focusing on the learning from the 14-19 pathfinder pilots and the results from these evaluations, they have designed a range of flexible programmes aimed at supporting leaders and managers. |
| 'Leadership in small schools' | 12 small schools in Kent have applied to take part in the 'Leading Small Primary Schools Programme' in partnership with National College for School Leadership and Hertfordshire that is running from March to July 2007. The programme has been designed to foster learning between similar schools, both within and across Local Authorities, and to encourage supportive relationships and sustainable networks between headteachers. |
| Local Learning Networks | 6 collaborative networks of schools and settings plus other partners. Local Learning Networks make local decisions about the focus for CPD activities, build on previous good practice, share local good practice and provide a local face for national and Kent initiatives. |
| Local Children's Services Partnerships arrangements | Local Children's Services Partnerships were established following an invitation to Local Authorities from the DCSF and the Department of Health in 2003 to bid for funding to pilot trust arrangements for children's services in England. They aim to bring together statutory and voluntary providers of education, social care and health services for children into a set of local arrangements which facilitate more effective inter-agency working. |
| National College for School Leadership (NCSL) | Works to make a difference to children's lives through excellent school leadership, growing and supporting current and future school leaders so that they can have a positive impact within and beyond their schools. |
| National Professional Qualification in Integrated Centre Leadership (NPQICL) | The National Professional Qualification in Integrated Centre Leadership (NPQICL) is the first national programme to address the needs of leaders within multi-agency, early years settings. NPQICL is recognised as a qualification in working in multi-agency and multi-disciplinary environments across education, health and social care. |

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| New Kent Headteacher Induction with South Eastern Education Leadership Trust (SELT) | The Kent programme welcomes new headteachers and provides opportunities to meet key officers who will provide support. It develops strong leadership networks and secures grounding in local and national policies and good practice in leadership. |
| New Models of Leadership | Schools in the 21st century are more complex and flexible organisations than ever before. There is no longer a single model for headship. A number of new forms of leadership are developing because schools as organisations are changing and because the demands of school leadership are so relentless. Kent is currently developing a policy on new models of leadership. |
| Primary Advisory Headteachers | Locum Headteachers employed by the Local Authority and appointed to schools that have no substantive headteacher or when the headteacher is absent for a long period. |
| Primary Excellence Project | The Primary Excellence Project (PEP) is a pioneering primary improvement project which entered its third phase in September 2006. 23 seconded primary headteachers work with schools and Clusters to develop leadership capacity and excellence to support the continued raising of standards for all pupils. |
| Primary Headteacher Consultative Forum | A representative group of primary headteachers who link primary headteachers into the CFE policy-making process. They act as a consultative forum for national and local issues of a strategic nature, provide a focus for the county-wide network of primary consortia and working groups and provide a professional meeting point for head teacher colleagues. |
| Primary Strategy Group | The Primary Strategy Group was charged with developing a Primary Strategy in the form of a ten year plan to raise educational standards in the primary sector. The group comprised of one primary headteacher from each Cluster together with the Chair of the Primary Forum. Now that the strategy is being implemented the group has a monitoring role. |
| Secondary Headteacher Consultative Forum | A consultative body to provide representative views of Kent secondary headteachers about CFE policy developments. They have a strategic overview of policy and initiatives facing secondary education in Kent, provide the prime focus for policy consultation between secondary Headteachers, the Local Authority and other bodies and co-ordinate the activity of other consultative groups which deal with secondary education matters. |
| Secondary Strategy Group | The Secondary Strategy Group was charged by the Secondary Forum with reviewing Kent's strategic plan for transforming secondary education. |
| Secondary Transformation Team | A team of experienced secondary headteachers providing a wide range of professional advice, working alongside advisory staff and officers across the CFE Directorate. They provide major input into the transformation of secondary education with particular involvement in Building Schools for the Future, Federations and Academies, Specialist Schools, financial effectiveness, development of school workforce to implement secondary reforms, implementation of the Kent Secondary Strategy, development of strategies for schools to become 'schools of the future', personalisation of the curriculum and creativity. |

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| Settings | Early years provision including private, voluntary and independent providers and Children's Centres. |
| Specialist Schools and Academies Trust (SSAT) | A leading body for secondary education. The Trust seeks to give more young people access to a good secondary education by building networks, sharing practice and supporting schools. |
| Specialist Schools Programme | The Specialist Schools Programme (SSP) helps schools, in partnership with private sector sponsors and supported by additional Government funding, to establish distinctive identities through their chosen specialisms and achieve their targets to raise standards. Specialist Schools have a special focus on those subjects relating to their chosen specialism but must also meet the National Curriculum requirements and deliver a broad and balanced education to all pupils. |
| Training and Development Agency (TDA) | Works with schools to develop the workforce and ensure that they can recruit good-quality, well-trained people. Support schools to provide extended services for parents, children and young people. |
| Training Schools | As centres of excellence for training, Training Schools act as experts in adult learning and the transfer of skills, and provide a venue for high quality professional development. |
| West Kent Learning Federation | The West Kent Learning Federation is a unique partnership of 15 secondary schools and an Further Education college with 2 additional secondary schools and 3 special schools as associate members. Together the Federation educates over 18,000 students in the West Kent area. Their remit covers working with primary schools, the social inclusion agenda, wider community development, use of ICT, Training Schools and common curriculum developments to improve performance at GCSE and beyond. |

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