



Schools Forum
20 June 2018

**Report from the Strategic Director
Children and Young People, Chair of the
Strategic School Effectiveness
Partnership Board**

**Strengthening Leadership Development and Succession
Planning in Brent schools**

Wards Affected:	All
Key or Non-Key Decision:	N/A
Open or Part/Fully Exempt: (If exempt, please highlight relevant paragraph of Part 1, Schedule 12A of 1972 Local Government Act)	Open
No. of Appendices:	One: <ul style="list-style-type: none"> Criteria for Assessment for individuals to be included into one of the three Leadership Development programmes
Background Papers:	N/A
Contact Officer(s): (Name, Title, Contact Details)	<p>John Galligan Head of Setting and School Effectiveness, Brent Council Email: john.galligan@brent.gov.uk Tel: 0208 937 3325</p> <p>Farzana Aldridge BSP Strategic Director</p>

1.0 Purpose of the Report

- 1.1 To seek agreement from the Schools Forum to allocate funding to secure the full and effective implementation of a strategy to strengthen leadership, development and succession planning in Brent schools.
- 1.2 Brent Council's Strategic Framework for School Effectiveness 2017-2020 sets as one of its five school effectiveness priorities "Building leadership capacity across the borough including headteacher succession planning". The recruitment, retention and planning for succession in Brent schools have been identified as priorities by Brent Council, the Brent Schools Partnership (BSP), the two Teaching School Alliances (TSAs), and by headteachers and Governing Boards in Brent.
- 1.3 To allocate the funding in line with the proposed strategy and actions presented later in this report for a period of two years.

2.0 Recommendations

- 2.1 That Schools Forum is requested to agree the following funding for two years to deliver the actions that have been identified to strengthen the provision for leadership, development and succession planning in all schools in Brent:
- 2018-19 of £282,000
 - 2019-20 of £163,250
- 2.2 That Schools Forum receives six monthly reports on the use and deployment of the allocated spend, and the resulting impact on strengthening leadership and succession planning in Brent schools.

3.0 Background

- 3.1 Leadership development and succession planning are key areas for development in Brent. The Brent Schools Partnership, Brent Council and the Teaching School Alliances have all identified leadership development as a strategic priority.
- 3.2 Over the past three years, 44 new headteachers and heads of school have been appointed to Brent schools. Overall, this represents a turnover of 44 per cent over the three year period. A one year induction programme of six professional development sessions has been led by Brent Schools Partnership and most of the new headteachers have attended at least two of the sessions, and many have attended all six sessions. Whilst the induction programme has provided access to a headteacher mentor, arrangements have been too flexible and the take up of mentor support has been variable.
- 3.3 Brent Council and Brent Schools Partnership through their monitoring and support for schools have identified that the first three years of headship require a much higher level of support in managing the often complex and challenging responsibilities of headship. The support for new headteachers beyond the first year, and over and above the induction programme is important to develop new headteachers' competencies, to ensure their wellbeing and retention in Brent and to ensure that all aspects of school leadership management are functioning effectively.
- 3.4 A BSP survey of career aspirations of current deputy and assistant headteachers on becoming a headteacher in Brent in the future identified the following areas of concern:
- Only a quarter felt that they would be ready for headship over the next two years.
 - About half of those surveyed were unsure, and felt that they had not acquired the necessary skills to consider becoming a headteacher, although about half were ambitious to become a headteacher.
 - Around a quarter did not wish to progress beyond their current role.
- 3.5 Schools have reported that it is increasingly difficult to recruit individuals with the right level of knowledge, skills and competencies into senior leadership roles. Whilst many middle leaders are ambitious to move to the next stage of their career, they are not all being professionally developed adequately to fulfil a senior leadership role. The challenges are particularly marked when seeking to appoint an assistant or deputy headteacher. This too is a priority for Brent.
- 3.6 Capturing the energy, enthusiasm and talents of new teachers with the potential of becoming a middle leader early in their careers, is recognised as being important for two reasons:
- i. Teacher retention: professional and career development is a major factor influencing teachers remaining in the profession.
 - ii. Talent management: the potential of individuals to be nurtured and developed within individual schools will benefit the whole community of schools in Brent.

- 3.7 The BSP has been working with the Brent Teaching School Alliance and Ambition School Leadership to draw together a Leadership Development and Succession Planning Framework for schools. The framework is intended for schools to use to support and develop their current and potential leaders in their leadership journeys, including into headship.
- 3.8 The work over the past two years has been aimed at supporting the development of school leaders through:
- Strengthening and improving on existing leadership skills
 - Improved understanding of current and future local, national and international agendas
 - Creating a deeper sense of professional satisfaction in current roles by developing leadership skills
 - Building evidence to demonstrate the impact of personal learning on standards in schools
 - Actively engaging in self-directed leadership learning
 - Helping develop the essential skills for learning in and managing effective teams
 - Increasing participants' ability to contribute to the development of the leadership capacity of colleagues
 - Enhancing the ability to build and sustain effective relationships in schools and the wider community
 - Increasing motivation to take on a more substantive leadership role in the future
 - Demonstrating the impact their leadership has on their schools.
- 3.9 The work to date has had some impact on the retention of school leaders in Brent, and the progression of some deputy headteachers into headship within Brent. However the capacity across the BSP, the TSAs and schools themselves to make a significant and sustainable impact on increasing the quality and supply of school leaders in Brent has been constrained due to lack of sufficient resources. The majority of schools are having to manage a reduction in their overall budgets for the next three years or more.
- 3.10 Schools in Brent are recognising that across the school system, managing human capital as wisely as financial capital is becoming increasingly important. National data indicates that nearly 35 per cent of new teachers move out of teaching within their first three years. Ambitious future leaders want to see proactive investment in their professional learning. They are keen to progress fast in their careers.
- 3.11 There is a need for a systematic and targeted approach to increase the supply of high calibre leaders in three areas of leadership in schools. These are headship, senior leadership (including assistant and deputy headship), and middle leadership. An approach which involves schools and leaders across Brent, creates sustainable capacity across the system.
- 3.12 As important as increasing the supply of leaders, is ensuring that new headteachers are well supported to drive forward improvements in their schools, address any areas of weaknesses and proactively support the development of the school's leaders.
- 3.13 It has also been recognised that commitment from headteachers and governing boards is critical in ensuring an effective Leadership Development and Succession Planning Strategy within individual schools. Work has already commenced on developing a "Leadership Charter", which lists a set of commitments to which every school should sign up to in Brent. Schools will require support in ensuring that the charter informs their strategic planning for leadership and succession.
- 3.14 Following consultation with headteacher representatives on how best to ensure improved quality and supply of school leaders, the following actions have been identified for the Forum's consideration:

- A leadership development programme through which current and future leaders can be supported to develop the leadership competencies needed to move to the next stage of leadership.
- The availability of a more extensive programme of support for new headteachers in their first three years of headship.
- The development of the Leadership Charter and its adoption by all schools in Brent to demonstrate their commitment to leadership development at all levels, and support for schools in delivering the commitments within the charter through consultancy support and advice.

3.15 There are a number of national programmes available which would cover many elements in the proposed programmes set out in this paper. However, the costs of these programmes are prohibitively high, and the programmes are not tailored to Brent needs and priorities.

4.0 Proposal

4.1 Three priority areas are identified to be taken forward:

- i. A Leadership development programme targeting 60 potential and current leaders, to engage in a development programme to prepare them for the next stage of their leadership career.
- ii. A Leadership development programme focused specifically on new headteachers in their first three years of headship.
- iii. Building on the National Standards of Excellence for Headteachers, the development of a Leadership Charter to which all schools in Brent can commit to and implement.

4.2 A clear set of outcomes and success criteria against which the impact of the proposed programme can be assessed are given in paragraph 4.5 below.

4.3 The Leadership programme detailed for each target group will be devised and delivered jointly by experienced high performing primary and secondary headteachers. This demonstrates a strong commitment by headteachers in Brent to system leadership, and mutual support and collaboration.

4.4 It is proposed that the Brent Schools Partnership will be responsible for the management of the programme, and shall be accountable for its delivery and impact. The Leadership Development and Succession Planning Group already established will provide the steer and advice to ensure that the proposed areas to be taken forward are successful.

4.5 Outcomes of the Leadership Development Programme

WHO?	Early Headship	Aspiring Heads	Ready for SLT/AHT/DHT	Developing new teachers
How many?	20	20	20	20
Outcomes	Securely effective in role and their schools performing well.	Ready for headship within two years.	Ready for next steps to senior leadership (AHT/DHT) within two years.	Be prepared to take on middle leadership roles in one year.
Success Criteria	Able to secure improvement on the school's previous best.	Able to strategically lead aspects of the school. Work with the HT to lead in SLT.	Able to drive change on one or more aspects of the whole school.	Able to carry out subject/year reviews.
	Demonstrate strategic management of change and improvement.	Demonstrate strong understanding of monitoring and evaluation systems.	Carry out evaluation of the school's performance using Ofsted criteria.	Be the lead practitioner in the subject/year group.
	Demonstrate strategic understanding of HR, finance, premises, etc.	Able to plan, set and implement budgets.	Able to lead teams and manage an aspect of the budget effectively.	Demonstrate leadership by improving outcomes, and teaching and learning.
	Carry out highly effective and accurate school self-evaluation, and robust planning for improvement.	Engaged with wider stakeholders to improve the school and benefit the wider Brent community.	Improve a key aspect of the school (which is an area for development).	Developing understanding of whole school systems.
	Highly effective engagement with a range of stakeholders to accrue maximum benefit for the school.	Work with the HT to improve the outcomes of several subjects/year groups.	Deepened understanding of whole school systems.	Have presence and a confident demeanor that influences others to achieve student outcomes.

4.6 The process for candidate selection will include the following elements, with criteria for assessment set out in Appendix 1:

- Current headteacher or Governing Board approval
- Clear strengths and areas of development identified by the participant and triangulated with the current headteacher
- An interview and a task

- A commitment to the Leadership Charter by the current headteacher, and agreement to release the participant and to support the development and learning of the participant.

4.7 The leadership development programmes for Aspiring Headteachers, Ready for SLT/AH/DH and Developing New Leaders, will include the following strands, as appropriate to the stage of leadership for each group:

Strands	Content outline to be developed for each stage of leadership
Programme induction	<ul style="list-style-type: none"> • Developing the culture and ethos of the school • Analysis of pupil performance • Meeting statutory requirements (Equalities Act, GDPR, etc.) • Evaluating and reviewing outcomes and leadership • Developing a personal development action plan
Personalised Coaching Programme	<ul style="list-style-type: none"> • Access to a trained coach for a total of the equivalent of three days (at least six sessions) • Mentor support as required • 360° reviews and analysis
Shadowing/Placements	<ul style="list-style-type: none"> • Up to four days shadowing opportunity in at least two schools and associated debriefing
Leadership Development Sessions and Research and Development Project (6 days)	<ul style="list-style-type: none"> • A Research and Development project to include evaluation, planning for improvement and demonstrating impact • Understanding and adopting leadership styles/approaches for maximum impact • Creating an ethos of learning and development • Setting and achieving ambitions and aspirational visions for pupil outcomes • Effective systems and processes for rigorous evaluation and writing SEF • Ensuring effective resource management including, where appropriate, staffing and budget management

4.8 The Early Headship Programme will have three strands:

- i. Personalised coaching and support
- ii. New headteacher leadership development sessions
- iii. An external review of the impact of leadership on school improvement

4.9 The National Standards of Excellence for Headteachers (2014) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession. Building on these standards, the further development of the Leadership Charter, consultation and pilot with at least four schools, and bespoke consultancy and advice for schools to respond to the charter commitments, will provide a model of support and development for new headteachers.

5.0 Financial Implications

5.1 Proposed costings are set out in the table below:

Provision	Year 1- Programme costs (Aspiring Heads, Ready for SLT/AHT/DHT, Developing new teachers)	Year 2- Programme costs (Aspiring Heads, Ready for SLT/AHT/DHT, Developing new teachers)
Programme induction	2 days ((Friday/Saturday) cost per participant = £500	
Personalised Coaching Programme	Coaching cost per participant = £1,500 <i>Total training cost for coaches = £1,000</i>	Coaching cost per participant = £750
Shadowing/Placements	Placement cost per participant = £750	
Leadership Development Sessions including Research and Development Project	Leadership development sessions cost per participant = £525	Professional learning and development sessions cost per participant = £87.50
Total for Aspiring Heads, Ready for SLT/AHT/DHT, Developing new teachers programmes	£197,500	£50,250
Provision	Year 1 - Cost for Early Headship Programme	Year 2 -Cost for Early Headship Programme
Personalised Coaching Programme	Coaching cost per participant = £1,500	Coaching cost per participant = £1,500
Leadership Development Sessions	Leadership development sessions cost per participant = £525	Leadership development sessions cost per participant = £525
External Review of school performance		External review of the performance of schools with early headship = £2,400
Total for Early Headship Programme	£40,500	£88,500
Provision	Year 1- Cost for Leadership Charter	Year 2- Cost for Leadership Charter
Development of the Leadership Charter and support for schools in adoption and school response	<i>Leadership charter support and ½ day consultancy for participant schools = £12,000</i>	<i>Support and consultancy for 55 schools = £16,500</i>

Total for Leadership Charter development and support	£12,000	£16,500
Provision	Year 1- Overall cost for management of the whole programme	Year 2- Overall cost for management of the whole programme
Programme management, planning and design	<i>Cost of programme management = £32,000</i>	<i>Cost of programme management = £8,000</i>
Total Management cost	£32,000	£8,000
Overall funding required to deliver the proposed programme and activities	£282,000	£163,250

6.0 Legal Implications

6.1 The local authority has a statutory duty for the outcomes of all pupils. It has a statutory responsibility to monitor the performance of schools including the identification, support and intervention in schools where pupil achievement is of concern. The local authority's powers of intervention in schools are restricted to the maintained sector. Where there are concerns about an academy's standards, leadership or governance, the local authority is expected to raise them directly with the Regional Schools Commissioner.

7.0 Equalities Implications

7.1 The Equality Act 2010 sets out that those subject to the general equality duty must, in the exercise of their functions, have due regard to the need to advance equality of opportunity between people who share a protected characteristic and those who do not.

7.2 This proposal will seek to advance the equality of opportunity of under-represented groups within leadership at all levels in Brent schools.

8.0 Consultation with Ward Members and Stakeholders

8.1 A wide range of stakeholders have been consulted through the work of the Leadership Development and Succession Planning Group including chairs of governors, primary and secondary headteachers and senior leaders.

8.2 The Strategic School Effectiveness Partnership Board, chaired by the Director of Children's Services is supportive of this proposal as it will address a key strategic school effectiveness priority. This follows consultation with partners (including the Brent Schools Partnership, Brent Teaching School Alliance and Woodfield Teaching School Alliance, and primary, secondary and special school headteachers, and a National Leader of Governance).

Report sign off:

Gail Tolley
Strategic Director Children and Young People

Appendix 1

Title: Strengthening Leadership Development and Succession Planning in Brent schools

Criteria for Assessment for individuals to be included into one of the three
Leadership Development programmes
(Aspiring heads, Ready for SLT/AHT/DHT, Developing new leaders)

Evidence of Potential	
Ability	Mental/cognitive ability, emotional intelligence, functional/technical skills, interpersonal skills, ability to progress quickly
Attributes	Ambition, humble, motivated, energetic, passionate, curious, growth mind-set, willingness to change, determined, resilient, insightful
Leadership Competencies	Leaders of self/others/change, strategic and results orientated, developer of talent, innovator, relationship builder, influencer, communicator, problem solver
Aspirations	Motivated, desire for advancement, influence, ambitious for organisation's development, overall job satisfaction
Engagement	Rational and emotional commitment, intent to stay

Evidence of Performance	
Results and Impact	Whether people are delivering their targets: <ul style="list-style-type: none">• Student outcomes• Wider school/network impact
Relationships	How people are delivering their targets: <ul style="list-style-type: none">• Peer team• Team led by lead
Culture	<ul style="list-style-type: none">• Values alignment• Embodying school ethos• Effective ambassador