

Building the Leadership Pool in London Schools

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Foreword

This report, 'Building the Leadership Pool in London Schools', provides evidence of the growing shortage of headteachers and a wide recognition that more needs to be done to secure the leadership pool for outstanding, future school leaders.

As pan-London agencies we collectively identified in late 2014 that increasing the pool of potential headteachers and senior leaders in the capital was a major priority for us.

We sought to identify some of the routes into leadership by aspiring leaders. We particularly wanted to gauge the extent to which middle leaders and senior leaders aspire to become headteachers – and headteachers aspire to system leadership. We also sought to identify barriers to progression as well as mechanisms that could be put in place to support teachers' leadership journeys.

Crucially, we wanted to base our intelligence on the views of current teachers, leaders and heads, and were grateful by the huge response to our online survey. 397 middle and senior leaders and 268 headteachers and system leaders, responded. This said to us how important this issue is currently, alongside wider teacher recruitment challenges.

They shared their experiences and perspectives about the professional development and leadership support available through national and London programmes, and helped us to identify the gaps and issues. We have also published some of this data for others to make use of.

The report concludes that the leadership pool in London schools must be pro-actively nurtured to ensure that support and development opportunities are systematically available across the school system for aspiring leaders.

We believe that London's schools will need a talent pipeline to ensure that schools attract and retain good leaders. We are now engaging widely to draw up an action plan and develop a pilot programme in 2016. This will include a session to discuss with 150 school leaders at the Mayor's Education Conference on 27 November 2015, when this report is published.

We commend the rich data findings and analysis in the report and urge you – whether a school, local authority, MAT, union, improvement network or other agency – to act on its evidence and the ideas set out for improving our future pool of London school leaders.

We are certainly doing so.

Caroline Boswell, Head of Education & Youth, Greater London Authority (GLA)

Dr Tim Coulson, Commissioner for North-East London and the East of England region

Clive Grimshaw, Head of Children's Services (Interim), London Councils

Dominic Herrington, Regional Schools Commissioner for South-East England and South London

John Johnson, Chair of Heads of School Improvement London (HOSI), London boroughs

Kieran Osborne, Chair of London Headteachers Chairs' Group and Teaching and Leadership Adviser, National College for Leadership and Training

Martin Post, Commissioner for North-West London and the South Central region

Gail Tolley, Schools Lead, Association of London Directors of Children's Services (ALDCS)

David Whitfield, London Region Representative of the Teaching School Council (2014-15)

Executive Summary

The leadership pool in London schools urgently needs to be developed: London requires more headteachers and system leaders and there is a need for more support for aspirant headteachers and system leaders, both at a school and system level.

This report was commissioned by the Greater London Authority (GLA), on behalf of a pan-London group of education organisations and interests, to identify what London education agencies can do to address this challenge.

Change is needed

The way school leaders are developed needs to change if the education system is to become self-improving. The current approach to filling school leadership vacancies is reactive instead of proactive. Instead, system level talent management needs to be introduced to enhance what can be achieved through succession planning on an individual school basis.

A number of factors impact on the quality and size of the school leadership pool in the capital: the disproportionate demand for school places in London is placing increasing pressure on the system and over 50% of headteachers in London are fifty and approaching retirement. As a result, governors report finding it harder to attract good headteachers in London and re-advertising rates for headteacher posts are higher in London than in other regions. Whilst London has a culture of collaboration that attracts and retains leaders, the capital struggles to retain all its leaders as some move out, largely due to the affordability of housing and quality of life.

Further pressures loom on the horizon: the demands of headship are changing, and opportunities to play a wider system-leader role – for example through executive headship – are increasing. System level changes such as the drive to improve ‘coasting schools’ will significantly impact on the demand for heads and system leaders in the medium to longer term.

A difficult but rewarding role

The need for more school leaders comes at a time when many feel that the role of headteacher is particularly unappealing¹ due to the stress of accountability and workload. When people do become leaders, particularly those in London, it is primarily to ‘make a difference’ to pupils, closely followed by the chance to implement one’s own vision. However for some, the role of headteacher and system leader are perceived as too far removed from pupils and staff and too focused on the business of running a school.

Inconsistent support for leadership development

A key finding of this research was that the quality of leadership development and the support leaders have to realise their ambitions varies from school to school. A fifth of middle and senior leaders and a tenth of deputy headteachers who want to become headteachers do not have influential figures in their school who take an interest in their headship aspirations. For headteachers, nearly a quarter do not have any colleagues internally or externally who take an interest in their system leadership aspirations.

¹ The Key headteacher survey found that 87% of London headteachers feel that the attractiveness of headship as a career choice has worsened in the last five years. (The Key, State of Education Survey, 2015)

Some headteachers place a low priority on developing their leaders due to perverse incentives on them to retain leaders within their own school. Furthermore, the market place for leadership development is complex, fluid and hard for schools and individuals to navigate. There are significant gaps between the kind of support aspirant leaders receive and want to receive. For example, although 76% of London middle and senior leaders who are interested in headship want access to secondment opportunities, only 17% receive this support².

Currently, progression along the established career route is too dependent on individual ambition and willingness to apply for opportunities and the current route to headship does not favour young, fast track or career changing headteachers. As a result, older white males are over-represented within the population of headteachers and there is some evidence that conservative appointments by governing bodies compound a lack of diversity in the headship population.

Key conclusions

- **More needs to be done to secure the leadership pool for the future** and this report has demonstrated a high level of support for a London-wide initiative to address this.
- The issues raised by this report are **beyond the remit of any single organisation** so actions required are addressed to London education agencies as a whole.
- **There are significant gaps between what aspiring heads and system leaders say they want and what they receive** and London education agencies could bridge this gap by working more collaboratively together.
- The growing shortage of headteachers and system leaders is not unique to London although some of the challenges are. Many of **the interventions proposed in this report could be equally transferable to other regions** – perhaps following a pilot in London.
- The **cost of housing** in London is a key issue impacting the supply of headteachers but since it is beyond the remit of London education agencies, this report makes no specific recommendations in this area.

Next steps

The report proposes the following next steps for consideration by London's education agencies:

- A greater focus on the **planned and systematic attraction, identification, development, engagement, retention and deployment** of future London school and system leaders which reflects the future needs of London's pupils, schools and the wider economy.
- **Commission a London-wide schools' talent management strategy** or encourage all London schools to be part of a grouping (such as a teaching school alliance or multi-academy trust) which has a proactive approach to talent management.
- Prioritise interventions that **build the pipeline of future headteachers and system leaders** and that match what leaders are requesting, such as secondments and mentoring from a current headteacher or system leader.
- Help individuals and schools to **navigate the market in leadership development courses**.
- Showcase the **opportunities for collaboration and peer support in London** and **make the moral case** for becoming a London headteacher and system leader explicit.

² Data from the survey undertaken for this report. Number of London middle and senior leaders interested in headship is 85. Further details of the survey can be found in Appendix 1

- Focus on **how to reach those leaders** who receive little support for their leadership aspirations and fewer opportunities for professional development from their school.
- **Increase governors' confidence to appoint candidates with diverse backgrounds and experiences** such as commissioning specialist training.

Section 1: What has the project set out to achieve?

This report has been commissioned by the Greater London Authority (GLA), on behalf of a pan-London group of education organisations and interests³, to identify:

- The extent to which there is a shortage of leaders in London both now and in the future.
- The support that currently exists to assist middle and senior leaders into headship and headteachers into system leadership⁴.
- The barriers that are preventing teachers from progressing into leadership positions.
- The gaps that exist in the provision that is currently being offered.

The report goes on to consider:

- What future training and support will be required to develop the talent pool of leaders.
- Who training and support should be targeted at and why.
- Practical and sustainable interventions that will increase the pool of people to move into London headships and other education system leadership roles.
- The systemic issues that will need to be addressed if we are to 'future proof' the system for the demands it will face in the medium to long term.

The key questions addressed by this report are as follows:

1. Is there an issue with how leaders are developed in London and is there a shortage of leaders both now and in the future?
2. What are the barriers to developing the leadership pool in London?
3. What approaches are currently being used to develop the leadership pool and what gaps are there?
4. Given the answers to the questions above, what needs to happen next to develop the leadership pool in London further?

The research process:

This research has included both qualitative and quantitative elements. A detailed methodology can be found in Appendix 1.

- Interviews with 35 key opinion leaders. These interviewees were all involved in system-wide approaches to leadership development. They came from the public and private sectors, both within education and beyond and included heads of multi-academy trusts, headteacher unions and CPD providers as well as experts in talent development outside of education from the NHS and civil service. A list of the interviewees can be found in Appendix 1.
- A survey of 398 senior and middle leaders, 223 of whom were teaching in London.
- A survey of 268 headteachers and system leaders, 185 of whom were in London.
- Follow up interviews with ten middle and senior leaders and headteachers⁵.

³ Greater London Authority (GLA), Association of London Directors of Children's Services, Heads of School Improvement in London (HOSI), Chair of Borough Headteachers' Groups, Regional Schools Commissioners, London representative of the Teaching Schools Council and Teaching and Leadership Adviser, NCTL/DfE.

⁴ For the purposes of this research, the NCTL definition of system leadership has been adopted: 'leaders who work within and beyond their individual organisations; sharing and harnessing the best resources that the system can offer to bring about improvement in their own and other organisations; and influencing thinking, policy and practice so as to have a positive impact on the lives and life chances of all children and young people'. National College, 2009, as quoted in Hill, R., *The Importance of Teaching and the Role of System Leadership: A commentary on the illuminas research for the National College*. National College for School Leadership. 2011, p. 3

⁵ Half of these practitioners were in London, four were in areas surrounding London but had indicated in the survey that they would consider moving to London and one non-London headteacher was spoken to for the work they had carried out developing leaders.

- Desk research into CPD currently on offer; data analysis of the profile of leaders in London using the school workforce census; and literature review of the motivating factors for people stepping into leadership and the barriers that prevent people moving into leadership.
- Roundtable discussion events held with representatives of London Local Authority Heads of School Improvement, Teaching Schools' Council, the DfE's teaching and leadership advisers for London and Challenge Partners 'Senior Partners'.

Research was predominantly focused on issues facing London in particular but many of the research findings and recommendations are suitable for wider, national application.

Section 2: The case for developing London's leaders

2.1: Why does London need excellent school leaders?

London education is a great success story. Students' achievement has risen remarkably and is now the best in the country in terms of GCSE results and pupils' progress. Some 85% of pupils in London attend a school that is good or outstanding. But as Ofsted has recently stated, there remains no room for complacency⁶. Many challenges remain including narrowing the achievement gap for disadvantaged pupils, stretching the most able and getting more London pupils into top universities⁷.

The Mayor's Education Inquiry final report set some common and fundamental principles for education in London⁸:

- To support a culture of the highest expectations for all children in London, shared by parents and schools, and irrespective of race, class or wealth.
- To extend a sense of opportunity to every young Londoner, inspired by a fresh look at the city around them.
- To do everything we can to spread excellent teaching that challenges, stretches and drives attainment for all our children and young people, and particularly for those who come from the most disadvantaged backgrounds.

Improving outcomes for London's pupils is the moral imperative. It drives teachers and school leaders and the community as a whole to ensure that every young Londoner gets the very best start in life. Preparing London's children for life in a global city is also essential for London's future economic prosperity.

2.1.1 The quality of leadership matters

The quality of leadership is an essential factor in driving good outcomes for pupils:

- The overall performance of school very rarely exceeds the quality of its leadership and management⁹.
- There are statistically significant and qualitatively robust associations between heads' educational values, qualities and their strategic actions and improvement in school conditions leading to improvements in pupil outcomes¹⁰.
- School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions¹¹.

Ofsted recognises the importance of school leadership:

- The effectiveness of school leadership and management is one of the four key judgements made by Ofsted when inspecting schools.
- The quality of leadership and management can impact directly on the assessment of overall effectiveness and on the degree of subsequent Ofsted scrutiny¹².

⁶ Ofsted Annual Report 2013/14: London Report, Ofsted, 2014 p.3

⁷ *Annual London Education Report*, Greater London Authority, 2014 p. 7

⁸ *Mayor's Education Inquiry*, Greater London Authority, 2014 p. 5

⁹ Barber. M., Whelan. F., & Clark. M. (2010) *Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future*. McKinsey and Company

¹⁰ Day. C., Sammons. P., Hopkins. D., Harris. A., Leithwood. K., Gu. Q., Brown. E., Ahtaridou. E., and Kington. A. (2009) *The Impact of School Leadership on Pupil Outcomes*. DCSF & NCTL

¹¹ Leithwood, K & Seashore-Louis, K (2012) *Linking leadership to student learning*, San Francisco, CA, JosseyBass: Leithwood, K., Mascall, B. and Strauss, T. (2009), *Distributed Leadership According to the Evidence*. Routledge, London p.3

¹² A school that is inadequate overall and that requires significant improvement, but where leadership and management are not inadequate, is a school with serious weaknesses. A school that is inadequate overall and where leadership and management are also inadequate is a school requiring special

- The leadership's effectiveness in moving the institution forward¹³ will be of particular relevance in the new short inspections of good schools.

London has a higher percentage of pupils taught in schools where leadership and management are good or better than any other region in the country. However, leadership and management are still judged to require improvement (11%) or be inadequate (1%) in some 1 in 8 London schools¹⁴.

2.1.2: Education Leadership in London

The capital's context also presents unique challenges. Chief among these is the relative lack of London-wide leadership of education.

- London Councils coordinate 32 boroughs and the Corporation of London, among which there are very different views of how they should be involved in education.
- London has some very strong and effective multi-academy trusts but overall they cover a relatively small number of the capital's schools.
- The GLA is taking an increasingly active strategic and support function but has no statutory powers in this area.
- London is considered as one region by Ofsted but is divided between three regional schools commissioners' boards.

Conclusions

- Despite the huge improvements to London education over the past decade, challenges still remain in order to sustain and improve pupil outcomes.
- The quality of school leadership is crucial in driving good outcomes for pupils.

What this means for the London's education agencies

- Prioritise interventions that will **increase the pipeline** of high quality school leaders.

measures. In about a quarter of Requires Improvement schools leadership and management are good. Ofsted does not monitor those schools because they have confidence in their management and evidence shows these schools have a higher conversion rate to good than other schools.

¹³ Barber, M., Whelan, F., & Clark, M. (2010) Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future. McKinsey and Company

¹⁴ Ofsted Data View

http://dataview.ofsted.gov.uk/#/Tab/?percentageType=1&remit=3&deprivation=0&providerType=7&judgement=1&provisionType=0&year=2014-12-31&areaType=1®ionId=0&similarDate=2014-12-31®ionOne=0®ionTwo=0&eightRegions=false&tabName=LocalAuthorityFocus&_id=1436179858304 [Accessed 26th May 2015]

Section 2.2: Do we need to increase the pool of school leaders in London?

There are two key issues affecting the supply of school leaders in London:

1. The mismatch in supply between the retirement and early retirement rates of headteachers versus the number of entrants into headship.
2. The growing school population.

These combined mean that there is a shortage of high quality headteachers, particularly at secondary level. This remains a serious challenge for the capital and is one that will only increase in coming years. With the increasing predominance of federation structures, the system will also need more executive heads/leaders especially at primary level. This is explored in more detail in section 3.2.

2.2.1: The supply of school leaders

Analysis of the 2011 and 2012 school workforce census indicates that nationally there are more headteachers leaving the profession (per year as a proportion of the whole headteacher population) (10.2%) than are there are new headteachers entering the profession (8.1%)¹⁵. Approximately 1,500 headteachers are reaching retirement age or retiring early each year and this represents the leadership of almost 7% of schools¹⁶. Whilst it is difficult to obtain current figures on the rate of headteacher entry and exit, a number of key opinion leaders interviewed as part of this project spoke of the difficulties of recruiting headteachers.

After their mid-50s it is clear that large numbers of headteachers take retirement from teaching, often before the official retirement age of 60. Just under a third of all headteachers are aged 55 years and over and the age distribution indicates that almost half of those headteachers who reach the age of 55 then go on to take early retirement somewhere between the ages of 55 and 59 years¹⁷.

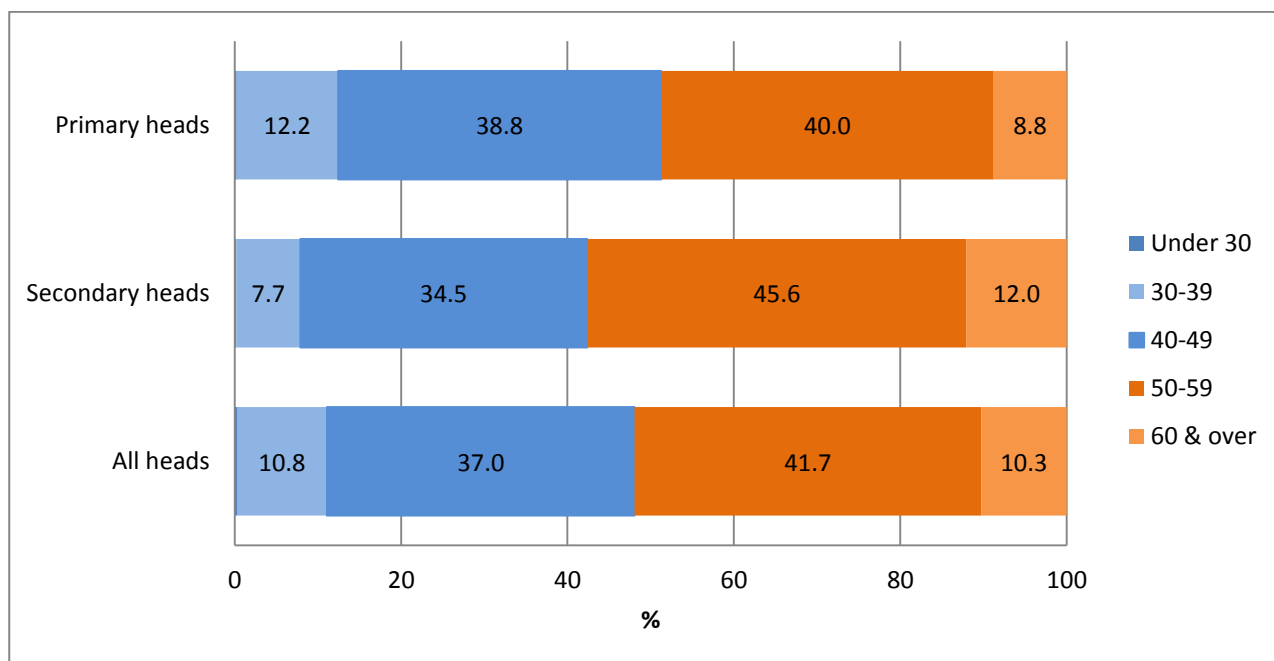
The age profile for headteachers in London indicates that 48.8% of all headteachers at primary and 57.6% of all headteachers at secondary levels are aged 50 and above (see Figure 1 below).

¹⁵ Evidence to STRB: Leadership Pay, Non-Pay Conditions of Service, Allowance and Safeguarding. (June 2014) Department for Education. p. 67 & 73

¹⁶ Earley, P. and Higham, R. (2012) *Review of the School Leadership Landscape*. Institute of Education and NFER for NCSL.

¹⁷ Earley, P. and Higham, R. (2012) *Review of the School Leadership Landscape*. Institute of Education and NFER for NCSL. p. 33

Figure 1: Percentage of heads by age in state funded schools in London 2014 (n=2578)¹⁸



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An alarming statistic from The Key’s 2015 survey of headteachers was that 54% of headteachers were considering leaving the role in the next three years, a figure that rose to 58% amongst London headteachers²⁰. Interviewees also expressed a concern that now the economy is improving, more headteachers may take early retirement.

2.2.2: The growing school population

GLA projections over the next decade show that the primary school-aged population will have increased by 94,000 children between 2013-2022²¹. London Councils estimates a need for 113,310 school places by 2020²². These places are needed at both primary and secondary level; some of this extra demand will be met through additional classes within existing schools but it is fair to assume new schools will also be needed and that this will result in a need for additional headteachers and system leaders. While this is a nationwide issue, London Councils assess that 24% of all shortages in school places will be found in London²³. We also know that the Government has pledged to create 500 more free schools by 2020 and it seems reasonable to assume that a significant proportion of these will be in London given that more than one third of all new free schools opened between 2010 and 2013 were in the capital.

There is already a need for more headteachers. Analysis of re-advertising rates (see Section 3.1) indicates that appointing new headteachers in London is already challenging, even before the increased pressure of additional school places has been factored in. In 2011/12 analysis of the school workforce census indicates that the number of headteachers leaving the system exceeded the number of new entrants to the role²⁴. Whilst it is difficult to obtain recent analysis of entry and exit

¹⁸ DfE analysis of the school workforce survey 2014

¹⁹ DfE analysis of the 2014 school workforce census

²⁰ The Key, State of Education survey, 2015

²¹ Greater London Authority, *Annual London Education Report*, Greater London Authority, 2014 p. 9

²² London Councils, (2015) *Do the Maths: London’s School Places Challenge*, p.4

²³ *Ibid.*, p.4

²⁴ Earley, P. and Higham, R. (2012) *Review of the School Leadership Landscape*. Institute of Education and NFER for

rates, Local Authority Heads of School Improvement interviewed as part of this research talked about having to put in place interim headteachers or using a local headteacher to oversee two schools to address the shortage of appointable candidates. It is difficult to pinpoint whether the predominant issue here is quality or quantity of candidates but it is clear that the demand for school places in particular will heighten the difficulties already present in recruiting excellent headteachers.

2.2.3: Recruiting headteachers in London

Some key opinion leaders also highlighted the challenge of attracting quality headteachers in London. Our interviewees reported that some governors receive applications for headship from extremely poor quality candidates and a recent BBC article reports that:

School governors have complained of having to repeatedly re-advertise headteacher vacancies because of a dearth of candidates, reports the National Governors Association. In Hammersmith, west London, about six primary schools are struggling to find an appropriately experienced headteacher to lead them next year.²⁵

Governors in a recent survey from the National Governors' Association in conjunction with the Times Education Supplement (shown in Figure 2 below) also indicated that they found it more difficult than their non-London peers to attract good candidates²⁶.

Figure 2 The extent to which governors agreed with the statement 'We find it difficult to attract good candidates when recruiting to senior staff posts at our school.'

	London	All regions
Strongly agree	13.1%	10.7%
Agree	30.7%	25.6%
No view	6.4%	6.7%
Disagree	31.2%	30.2%
Strongly disagree	8.3%	11.1%
We haven't recruited in the past year	8.1%	3.1%
Don't know	2.1%	12.7%

Re-advertising rates in London continue to be higher compared to the rest of the country and there has been an increase in re-advertising for secondary posts in the capital for two years in a row (see Figure 3 and Figure 4)

NCSL. p. 14

²⁵ Boffey, D. (2nd March 2014) 'Headteachers Union Leader: Pushy Parents are Fuelling Recruitment Crisis'. The Guardian

²⁶ Ward, H. (24th July 2015) 'Schools Struggling to Recruit Headteachers and Staff: Exclusive TES Survey'. The Times Educational Supplement.

<https://www.tes.co.uk/news/school-news/breaking-news/schools-struggling-recruit-headteachers-and-staff-exclusive-tes> [accessed 24th July 2015]

Figure 3: Secondary headteacher post re-advertising rates

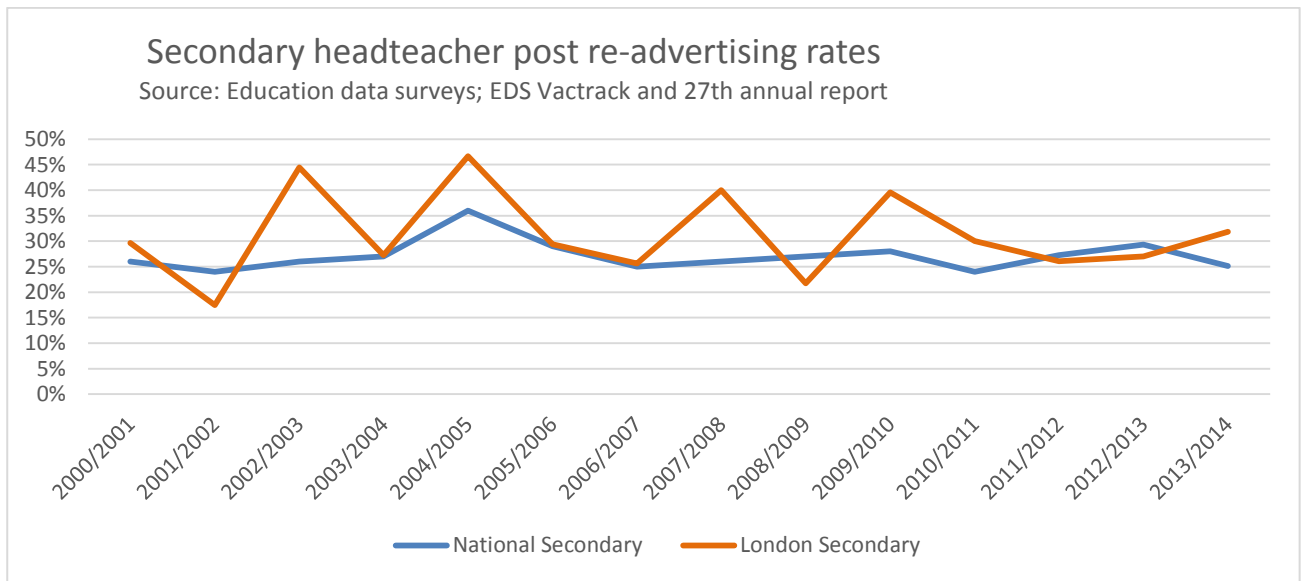
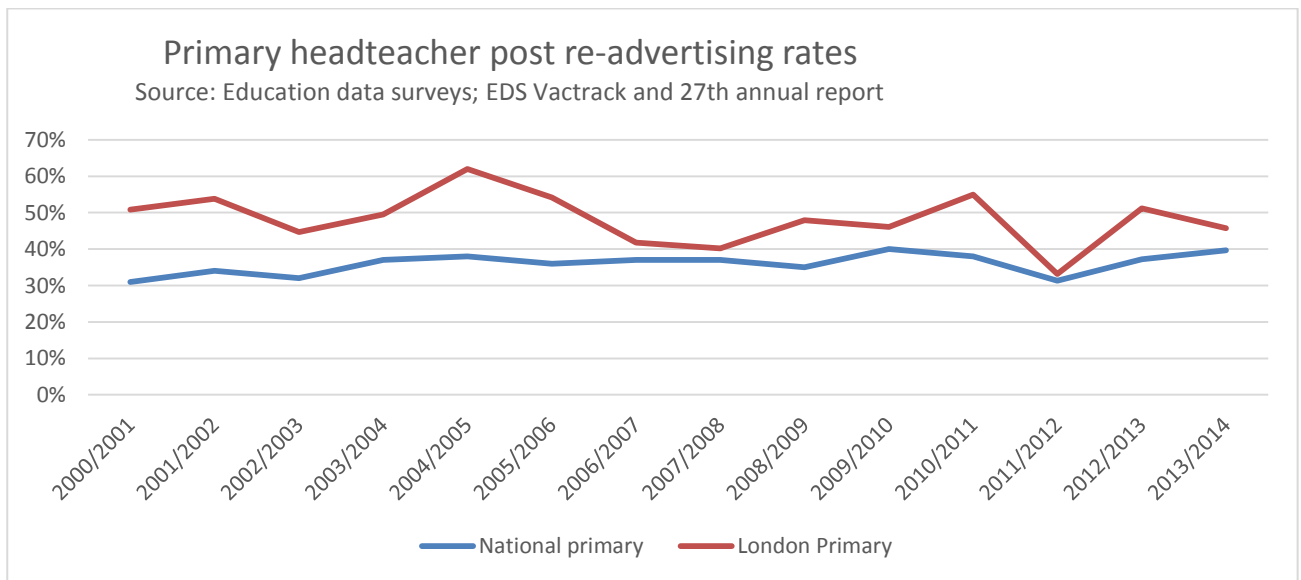
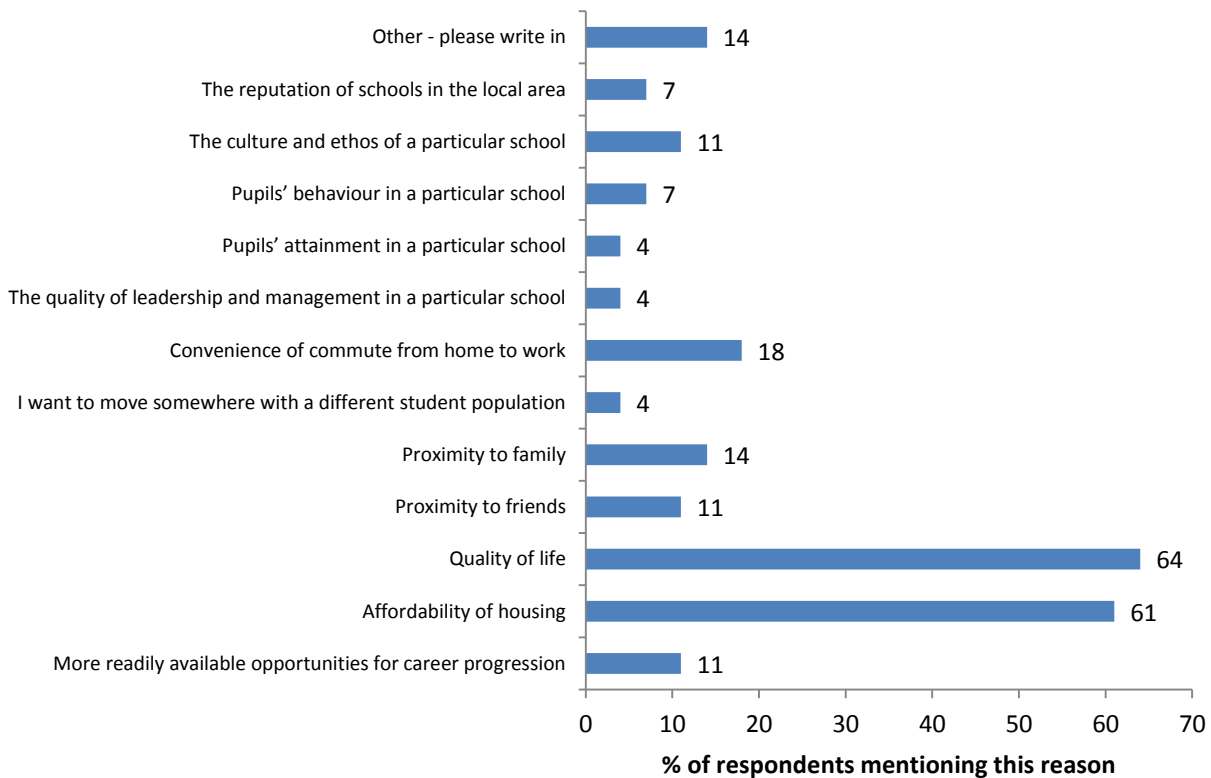


Figure 4: Primary headteacher post re-advertising rates



In London, affordable housing and quality of life are the main reason that people move out of the city: both were cited in our survey as the main reasons that people were considering moving out of London to pursue a leadership position.

Figure 5: The reasons middle and senior leaders are considering moving out of London to pursue leadership (n=28)



Interviewees supported this conclusion, with one middle leader explaining “accommodation, even on a relatively healthy headteacher salary, is challenging”. A key opinion leader summarised the issue as follows:

“When we do get them in and they’ve done a few years and become really valuable as teachers they often want to leave to buy a home, start a family and the chances of you doing that in London on a teacher’s salary are almost zero... I think still one of the major issues is those middle leaders who show real promise can’t afford to live in London and that will continue to be a major problem. You can’t get your foot on the housing ladder.”

Key Opinion Leader

In contrast some key opinion leaders believed that recruiting good headteachers was easier in London than in other regions. Furthermore, more than one key opinion leader referred to the cyclical nature of leadership shortages, explaining that the problem had been eased in the past through interventions.

Key opinion leaders referred to the attractiveness of London as a place to be a headteacher. Specific aspects cited were:

1. The ease with which people can set up networks of peers across their local authority and pan-London.
2. The high profile success of London schools as a factor attracting people into leadership.
3. The access to expertise, mentoring and careers advice from business.

There are also positive perceptions of London amongst aspiring leaders. The diversity of the school population and the leadership opportunities available are particularly appealing to leaders in London. Two thirds of middle and senior leaders are committed to staying in London generally for practical/personal reasons though for a third to half of these, pupil characteristics and mission driven factors play a role, a larger percentage than their non-London peers.

Furthermore, a fifth of all London middle and senior leaders outside of London said they would consider moving to London for leadership opportunities. One middle leader currently teaching outside of London explained:

“My partner and I have made a decision that we would like to move to London. I would love to work in a more urban school. I work in a seaside county currently and it’s different. I like the variety of students in London.”

Middle leader

Conclusions

- **Retirement and re-advertising rates**, along with the **demand for school places** highlight a pressing need for more headteachers in the capital.
- Over 50% of headteachers in London are over fifty and in a recent national survey 53% of over a thousand headteachers reported that **they were considering leaving the profession in the next three years**.
- Governors report finding it **harder to attract good headteachers in London**.
- Re-advertising rates for head teacher posts **are higher in London** than in other regions.
- London has a challenge retaining some middle and senior leaders. The main issues that will cause them to leave are **quality of life** and the **affordability of housing**.
- In contrast, a number of leaders in other regions **would consider moving to London** for leadership opportunities.
- London’s **geography offers a number of positives** such as the potential to create peer networks and build links to businesses.
- London has a **culture of collaboration** that attracts and retains middle and senior leaders, headteachers and system leaders.

What this means for London’s education agencies

- Identify headteachers who are considering retirement and support them to either **delay retirement** while the pipeline of leaders is being developed or to **take phased retirement** to allow for other potential headteachers to ‘act up’ alongside them.
- Addressing school issues in themselves will not be enough: **affordability of housing needs to be addressed** if London is to retain its teachers.
- Promote leadership opportunities to people **in the areas that surround London**.
- Showcase the opportunities for **collaboration and peer support** in London.

Section 3: What professional development and support is available?

Section 3.1: What external CPD is currently offered?

Our survey of 398 senior and middle leaders and 268 headteachers and system leaders rated external training programmes as the most helpful support when becoming a headteacher. There are three main routes to headship to consider:

- National Professional Qualification for Headship (NPQH).
- Future Leaders.
- The market of leadership and other courses.

External courses are not the only relevant training: multi-academy trusts like the Harris Federation or ARK run courses to develop their own future leaders. Increasingly schools and teaching school alliances are finding it more cost effective to run training themselves. However, training may be very specific to a particular multi-academy trust/teaching school alliance/school ethos or culture which runs the risk that people may not be as ready to take on headships elsewhere in London.

3.1.1 National Professional Qualification for Headteachers

The NPQH is one of NCTL's suite of high profile qualifications and it remains a key qualification route to headship though it is no longer compulsory. However both key opinion leader and school-based interviewees expressed mixed views on the quality and content of the qualification. In the survey and follow up interviews, some deputy headteachers expressed the need for a 'bridging course' as a step towards NPQH, with one teacher commenting "It's a bit all or nothing".

The chance to work with other schools was seen as a particularly useful component of the NPQH. However there is concern amongst school governors and others interviewed that new heads are underprepared in key areas such as business skills (strategic and financial planning for example) and the partnership building skills required to play a full part in a school-led system.

The future of the NPQH is also not secure, although the new Foundation for Leadership in Education established by the NAHT, ASCL, the National Governors' Association and the Teaching Schools Council intends to work with the existing licensees and approach the Department for Education "to seek stewardship of it". Whether this means that the cost subsidy can continue is unclear²⁷. Survey respondents and interviewees highlighted the challenge of dedicating the necessary time to training. For example two interviewees emphasised that they did not want to take time out of school whilst another highlighted the challenge of balancing training and family commitments.

3.1.2 Future Leaders

The Future Leaders programme has established a network of over 490 Future Leaders working in challenging schools across England, and it has over 100 new participants each year. It has contributed 42 new heads to London since it started in 2006 (see Figure 6 below) and in recent times there have been on average 32 participants from London each year on the programme.²⁸ Its mission and particular contribution is developing heads for challenging schools.²⁹

²⁷ A true cost of some £6/7k was cited by one key opinion leader interviewee

²⁸ Data provided by Future Leaders

²⁹ Future Leaders, 2015 *Impact Report*, 2015

Its approach is to invest heavily in a small number of people. It aims to ensure that people have wide access to different approaches to school leadership. Interviewees thought the mentoring element of the programme was particularly useful and it was also mentioned by a number of survey respondents as the most effective preparation for headship.

A misconception is that Future Leaders is primarily part of the career ladder for Teach First teachers. In actuality, there are a variety of routes onto a Future Leaders programme such as self-nomination, and nomination by school from Future Leaders alumni. But whatever their nomination route, their experience has shown the best way to ensure candidate quality is by rigorous selection through an assessment centre.

The route has been able to bring some people into headship very early in their careers, including a number of heads who are only three or four years into teaching.³⁰

Figure 6: Future Leaders London cohort to reach headship

Number and percentage of each Future Leaders cohort to reach headship in London									
2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
4	9	11	3	2	3	3	6	1	42
27%	38%	41%	11%	9%	18%	10%	19%	3%	18%

3.1.3 Other courses for school leadership

CPD for teaching has been severely criticised recently. It is said to be of poor quality, too course-based and frequently neither sustained nor directly impacting classroom practice nor pupil outcomes.³¹ Access to a clear evidence base on ‘what works’ to allow teachers to make informed decisions about their own professional development is also lacking and whilst some organisations, such as the Teacher Development Trust, are helping to make evidence on ‘what works’ more readily available, our interviewees commented on how hard it was to negotiate the various forms of CPD on offer. Furthermore, as well as not being savvy consumers, we know that schools underinvest in CPD.³²

Our research also highlighted:

- Additional courses can be taken alongside or to supplement the NPQH.
- Attending headship courses can offer immediate benefits, with people bringing back and applying new skills to their current role to the benefit of their school and pupils in addition to becoming more ready to apply for a headteacher position.
- A range of different providers are active in the market in formal training for future heads.
- Some courses are funded by schools, some like the NPQH are subsidised by the central government funding and others are self-funded.

³⁰ The experience of fast track heads is examined in detail in Higham, Rob et al. (2015) *New Pathways into Headship?* National College for Teaching and Leadership. p.13-14

³¹ DfE. (2014) *A World Class Teaching Profession*, para 3.3

³² Kempton, J. (2013) *To teach to learn*, CentreForum. p.14

- The ambition, length and content of these longer-term courses vary considerably (see below) and it is hard to find data to assess or compare their effectiveness.
- It is hard to access data on course take up by London teachers but numbers may be low: for example there are five delegates from London on the current SSAT Aspirant Headteacher programme.

Figure 7: Examples of courses on headship and executive headship³³

Programme	Who runs it?	Who is it for?	Components	Cost	Evaluation of effectiveness?	Duration
NPQH	Range of different licensees	Anyone interested in being a head, usually SLT but not all.	9 day placement; 5 modules of study; final assessment piece; attendance at training; and online reading follow up; online network.	£2,357 plus £1,500 to do final assessment if in a non-maintained or foreign school.	Major evaluation in 2013	6-18 month course
Future Leaders	Future Leaders	Current or aspiring senior leaders with potential to reach headship in two to five years.	17 day leadership development course, followed up with online support; residency in an SLT role in current or new school; online network; school visits; mentor.	Fully funded – pay back 30 days of time	Internally written impact report available	17 day course, 1 year residency at a school, up to 5 years support to headship
Headship Now!	Future Leaders	Leaders preparing for headship or newly-appointed headteachers	Residential networking and training; optional 9 day placement; coaching; application and interview support; online network; 360 tool.	Up to £3500 National College scholarships available.	Not visibly	1 year

³³ The courses included in this table are examples of what is available. It is not a comprehensive list of every course available but does go some way to illustrate what is on offer.

Talented Leaders	Future Leaders	Current or former headteachers who will relocate to lead challenging schools.		None. FL provide relocation package plus £50000 "leadership sustainability fund"	Not visibly	3 years
Leaders for London	Co-led by NCTL/Teaching Schools Council, Swiss Cottage TSA and diocesan boards.	'Nearly headteachers' or very talented recently qualified teachers	A one year programme that includes workshops, mentoring, coaching, career advice.	Part subsidized. Comes at a cost of £500 to schools.	Not visibly.	1 year
SSAT Aspirant Head Programme	SSAT	Senior leadership team members aspiring to headship.	A one-year preparation for headship programme consisting of four events, including a residential launch. Covers practical strategies and training for both current and future leadership roles; latest thinking around leadership and teaching; learning from leading headteachers and educationalists; national standards for headteachers.	£1050 members, £1575 non members	SSAT say 2/3 have been promoted since attending an SSAT leadership programme, 95% say it had a positive effect on students and 97% say they have developed since the course.	1 year
NPQH	London Centre for	Aspiring headteachers 12-18 months away	A preparation for headship programme that can last	£2375 (although scholarships are	Yes for the NPQH as a whole: Transition	

	Leadership in Learning ³⁴	from taking up position	between 6-18 months and includes coaching, 5 modules on areas such as Leading and Effective School and Managing Systems and Processes, an in school project and other school placement.	available)	to Headship Evaluation and Impact Study (2012)	
Executive Heads Programme	SSAT	Heads who have taken on, or are likely to take on, the leadership of schools within a federation or partnership.	6 events including a 2 day residential. Covers the opportunity to compare and learn from a variety of models of executive headship through visits to federations and chains at different stages of their development.	£1100 members, £1600 non members	Not visibly	2 years
New Heads Programme	SSAT	Heads in first 2 years of headship	6 in school events	£850 members, £1275 non members	Not visibly	2 years
Ahead	ASCL	Middle leaders aspiring to headship (run for groups up to 30, for chains/federations/LAs etc)	4 two-hour bespoke, needs matched, twilight sessions; access to six webinars over the year; 10 per cent discount on ASCL CPD courses for the year.		Not visibly	1 year
Moving to New Headship	LLS	New heads	12 mentoring sessions with an existing head	£2750	Not visibly	1 year

³⁴ This NPQH programme has been included in particular as it is an example of what is available in London

In addition to the courses outlined above, the range of training that could be considered relevant to headship is huge:

- Universities offer a range of courses for people who want to strengthen their theoretical knowledge alongside action based learning.
- Improvement partnerships like London Leadership Strategy and Challenge Partners offer a range of opportunities.
- ASCL and NAHT run a wide range of training, mainly through one day courses.
- Specific courses from organisations such as Tribal, for instance monitoring and evaluating your school.
- Such courses will often be aimed at the SLT more widely not just future headteachers.
- The National College of Teaching and Leadership is currently running local and national programmes to address those groups under-represented in school leadership.
- Conferences are also relevant, such as the recent one at Institute of Education that brought together a network of female school leaders and identified some of the barriers they face and strategies to overcome them.

This variety of CPD means there are issues surrounding how individuals and schools find out about the leadership training opportunities available. A common theme amongst the middle and senior leaders and headteachers we interviewed was the difficulty in navigating the different providers offering CPD. As one key opinion leader put it: “There is a need to clean up the mess to help schools identify who can support them.”

3.1.4 System leadership

Our research into support and training for system leaders can be summarised as follows:

- There is a significant lack of training to support headteachers into the role of system leader, though new courses are emerging such as the recently announced Future Leaders programme targeted specifically at multi-academy trusts, the work ASCL is doing³⁵ and specific system leadership courses that London Leadership Strategy is developing.
- Some key opinion leader interviewees argued that there was a case for pump-priming more provision.
- The fast-changing environment and diversity of system leadership roles makes it hard to anticipate what specific training would be appropriate and when it will be needed. For example, the offer to take on an executive headship role can often come out of the blue when a neighbouring school gets into difficulties.
- The widely varying size of multi-academy trusts points to the need for a mix of a core of system leadership curriculum (e.g. workforce planning and leading teaching and learning across a number of schools) but also some more tailored course content in areas such as accountability and finance. Practices are very different in large and small multi-academy trusts.
- Helping existing system leaders to share best practice and the scope of the job with aspiring ones was suggested. One component of this was to facilitate people engaging with heads outside their own multi-academy trust such as through networking, shadowing and school visits.

³⁵ Cooke, V, Bush, L & Malek, R. (2015) *Leading the Way - a Review of the Changing Nature of School Leadership*. Britain Thinks for the Association of School and College Leaders.

Furthermore, school leadership and system leadership are distinct skills and therefore require specific training. As one senior educationalist explained:

“Being a great school leader is certainly not the same thing as being a great system leader. I know the government thinks it is but it isn’t. What I’m saying is there has to be some training and development because running a school and being a system leader are two different things. I can see different streams here, you need to identify and talent management, something for best head teachers (good to great etc.) thirdly – which I don’t think anybody runs apart from perhaps academy chains, is how to be a good system leader.”

Key Opinion Leader

Taken overall, the marketplace for leadership development courses is complex, fluid and hard for schools and individuals to navigate. While kite-marking provision would be an enormous task for any London education agency, many practitioners and key opinion leaders suggested that there should be a central hub where people could find out what courses were available. A careers fair for headship in London would be another way to improve information.

3.1.5 New initiatives

The research identified two new interventions into the leadership development marketplace which are seeking to address some of the issues raised in this report:

- Leaders for London will begin in September 2015 with a target of 100 participants. It aims to be a market-leading provider for teachers wanting to train for headship in the capital. and is co-led by NCTL/Teaching Schools Council, Swiss Cottage TSA and diocesan boards. Part-funding of c£100k from NCTL will subsidise the cost for school. It builds on the NCTL’s well-established Aspiring Leaders leadership development programme and includes workshops, mentoring, coaching, career consultations, finance, vision, inspiring people.
- In June 2015 a new charity, the Foundation for Leadership in Education, was established by NAHT, ASCL and the National Governors’ Association, together with the Teaching Schools Council. This aims to create a strong and united voice for leadership standards and development reflecting the policy shift towards a self-improving and school-led system. Its role covers:
 - Accrediting and awarding rigorous national leadership qualifications
 - Helping set leadership standards
 - Quality assuring leadership development
 - Curating the best thinking and research on leadership
 - Promoting dialogue between the profession and policy makers.

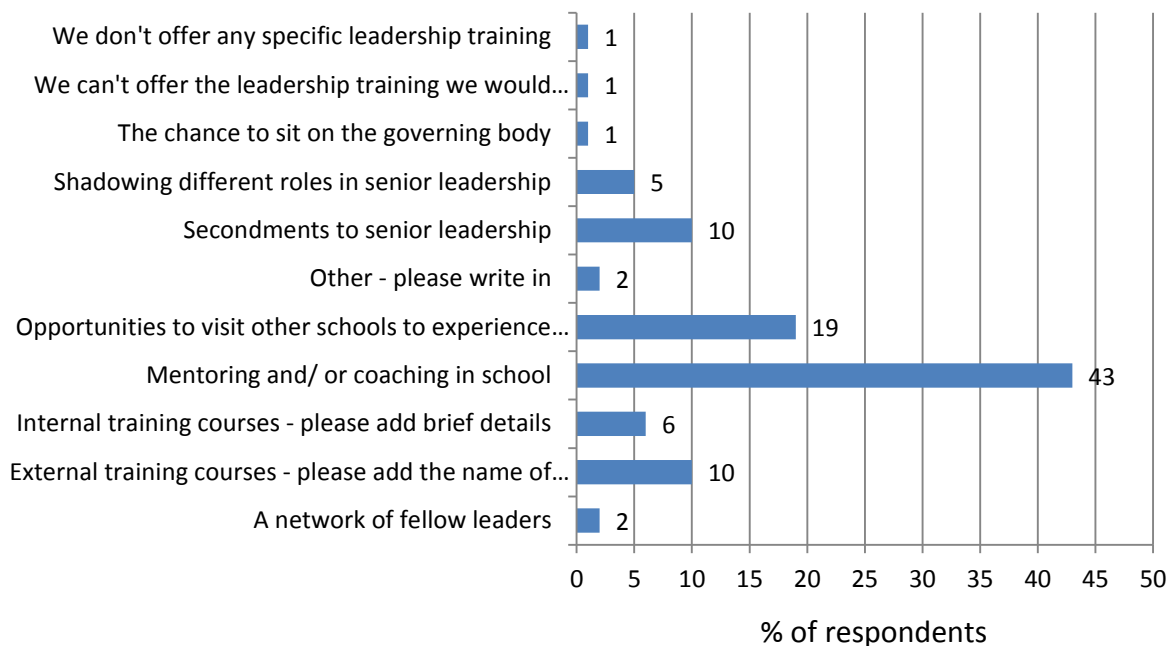
3.2 What other interventions are supporting people into headship and system leadership?

3.2.1 Mentoring and career coaching

The value of mentoring and coaching came over strongly both in the survey and the interviews we conducted. It is the single most prevalent intervention offered but this fell well short of demand with between 87% and 100% of middle and senior school leaders surveyed expressing a desire to

have mentoring/coaching as preparation for headship: it was either the top or second rated intervention. These and other results from the survey are discussed in detail in Section 6 of this report.

Figure 8: National headteachers and system leaders: Thinking about how you develop future headteachers in your own setting, what leadership development support and training do you offer staff? (n=268)



Interviews particularly reinforced the importance of on-going career coaching and careers managers (operating within and outside the school), especially from serving headteachers and system leaders. These were thought to counter the tendency for progression to depend on individual ambition and initiative in applying for opportunities and taking on responsibility.

There is a strong case for the use of mentoring and coaching. Cordingley et al.³⁶ indicate that mentoring and coaching are some of the most effective types of CPD. Furthermore, in answer to the survey question 'Of the support and training you offer, what has been the most effective at developing your middle and senior leaders' readiness for future headship?', the response from headteachers was overwhelmingly in favour of mentoring and coaching within their school.

Developing effective mentoring and coaching skills in school staff takes time, as does matching people with mentees or coachees. One key opinion leader we spoke to outlined the need for proper training and an evidence base for what effective practice looks like:

"It does require those mentors to be properly coached. So it works even better if they have proper techniques of coaching for challenge that actually take the supported head on a journey and properly treated as development. I've seen it work very badly where the mentor head has stepped in and tried to take over. I think there are only so many coaching

³⁶ Cordingley, P & Bell, M. (2012) *Understanding What Enables High Quality Professional Learning: A Report on the Research Evidence*. CUREE. p4

packages... There are set ways of being a good mentor and coaching and supporting, so we need to know what that looks like."

Key Opinion Leader

Though often used interchangeably mentoring and coaching are not synonymous:

- **Coaching:** is helping another person to improve awareness, to set and achieve goals in order to improve a particular behavioural performance.
- **Mentoring:** is helping to shape an individual's beliefs and values in a positive way; often a longer-term career relationship from someone who has 'done it before'.

Although mentoring and coaching are widespread, access to these forms of support is not universal and the exact nature of what is currently being offered is unclear. Furthermore, many survey respondents and interviewees specifically requested mentors that had current or very recent leadership experience.

3.2.2 Early identification and support

The importance of identifying people with potential for leadership at a very early stage of their career and providing on-going long term support was consistently highlighted by interviewees and survey respondents. As one key opinion leader put it, talent management works best when you are "identifying people with potential for leadership at a very very early stage of their career - sometimes people who are going to be good heads don't see it in themselves". However, at present interventions tend to be focused on career development for deputies and senior leaders. The cost and capacity required to develop a package of support like the civil service fast track would be significant.

Benefits of early identification may therefore include accelerated promotion and a reduction in the risk of potential leaders leaving London or the profession. There is evidence that some of the larger multi-academy trusts and dioceses are already proactive in this respect. However at present the relationship between talent identification and performance management processes is felt to be unclear and as a result people do not get to headship as quickly as they could.

The following suggestions were made for improving practice in this area:

- Talent pipeline management should be put into headteachers' performance priorities to explicitly focus leaders' attention on this area.
- An explicit process of early identification, early support, early training, building aspiration and ambition is needed.

Nonetheless, early identification can be challenging.

- As one interviewee put it, early identification is "an art not a science." Opportunities for people to step into leadership at a later stage therefore need to be kept open.
- People develop at different paces and there are dangers in setting up an artificially fast process.
- Being a good middle or senior leader is not a definite indicator of high potential as a headteacher.
- Some middle and senior leaders expressed frustration at the opaque, exclusive way in which some members of staff receive CPD rather than others.

- Research indicates that those who accelerate to leadership quickly are more likely to leave the profession early due to ‘burnout’: in Karen Edge’s study of young global city leaders there are a ‘number of young leaders who believe they will not be in post for five years’. This is largely attributed to ‘the difficulty [of] achieving a work/life balance’³⁷.

In summary, it would seem that early talent identification could play a greater role in supporting people into headship, but the evidence collected for this report suggests that both current practice and support for the approach is mixed.

3.3.3 Secondments

Using secondments to develop future leaders was widely supported by key opinion leaders and survey respondents, both in the education sector and beyond.

“There’s nothing like actually being thrown in to bring people’s skills on, because it’s only by doing it, I think, that you can do it properly.”

Key Opinion Leader

Secondments can take place in a number of ways and have a range of benefits:

- A deputy or other SLT member gaining a contrasting experience of whole school leadership by covering a deputy or other SLT vacancy in another school in order to see different examples of school practice and mobilise knowledge.
- A deputy gaining experience of headship by covering a headteacher vacancy in another school. This provides an opportunity to ‘try before you buy’ so that deputies can get a flavour of headship before moving into the role permanently.
- Secondments/placements as supernumerary members of a senior leadership team. These create opportunities to gain contrasting experience while learning alongside skilled heads. The supernumerary element of such an approach ensures that short term membership of the SLT does not result in high turnover of key staff. On the other hand it comes with significant funding implications.
- Existing headteachers can gain experience of executive headship by covering a headteacher vacancy while continuing to run their own school. These circumstances can also provide opportunities for other staff to ‘act up’ in their own school or take on leadership roles in the other school.
- Headteachers can take phased retirement, providing an opportunity for another person to ‘act up’ whilst working alongside them.

In all of these examples a secondment can also provide an opportunity for governors and a school to ‘try before you buy’ by seeing how a potential new head operates in the role.

Key features associated with brokering successful secondments include:

- Creating opportunities to talent spot such as conferences and professional development programmes for deputies. Such opportunities have the additional benefit of creating a sense of a progression journey and actively preparing participants for headship.

³⁷ Edge, K. (June 2014) ‘The Young Global City Leaders Project: What can we learn about the present and future of school leadership from generation X leaders in London, New York and Toronto?’, Research Briefing @IoE, Issue 6, Institute of Education. p.3

- Knowing deputies' skills and needs so they can develop and grow in confidence without being over-stretched or disillusioned, partly by providing any necessary support.
- Working with schools to release people to secondment and helping them to back-fill. There will often be a direct cost to that school which local authorities would previously have been able to help with.
- Helping the recipient school to plan the secondment so that they get the skills they need in the role. This might, for example, involve agreeing a written brief and outcomes for the secondment.
- Supporting school governors to embrace the secondment options. Finding people to cover headship vacancies can be a very reactive process and sourcing a retired head can feel like a safe option particularly when the departure of the previous head has left a school in challenging circumstances. However, there is risk that this repeats an established formula that is not relevant to that school.

London provides particularly fertile ground for secondments due to its size, the legacy of London Challenge and the existing high degree of collaboration. Historically local authorities have brokered secondments, however many no longer have the capacity to do this. Regional schools commissioners, some larger multi-academy trusts and diocese are now filling this space and there is a growing role for teaching school alliances too, which will have good intelligence being positioned close to the schools and the staff involved.

There is scope to improve the process of identifying secondment opportunities and matching people across London, thereby increasing opportunities for staff in non-MAT schools to gain leadership experience and exposure to a different headship style in another school.

The number of secondments/placements as additional members of a senior leadership team could be increased if external funding were available to support this.

3.3.4 Support during recruitment

Key opinion leader and practitioner interviews pointed to wide variation in governor effectiveness when it came to recruitment of heads. Many key opinion leaders pointed to governing bodies' tendency to recruit conservatively, often in the image of the retiring head.

Well-trusted external bodies can help governing bodies to clarify their school priorities going forward and what they are looking for in a headteacher and run an appropriately professional recruitment process. Whilst local authorities continue to very be involved in the recruitment of headteachers, there are some indications that schools are adopting other solutions. Some governing bodies, for example, are using headhunters at fees estimated as anything from £15,000 to £50,000.³⁸

Where governing bodies benefit from external support, different types of candidates such as fast trackers, young heads or career changers, who might otherwise be viewed unfavourably as less experienced, may have an increased chance of success³⁹. One local authority representative we spoke to outlined how during the recruitment process they were able to give governing bodies the

³⁸ Selvarajah, S. (23rd June 2015) 'Headhunters for headteachers'. Guardian <http://www.theguardian.com/education/2015/jun/23/headhunters-headteachers-schools-recruitment-consultants> (accessed 23rd June 2015)

³⁹ Higham, Rob et al. (2015) *New Pathways into Headship?* National College for Teaching and Leadership. p.13-14

confidence to appoint a ‘fresh vision’: they felt that recruiting internally for deputy headteachers can be the ‘death knell’ for certain schools.

It is unclear whether the development of a school led system and the reduced involvement of local authorities will impact on the ability and willingness of schools, especially single academy trusts, to seek external advice, support and challenge through the process of recruiting a new headteacher.

3.3.5 Sitting on a governing body

The opportunity to learn about school leadership by sitting on a governing body is a widely available intervention with 63% of middle and senior leaders who want to become headteachers or who are unsure, having the opportunity to do so. This compares with 58% who access the more frequently asked for mentoring or coaching. While mentoring or coaching was rated as one the most useful preparations for headship by 22% of existing headteachers and system leaders, only 5% of headteachers rated the chance to sit on a governing body as the most useful preparation.

3.3.6 Support for new heads

Interviewees suggested that one way to address the ‘fear factor’ that was putting people off headship would be to increase the support offered to new headteachers. This could involve small interventions such as ensuring that new heads have access to someone independent and experienced who can help them work through challenges. Some new headteachers have access to this support as part of external training courses while others have sought to organise this support themselves on an ad hoc basis through existing professional connections.

22% of headteachers in our survey saw networks of other leaders as the most effective support in readying them for headship. As one key opinion leader commented “the power of the networks built among headship course delegates is more important than the actual content.”

The importance of networks of support have been highlighted in the interviews undertaken as part of this project and interviewees talked about actively seek out support – though this can depend on them bringing good networks to the role and these may be people at a similar level of experience to their own as with a Future Leaders cohort. In the survey, networks of other leaders were also rated by 22% of headteachers as the most effective support in readying them for headship.

As well as these informal networks, Figure 7 shows that a range of courses are available for new heads. Some local authorities, dioceses and multi-academy trusts also provide programmes of formal and informal support, while other school systems have post appointment programmes. However, past programmes in England such as the NCSL’s New Visions and the Professional Partners programme (which engaged an existing head to mentor new heads) suffered from low take up. They need for busy people to commit significant and regular time to such a programme appears to be one reason for this.

Ultimately, in many cases, the early years of headship are too busy to allow an on-going commitment to formal training. However, formal but less structured access to a mentor who is a credible serving head was proposed as a more flexible solution which is not currently always available. There is therefore a strong case for a structure which ensures all new heads have access

to on-demand support from a credible serving head so that they do not find themselves on their own.

Conclusions

This research demonstrates the need to improve the current arrangements for preparing and supporting potential leaders into headship and executive headship. Our interviews and surveys have particularly highlighted the following points:

- The marketplace for leadership development is complex, fluid and **hard for schools and individuals to navigate.**
- Early talent identification could play a greater role but current practice and support for it is mixed.
- **Progression along the established career route is too dependent on individual ambition and willingness to apply for opportunities and take on responsibility.**
- **The value of mentoring and coaching came over strongly** both in the survey and the interviews we conducted. It is the single most prevalent intervention offered but this still fell well short of demand.
- **Using secondments to develop future leaders** was widely supported by key opinion leaders and survey respondents, both in the education sector and beyond.
- **Schools should seek external advice, support and challenge when recruiting a new headteacher.**
- **When new heads face challenges access to support from a credible serving head can be very valuable and 'de-risk' headship.** However access is not currently universally available.

What this means for London's education agencies

- **Helping individuals and schools to navigate the market in leadership development courses would add value.** While kite-marking provision would be an enormous task, better information on the range of options available is needed. This could take place through careers fairs for headship in London or a well-signposted online information hub.
- **Maintain regular dialogue with organisations that provide training for headship and system leadership in London** opened up by this research, including engaging with the emerging initiatives of Leaders for London and the Foundation for Leadership in Education.
- **Improve access to secondment opportunities,** especially for those working in non-MAT schools who may otherwise have more limited opportunities.
- **Seek funding for leaders to undertake secondments or placements as additional members of a leadership team.**
- **Provide access to support from credible serving heads for new headteachers.**

Section 4 What are the barriers to increasing the leadership pool?

4.1.1 Recruitment crisis

The recruitment crisis that loomed large in many key opinion leaders' minds was not at head or executive head level but at classroom teacher level. Recent statistics from the 2014 school workforce census show that teacher vacancies have increased by a third in the last year⁴⁰. Looking ahead, the teacher training numbers are challenging⁴¹.

The economic recovery and the extension of the 1% public sector salary cap announced in the July 2015 Budget may compound the problem. The wider recruitment challenge is therefore likely to remain a priority for the education system, especially for teaching school alliances which consequently may have limited capacity to make headway addressing the development of more headteachers and system leaders due to their focus on teacher recruitment.

Given the growing difficulty of recruiting classroom teachers, there is a risk that insufficient attention is being paid to the issues raised in this report.

4.1.2 A school-led system

Government policy under successive administrations has promoted a more autonomous, self-improving school-led system and all the signs are that things will move substantially further in this direction over the next period.

At the same time the Department for Education's budget is shrinking and size and the role of the National College of Teaching and Leadership in supporting CPD and leadership development is much reduced compared to its role in previous years. Local authorities' role in the local leadership of education appears to be in long-term decline - though patterns of engagement and support capacity vary across different London Boroughs. Under the current government, Regional Schools Commissioners will play a greater role in turning round failing and coasting schools with academies ultimately brokering new leadership. There is a strong focus on expanding multi-academy trusts.

Implications of a school-led system include:

- School leaders now have more autonomy to innovate in making key decisions about the structure and direction of their schools.
- The accountability pressures on school leaders have increased.
- The infrastructure to support schools is more diverse.
- A wide range of governance structures and accountability frameworks exist.
- Teaching school alliances have talent management and succession planning as one of their so-called Big Six priorities.
- There is a wider range of system leadership roles, including executive headship, and new ways of working.

As the demands of headship change in response to the opportunities offered by the school-led system, new leadership models are likely to develop over the coming years. We are already

⁴⁰ Ward, H. (3rd July 2015) 'Six new statistics that suggest teacher shortages are increasing', Times Educational Supplement. <https://www.tes.co.uk/news/school-news/breaking-news/six-new-statistics-suggest-teacher-shortages-are-increasing> [accessed 2nd July 2015]

⁴¹ Howson, J. (2nd July 2015) 'Warning lights flashing amber' and 'It's official: no recruitment crisis' (6th July 2015) <https://johnohowson.wordpress.com/author/johnohowson/> [accessed 6th July 2015]

seeing many different types of executive headship, and new system leader roles - like heads of teaching school alliances. Key opinion leaders referred to the need to be prepared for other new roles impacting on headteachers such as school business managers taking on full operational leadership of the business aspects of running a school as chief operating officers, something which is now emerging in the London NHS as a way to make the role of trust chief executive more manageable.

Several key opinion leaders commented on the extent to which existing headteachers were rooted in, and only knew how to be successful within the previous school system. They questioned their self-confidence and readiness to take full advantage of the quite dramatic changes and opportunities coming. Building the future leadership talent-pool provided a great opportunity to develop the new skills and attitudes required to be forward thinking about how to shape a school and be a system leader. As one key opinion leader explained:

“I ran a policy session with a dozen of the best headteachers in the country and asked them to imagine the landscape in ten/fifteen years and they couldn’t do it: these very clever, able people who know more about education than anybody, could not imagine a world without Ofsted or without the media demands on them. They are just not used to it. So we talk about a school led system but we haven’t got a group of people who are able to take the time to step out of that space and to be able to articulate it.”

Key Opinion Leader

In the future, successful school leaders will need to be equipped to flourish in and make the most of a school-led system. It is consequently important to avoid recruiting in the image of existing headteachers.

4.1.3 Organisational capacity and data

Replacing the old leadership development system based around the National College of Teaching and Leadership and local authorities with a more autonomous school-led one has meant that no individual agency ‘owns’ the issue. Sir Michael Wilshaw has commented on the lack of strategy when it comes to headteacher recruitment:

“The way we appoint headteachers is shambolic at the moment,” he said. “It needs to be much more professional and we need to track people from basically the early years of the profession all the way through into headship, to be much more directive”.⁴²

The dioceses and (with the support of Schools Forum) some London local authorities have maintained some capacity to work proactively across groups of schools. However, key opinion leaders we interviewed commented that the future viability of the local authority role is uncertain. Some, especially the larger, multi-academy trusts have governance arrangements spanning a number of schools. Because they pool resources they may have the knowledge and capacity to play a more proactive role, but this isn’t occurring universally.

One result of the shrinking role of the National College of Teaching and Leadership is that data is hard to come by. This is true both of hard system level data, such as statistical modelling of demand for headteachers based on actuarial and school census data, as well as soft data like

⁴² Wiggins, K. (3rd July 2015) ‘Ofsted Chief: Headteacher Recruitment is Shambolic’. Times Education Supplement

intelligence about future leadership opportunities that can support informal matching of people and positions. Some of the key opinion leaders we spoke to outlined the need for someone to 'own' the data, linking up information and providing an oversight on the leadership landscape in London. As one senior educationalist put it:

"You need to create a talent management leadership strategy that could be well developed and then I would know where my pool of leaders were. We desperately need an overview otherwise it's too ad hoc. We need a pro-active strategy... if we're going to put leadership at the top of the agenda."

Key Opinion Leader

Proactive work on developing a talent pool requires organisational capacity and good real time (hard and soft) intelligence, both of which are increasingly hard to come by as there are more organisations operating in the space that was previously occupied by only a few.

4.1.4 Demand for experienced headteachers and system leaders

There are a number of factors impacting on the likely demand for experienced headteachers and system leaders:

- The high stakes accountability regime can exacerbate the tendency of school governors to recruit conservatively. For example, they may feel that appointing an experienced headteacher or someone like their previous successful headteacher is the best guarantee of gaining or retaining a good or outstanding Ofsted judgement. If anything, the government's drive to turn round coasting schools and the new Ofsted inspection framework may reinforce this.
- The government's preference for academy conversion within multi-academy trusts is likely to increase the number of executive leadership positions to be filled and reduce the number of traditional single school headship positions.

One key opinion leader commented:

"Do we need more heads? We'll deal with that, we always have and always will. There will always be head teachers, but this wider system leadership stuff? No one has grasped that yet."

Key Opinion Leader

Furthermore, the experience of being drafted in for a limited period as an executive headteacher of an additional school in challenging circumstances has left some headteachers reluctant to do so again. This is because of the challenge of improving standards in the new school without a knock-on effect on their existing school. As one survey respondent explained:

"[I have had] Previous temporary experience running 2 schools. Huge amount of additional work and time and limited financial reward. Personal reward but after time lessened. Even though not expected no thank you or recognition from the local authority after a year supporting and taking the second school out of special measures. It has left me not wanting to take on second school challenge due to local authority. [I] Would welcome system leadership in right context."

Headteacher in South East of England

This environment, combined with the increased financial pressures discussed below, resulted in many interviewees questioning the long-term viability of stand-alone community primary schools. Interviewees therefore anticipated a future in which most primary schools were in a federation or a multi-academy trust. However our survey points to limited experience and appetite for system leadership at primary:

- More London secondary respondents (35%) than primary (25%) consider themselves to be system leaders.
- More London secondary heads want to be a system leader (30%) than primary (21%). London primary heads are also less likely than their non-London peers to want to be a system leader.
- Primary heads are more undecided than secondary heads about taking on the role (27% compared to 23%).
- A large majority (80%) of those who do not want to be system leaders say this is because they are happy in their current role.

Many key opinion leaders identified the development of system leaders as a pressing concern and, in some cases, saw this as a more urgent concern than developing headteachers. The lack of formal training; the tendency for ambitious heads to self-select; and uncertainty as to who was talent spotting across the system were all raised in relation to system leader roles. One key opinion leader summarised the situation as follows:

“Everyone I’ve met seems to have got themselves there. That suggests we could have a wider professional structure of how that could work. It’s basically ambition. Where governors are supportive and suggest professional development that really supports system leadership roles. The problem is that governors are disinclined to support heads across other schools.”

Key Opinion Leader

These factors point to considerable uncertainty over how to assess and respond to the future demand for heads and system leaders nationally. Possible approaches would be to adopt:

- A ‘predict and provide’ model that estimates the future need for different skill sets and numbers such as has been operated by government through the former Training and Development Agency and the National College of Teaching and Learning.
- Prioritising additional interventions around the anticipated need to ensure a bigger pool of executive head and head of school candidates rather than those around the specific skills for running a stand-alone community school or single academy trust.
- Flexible generic leadership skills training that prepares people for a range of different leadership models and roles.

In summary, there are significant issues to be considered in relation to how system level issues will impact on the demand for heads and system leaders in the medium to longer term.

4.1.5 Funding

Previous initiatives to grow the school leadership talent pool have been nationally funded and delivered by the National College. This is still the case today to some degree, with, for example, grants of up to £30,000 being offered by the NCTL’s Leadership, Equality and Diversity Fund to

support local, school-led initiatives that will help boost the diversity of senior leadership teams. However the drive to a school-led system limits the NCTL's capacity to support wider initiatives. The same is true of local authorities who are in many cases less able to support leadership development work than they used to be. Consequently the onus is increasingly on schools to fund staff development. Some of the key opinion leaders we spoke to were unsure about the viability of their leadership development support and training, especially where it involved secondments and shadowing opportunities.

Looking ahead, school funding – particularly in London - is going to be tight:

- At the 2015 general election the Conservatives pledged to protect school funding per pupil. This may help to protect London where pupil growth is likely to be highest.
- Continued public sector pay restraint can be anticipated but additional employer pension contributions and higher National Insurance contributions will push up staff costs.
- The IFS has suggested that taken together these could imply minimum real-terms cuts to school spending per pupil of 9% between 2015–16 and 2019–20.⁴³
- More ambitious measures to introduce a fair funding formula are said to be a priority for the government and would redistribute any new money from inner-London schools to those outside the capital, with London schools protected to some degree by a funding floor.⁴⁴

Even if schools felt sufficiently resourced to support leadership development initiatives, many people interviewed for this report questioned schools' willingness to do so, despite the moral argument for it. The main concerns raised related to:

- Achieving the right balance between individual, school and central funding. Concerns were raised about expecting people to fund their own career development, with the ideal model being a mix of central and school funding - assuming that central funding would continue to be available.
- Multi-academy trusts' ability to create a central fund to support leadership training.
- The quantity and appropriateness of school-funded CPD.
- The lack of incentive for schools to invest in preparing a member of their staff for headship elsewhere.
- In a high stakes environment heads can be unwilling to release their best staff if this means they will be absent from the classroom. This is a particular challenge in smaller schools where cover of equivalent quality is hard to arrange.
- Insufficient recognition for those schools which invest in development of future leaders for the rest of the system to incentivise more to do so. For example, in just over 25 years South Farnham Primary School has produced 32 headteachers and 24 deputies.
- Schools may feel it is easier to justify funding for established course-based CPD like the NPQH over alternatives where they may less obviously benefit, such as supernumerary SLT placements in others schools.

In summary, relying on schools' budgets as the sole source of funding for the development of future leaders is untested and may not be sufficient.

⁴³ Institute of Fiscal Studies School funding in England – relative protection to date, cuts expected in the next parliament, <http://election2015.ifs.org.uk/schools> [accessed 2nd July 2015]

⁴⁴ Wiggins, K. (6 June 2015) 'School funding overhaul could start this year'. Times Educational Supplement <https://www.tes.co.uk/news/school-news/breaking-news/school-funding-overhaul-could-start-year> [accessed 7th July, 2015]

4.1.6 Ambition of system

Compared to the private sector and other large public sector organisations there is significant scope for the education system to be more ambitious in the attention it pays to developing future school leaders.

Around the world, school systems rely on three types of approach to unlocking and developing future leadership talent:

- 1) **Self-identification** by potential leaders and informal mechanisms by which potential leaders are coached and given opportunities to develop within schools⁴⁵.
- 2) **Succession planning** is the process of identifying and developing potential future leaders or senior managers. In addition to training and development activities, succession planning programmes typically include the provision of practical, tailored work experience that will be relevant for future senior or key roles.⁴⁶
- 3) **Talent management** is increasingly seen as a critical factor in developing successful organisations. Talent management is about proactively guiding the careers of potential leaders so that they gain progressively greater leadership experience through new roles taken on within their schools with guidance and support. It involves the planned and systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organisation in view of their 'high potential' for the future.⁴⁷ Talent management is about ensuring an organisation has the right leadership to meet future needs and challenges. It therefore begins with the staffing needs for the future, not simply addressing succession to existing roles. Adopting this approach would focus attention on what schools and school structures of the future would look like, what leadership for these future schools would involve and what characteristics are needed amongst future leaders.⁴⁸

Business leaders see growing talent in their organisations as a critical capability and devote substantial time to it: generally identifying potential leaders early in their careers. Seeking external candidates is often seen as a failure and a last resort. Meanwhile, large public sector organisations like the NHS and civil service are increasingly focused on the benefits of talent management. The culture and structure of these organisations makes this easier to do than it would be in the much more distributed leadership environment of schools.

The school system's approach to talent management feels increasingly distant from the system-wide approach of the NHS or civil service. The direction of travel is towards schools and multi-academy trusts developing talent to meet their individual succession planning needs and away from a system-wide approach of sharing talent and developing future leaders for the benefit of the all young people and the education system as a whole.

Interviews with key opinion leaders and desk research has shown that:

⁴⁵ Barber. M., Whelan. F., & Clark. M. (2010) *Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future*. McKinsey and Company, p.9.

⁴⁶ Chartered Institute of Personnel and Development 'Succession planning'. <http://www.cipd.co.uk/hr-resources/factsheets/succession-planning.aspx> {accessed 6 July 2015}

⁴⁷ Chartered Institute of Personnel and Development 'Talent management: an overview', <http://www.cipd.co.uk/hr-resources/factsheets/talent-management-overview.aspx> {accessed 6 July 2015}

⁴⁸ Davies, B & Davies, B.J. (2011) *Talent Management in Education*. Sage Publications Ltd, p. 6

- We already know a lot about what good school leaders do and their beliefs, attitudes, and the personal attributes which they possess. For example across all jurisdictions, headteachers will say that setting vision and direction, supporting the development of staff, and ensuring effective management systems and processes are the biggest contributors to the success of their school. And we know too that the high-performing headteachers focus more on coaching and developing teachers.⁴⁹
- Individual schools have a very small pool from which to recruit their headteacher if the aim is to do so from their own staff.
- Schools systems have more potential leaders than they tend to realise.
- Some London local authorities have maintained some capacity to work proactively across groups of schools but there are very different views on how they should be involved in the wider education system.
- In contrast, multi-academy trusts and federations – especially the larger ones – are in a much more advantageous position to plan a leadership pipeline. This is because they have a larger internal pool to draw on and because staff are contracted to the trust so there is scope to move people between roles and schools including in newly acquired academies.
- Although teaching school alliances have talent management as one of their Big Six priorities many are some way from having the ambition, capacity and scale to do this effectively.
- Succession planning can focus school governors’ attention on filling the vacancy rather than thinking more broadly about the future challenges facing the school
- Open recruitment processes for headships can present challenges to proactive talent management approaches since even where staff are groomed to be ‘the natural successor’ there is no guarantee they will be successful.
- Recruiting on a school by school basis does not maximise the opportunity to develop talent in a way that improves school leadership across London schools as a whole.

Ensuring London has the school leaders it needs is about more than effective succession planning on an individual school basis. The most effective solution would be to consider a more pro-active, system wide approach to talent management covering all schools, not just those in multi-academy trusts and hard federations or where the teaching school alliance has the ambition, capacity and scale to do this effectively.

Conclusions

- Given the increasingly challenging environment for recruiting classroom teachers, there is a risk that **insufficient attention** might be paid to building the headship pipeline.
- Proactive work on developing a talent pool **requires organisational capacity and high quality and up to date (hard and soft) workforce data**. Both are hard to secure in the current policy environment.
- **The demands of headship are changing**, and opportunities to play a wider system-leader role – for example through executive headship – are increasing.
- System level changes such as the drive to improve ‘coasting schools’ will **significantly impact on the demand for heads and system leaders in the medium to longer term**.

⁴⁹ Barber. M., Whelan. F., & Clark. M. (2010) *Capturing the leadership premium: How the world’s top school systems are building leadership capacity for the future*. McKinsey and Company, p.6.

- Relying on schools' budgets as the sole source of funding for the development of future leaders is likely to **impact on the range of interventions that are supported** and will therefore not be sufficient.
- Ensuring London has the school leaders it needs is about more than effective succession planning on an individual school basis. **One of the most effective solutions would be to implement a more pro-active system level approach to talent management in London.**

What this means for London's education agencies

- **Promote a greater focus on the planned and systematic attraction, identification, development, engagement, retention and deployment of future London school and system leaders which reflects the future needs of London's pupils, schools and the wider economy.** This should sit alongside supporting short term interventions to increase the talent pool for headship.
- **Commission a London-wide schools talent management strategy** or encourage all London schools to be part of a grouping (such as a teaching school alliance or multi-academy trust) which has a proactive approach to talent management.
- Promote the case for schools **to invest in the development of future leaders for the system as a whole**, beyond succession planning for their own school.
- **Create a London future leadership fund** as a way to ensure the costs involved do not fall entirely on schools and/or individual teachers.

4.2 To what extent do leaders aspire to headship and system leadership?

Figure 9 and Figure 10 below indicate leaders' interest in becoming a leader by region and phase.

- Primary leaders in London are the most likely group to want to be a headteacher but primary headteachers in London are the least likely group to want to be system leaders.
- Secondary leaders in London are more likely than their non-London peers to want to be a headteacher. London headteachers have similar system leader aspirations to their non-London peers.

Figure 9: Middle and senior leader aspirations to be a head by region & phase

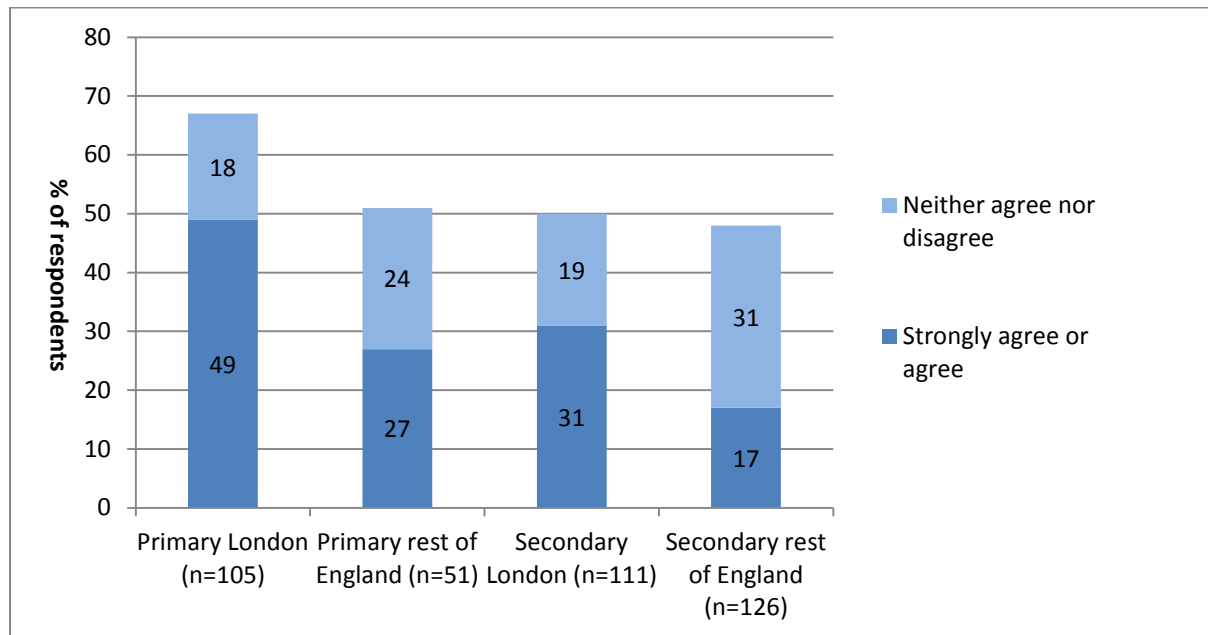
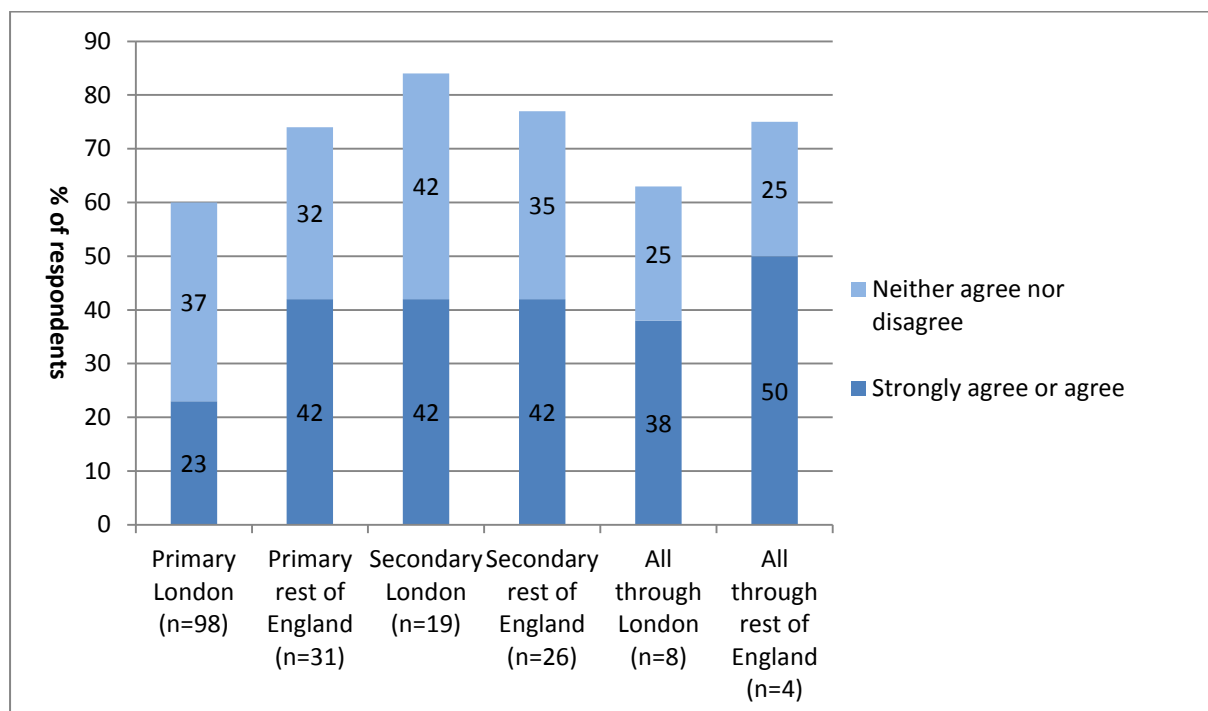


Figure 10: Headteacher aspirations to become a system leader by region and phase



4.3 Perceptions of the role

4.3.1 Factor one: the accountability framework makes the role too stressful and risky

One of the biggest factors putting all leaders off from becoming a headteacher and system leader is the stress of accountability (88% and 77% respectively). The majority of interviewees we spoke to, both practitioners and key opinion leaders, spoke about the pressure and risk involved in the role. As one London middle leader explained:

“There are schools in my cluster that have forced to become an academy and suddenly people’s careers are over... To put your head above the parapet is very risky. There’s too much threat and the role is not appealing because if you’re in a school that’s struggling and you get a poor Ofsted you get labelled.”

London middle leader

The level of risk involved in taking on a headship or system leadership role was also highlighted as an issue by Local Authority Heads of School Improvement. As one put it, people “have families to consider and they can’t take the risk”. This was also a common theme amongst Challenge Partners ‘Senior Partners’ who referenced the ‘high stakes’ accountability system and culture of fear present for some headteachers.

There is evidence to suggest that the role has become more stressful in recent years: a national survey by The Key⁵⁰ found that 87% of London headteachers feel that the attractiveness of headship as a career choice has got worse in the last five years. A headteacher we spoke to who was approaching retirement explained:

“When the success of your career rides on your Ofsted result, a lot of people are thinking, “I won’t take on a challenging school”. It wasn’t like that when I started as head 9 years ago. I wouldn’t take this job on now. That is a huge issue.”

London headteacher

The Key survey also revealed 64% of headteachers felt that the role had negatively affected their mental health, although at 41% London headteachers were the least likely to feel this way (jointly with West Midlands headteachers)⁵¹.

Research participants shared highly personal stories that illustrated the stress of the role:

“Teachers and headteachers must be trusted and treated as professionals by OFSTED and the DfE. I am leaving the profession - on my own terms and having taken a school from rock bottom to being a good school but this has taken its toll on me personally and on my family. I am leaving the profession because I want a life. I am sure that many deputy heads see the impact of this terrible accountability system on their headteachers and are happy to remain as deputies.”

Headteacher in the East of England

⁵⁰ The Key, State of the Nation Survey, 2015

⁵¹ Ibid.

Some interviewees also perceived the stress to be higher in London schools. One diocese leader described the extra demands London places on a leader:

“You have to have a burning desire to be a head otherwise you won’t survive, especially in London....I think that in London it all happens bigger and faster and you’ve always got greater variety and problems come quicker and faster and you’ve got to think more quickly on your feet and you’ve got all the London issues to cope with.”

Diocese Leader

However, this wasn’t a theme present across all the data, for example, non-London leaders were just as likely to be put off by the stress of accountability as their London counterparts.

Accountability has also been highlighted in the NCTL’s recent report, *Fast Track, Young and Career Changer Heads*. The report concluded as follows:

Respondents clarified the need for government to take seriously the impact of work-life balance issues on recruitment and retention. A combination of frequent policy changes, pressures related to accountability and the personal and career risks associated with headship were seen by a majority of case study heads to impact negatively on decision making about aspiring to headship. We recommend there are number of areas in which government policy should be developed. These include clarifying:

- the forms of support new headteachers can expect to receive everywhere (Earley et al 2011);
- how policy seeks to enable headteachers to achieve a work/life balance (Edge 2013);
- specific actions to reduce the personal and career risks of taking on a first headship (Lightman 2013).⁵²

There are indications that Ofsted is starting to take this issue seriously: on 26th May 2015, following his interview as part of this project, Ofsted’s Sean Harford (National Director, Schools Policy), tweeted the question: “mainly but not exclusively for HTs or aspiring HTs: what could Ofsted do to incentivise you to take on the leadership of an RI or SM school?”.

Over a hundred responses were collated by Ross McGill, @TeacherToolkit⁵³. The most common themes included:

- Give headteachers more time to turn around failing schools.
- Offer support and mentoring to help headteachers improve the school before they are formally inspected.
- Allow headteachers who are Ofsted Inspectors to take on challenging schools (if they do so currently, they cannot be an inspector).

As detailed in Section 3, there seems to be a disconnect between government rhetoric and policy: whilst the Secretary of State has stated that she is committed to reducing teacher workload, the

⁵² Higham, Rob et al, *New Pathways into Headship?* National College for Teaching and Leadership, June 2015, p.13

⁵³ McGill, R, ‘Would You Lead a Required Improvement School?’, 27th May 2015, http://teachertoolkit.me/2015/05/27/would-you-lead-a-required-improvement-school-by-teachertoolkit/?utm_content=buffer9ee2e&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer [accessed 30th May 2015]

new 'coasting schools' policy may increase the pressure headteachers feel, especially those whose schools are in challenging circumstances.

4.3.2 Factor two: the workload is unmanageable

Workload and accountability are undoubtedly connected: unmanageable workload was frequently highlighted as a consequence of the accountability framework and in a recent Department for Education workload survey⁵⁴, the most frequently suggested solution to unreasonable workload was a change in the accountability system.

58% of those who are unsure or who do not want to be headteachers and 43% of those unsure or do not want to be a system leader attribute this to workload. One headteacher we interviewed said they were at 'breaking point' and another senior leader shared her anxieties about balancing family life and workload, a common theme in this research. The majority of female interviewees cited this as an off-putting factor whereas none of the male interviewees did so. A recent article from the 'Secret Teacher' outlined a similar difficulty in maintaining a work life balance:

I struggle to find time to spend with my family because of the 12-hour days I am expected to work. My students get every bit of me and I would never want to give any less – but it seems unfair that my own children have to suffer.⁵⁵

The impact that workload has on family life is a particular concern in London: The Key's survey⁵⁶ revealed that headteachers in the capital ranked third out of nine regions in terms of the extent to which they felt the role had impacted negatively on their family life (77%). Karen Edge's research⁵⁷ also indicates that in comparison to their international counterparts, London headteachers feel more pressured to work late and at weekends simply to keep up with the daily tasks and responsibilities. Edge goes on to highlight that there are more single leaders in London than their international counterparts, 'which suggests it is work/life balance that keeps them from being able to prioritise their personal lives.'

Future Leaders has undertaken a survey of its network and, whilst small in scale, it indicates that there are female leaders who wait until their children are older before becoming a headteacher⁵⁸. Furthermore, of the respondents to the Future Leaders survey, 80% of the male headteachers have two or more children whilst nearly half of women have only 0 or 1 child. Edge's research also indicates that unmanageable workload and the impact on family life may result in a shortened career in school leadership for some young leaders:

The cohort of participating leaders has, for the most part, delayed having children while taking on leadership posts earlier. This presents an interesting nexus of work and family which has traditionally only existed for men leaders. Now, women leaders may often have toddlers or young school-age children while serving as deputy headteachers or

⁵⁴ Gibson, S., Oliver, L., & Dennison, M. (2015) 'Workload Challenge: analysis of teacher consultation responses'. Department for Education. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/401406/RR445_-_Workload_Challenge_-_Analysis_of_teacher_consultation_responses_FINAL.pdf [accessed 20th July 2015]

⁵⁵ The Secret Teacher: The working culture in teaching is impossible for mums', The Guardian, 25th July 2015, <http://www.theguardian.com/teacher-network/2015/jul/25/secret-teacher-working-culture-teaching-impossible-for-mums> [accessed 27th July 2015]

⁵⁶ The Key, State of the Nation Survey, 2015

⁵⁷ Edge, K. (June 2014) 'The Young Global City Leaders Project: What can we learn about the present and future of school leadership from generation X leaders in London, New York and Toronto?'. *Research Briefing @IoE*, Issue 6, Institute of Education. p.2

⁵⁸ Future Leaders, Parenthood survey, 2015

headteachers, creating new pressures and tensions for work/life balance. Our evidence related to the desire young leaders have to find a balance that suits their own personal and professional aspirations is one of the most important concerns and challenges for young leaders. Many of our young leaders in New York and London have stated that if they cannot find a suitable balance, the longevity of their school leadership careers may be affected.⁵⁹

4.3.3 Factor three: professional satisfaction

80% of deputy heads and headteachers who were unsure or not considering becoming a headteacher or system leader were happy in their current role. Around a third of middle and senior leaders who were unsure or not considering becoming a headteacher did not find the job appealing. For many the role of headteacher and system leader was seen as too 'businessy' and focused on managing adults. Some survey comments on the role of headteacher included:

"The role is no longer about teaching, it's about business management."

"The role can now all too often become more business management and not about children and making a direct difference to their lives - this being the reason I entered the profession. Whilst I appreciate that headteachers should be held accountable for their school's performance the level of accountability and repercussions of this are too high a risk."

"Headship is now a long way from teaching and learning. Financial and staffing responsibilities are a huge focus for headteachers and that is not why I chose this career."
Deputy headteachers not considering headship

Similarly, staying connected with the children was a key reason for headteachers not wanting to progress to system leadership: "I am happy doing my role as Principal and want to stay connected to the children and community." One middle leader summarised her reservations in relation to system leadership as follows:

"We're creating super heads but if someone is a head in a variety of schools they lose touch. The higher up they go the less contact they have. They then lose touch with what the demands are on teacher. If I were to be a head, it would be important to me to be a role model and lead."

Middle leader unsure about headship

4.3.4 Factor four: pay

There was no clear consensus on whether headteacher and system leaders' pay was a factor in people's decision to seek promotion. In the survey, it was the factor least likely to make people consider headship or system leadership. However, of those not considering headship or system leadership, 26% and 38% respectively said better pay would make the role more appealing and it was a reason given by 38% of potential headteachers and 40% of potential system leaders for considering the role.

⁵⁹ Edge, K. (June 2014) 'The Young Global City Leaders Project: What can we learn about the present and future of school leadership from generation X leaders in London, New York and Toronto?'. *Research Briefing @IoE*, Issue 6, Institute of Education. p.2

Some interviewees felt that the relatively small increase in salary as a headteacher was not “worth it” for the additional risk they would take on. Some headteachers surveyed suggested increasing pay to make the role of headteacher more attractive. The Key’s State of the Nation survey also found that 46% of headteachers do not feel satisfied with their level of pay, a figure that does not differ significantly across region or phase⁶⁰.

Some key opinion leaders spoke about the challenge of making system leader and headteacher pay sufficiently attractive. Local Authority Heads of School Improvement explained that some heads of school who work under a system leader are reluctant to take on more responsibility as a standalone headteacher for a relatively similar salary.

Conclusions

- The **stress of accountability and workload** are the most common reasons people do not want to become a headteacher and amongst the main reasons they do not want to be a system leader.
- The roles of a headteacher and a system leader are perceived as **too far removed** from pupils and staff and **too focused on the business of running a school**. However, this is not off-putting for everyone.
- **Increases in pay** may make the role of headteacher and system leader more attractive to some, and help compensate for the additional risk associated with the role.

What this means for London’s education agencies

- **Showcase headteachers and system leaders who are successful in the role despite the accountability challenges**, and who remain connected to the communities they serve whilst balancing home commitments. Promote the potential **support networks available in the capital** to help alleviate the ‘loneliness’ of the role. Part of this process should be to illustrate the chain of accountability to potential headteachers who will be overseen by system leaders to help them recognise how that they are not solely responsible for pupil outcomes.
- Recognise **the importance of financial drivers and seek to ensure the roles of headteacher and system leader are remunerated appropriately**. This does not necessarily have to be through salary: housing and travel assistance could be used as alternative mechanisms.

⁶⁰ The Key, State of the Nation Survey, 2015

4.4 What other school factors are preventing leaders from progressing?

4.4.1 Headteachers who aren't developing their staff

The extent to which headteachers support leaders' professional development is a crucial factor for how prepared and willing they are to take on leadership positions yet the experience of leaders differs considerably from school to school. For example, one key opinion leader explained:

“Some of the biggest issues are where there is an issue with access: the favoured people get opportunities so they're self-selecting or highlight themselves. There's not a systematic approach to select talent. So much depends on the personality of the headteacher – are they the type that develops people or do they hang onto them for their own gain?”

Key opinion leader

The impact the practitioner's school had on their access to CPD was a common theme amongst survey respondents and interviewees: as one explained, professional development is dependent on “the institute that you're currently working in and if they allow you go onto a particular course, help with the funding etc.”.

This unwillingness to develop leaders may be due to a reluctance on headteachers' part to 'lose them' to other schools. The current accountability framework judges schools on individual success: there are few incentives to work collaboratively unless you are in a multi-academy trust or in an improvement network. A representative from multi-academy trust also explained that talent management stops being a priority for headteachers who are leading a Requires Improvement or Special Measures school, even though they try to actively encourage all their headteachers to develop the leadership potential of all their staff.

Some key opinion leaders spoke of the need to incentivise headteachers' development of leaders for the benefit of the whole system, not just their own school:

“How do we raise the status of schools who develop their staff – in the risk that they take, moving more staff on – how do we reward that? It shouldn't be Ofsted – that would be too tick box. You could use incentives such as investing in their school and extra capacity to help them spread good practice. We should encourage everyone to have a professional development with people across the system. There should be a professional feeling where you can get support even if it's not forthcoming at your own level.”

Key opinion leader

4.4.2 People who do not fit the standard mould of a headteacher find it hard to progress

The extent to which white British males over fifty are overrepresented at headship level indicates that those who do not fit this profile will find it difficult to gain promotion. For example, 37% of classroom teachers in London are from an ethnic minority but they comprise only 21% of headteachers; 73% of classroom teachers in London are female but only 66% of headteachers. Whilst we don't have data by region on the composition of system leaders, some 59% of system leaders are female and 6% are from an ethnic minority nationally⁶¹.

⁶¹ Evidence to STRB: Leadership Pay, Non-Pay Conditions of Service, Allowance and Safeguarding, Department for Education, June 2014, p. 79

There is also a typical trajectory to headship: leaders become a headteacher in their late thirties/early forties after a 10-15 year career spanning classroom teacher, assistant head and deputy headteacher⁶². This adversely affects those who have had an atypical progression to leadership and those who are young, have an accelerated journey to headship or who are career changers can be met with suspicion and find it hard to gain promotion⁶³.

Female headteachers tend to be appointed later in their career⁶⁴. There is a particular gap in the number of female headteachers under forty but this gap decreases in headteachers aged over fifty. The reasons for late appointment and underrepresentation may be explained by the tendency of male candidates to apply for more leadership posts or by men feeling less constrained by child care and being more prepared to move regions than their female counterparts⁶⁵, which data from the school workforce census data confirms⁶⁶. The Future Leaders parenthood survey found that women are more likely than men to feel that their status as a parent has a negative impact on their pay and their promotion opportunities⁶⁷. Women are relatively well represented among headteachers who are career changers: research from the NCTL found that they are contributing to the narrowing of the gender gap among older headteachers⁶⁸.

4.4.3 Governors tend to appoint conservatively

The lack of diversity amongst headteachers can also be attributed to the tendency of governing bodies to appoint conservatively and in the mould of the previous head. A study into young, fast track and career changer headteachers concluded that ‘the headteacher appointment process and the role of governors has been identified as a barrier for aspirant heads from ‘non-traditional’ career pathways’⁶⁹. Kate Chhatwal, director of headship at Future Leaders, also suggests that from their cohorts governing bodies are more likely to recruit males: one example given was of a governing body who appointed a male over a female as he could ‘deal better with the local ex-mining community’⁷⁰.

Training for governors to help them confidently appoint a ‘non-standard’ candidate was mentioned by Challenge Partners’ ‘Senior Partners’ as a way to increase diversity in the appointment process and by key opinion leaders too. A representative of governors also highlighted the need to improve the quality of governor appointment processes.

4.4.4 Deputy headteachers who are reluctant to seek promotion

The lack of deputy headship vacancies was also highlighted as limiting leaders’ ability to progress. All the representatives of the Local Authority Heads of School Improvement identified the ‘logjam’ in the system when it comes to deputies of schools who are unwilling to become headteachers

⁶² Earley, P. and Higham, R. (2012) *Review of the School Leadership Landscape* (IoE and NFER) NCSL. p.37

⁶³ Higham, Rob et al. (2015) *New Pathways into Headship?* National College for Teaching and Leadership, p.13-14

⁶⁴ McNamara, O., Howson, J., Gunter, H. and Fryers, A. (2010) *No Job for a Woman? The impact of gender in school leadership*, Report for NASUWT. p. 12

⁶⁵ McNamara, O., Howson, J., Gunter, H. and Fryers, A. (2010) *No Job for a Woman? The impact of gender in school leadership*, Report for NASUWT. p. 12

⁶⁶ Earley, P. and Higham, R. (2012) *Review of the School Leadership Landscape* (IoE and NFER) NCSL. p. 39

⁶⁷ Future Leaders parenthood survey, 2015

⁶⁸ Higham, Rob et al. (2015) *New Pathways into Headship?* National College for Teaching and Leadership. p.9

⁶⁹ Earley and Weindling 2004 cited in Higham, Rob et al., (2015) *New Pathways into Headship?* National College for Teaching and Leadership. p.13-14

⁷⁰ Chhatwal, K. (8 February 2014) ‘The Invisible Prejudice That’s Holding Female Teachers Back’, *New Statesman*.

<http://www.newstatesman.com/education/2014/02/invisible-prejudice-that%E2%80%99s-holding-female-teachers-back> [accessed 1st July 2015]

and our survey indicated that over a quarter of London deputy headteachers are unwilling to become headteachers. Most governors appoint headteachers once they have had a deputy headship role yet leaders aren't able to gain this experience as deputy headship vacancies are less frequently advertised than headship posts.

Conclusions

- The quality of leadership development **varies from school to school**.
- **Some headteachers place a low priority on developing their leaders** due to the perverse incentives of the accountability framework.
- **The current route to headship does not favour young, fast track or career changing headteachers.**
- **Older white males are over-represented** within the population of head teachers.
- There is some evidence that **conservative appointments by governing bodies** compound a lack of diversity in the headship population.

What this means for London education agencies

- **Focus on how to reach those leaders who receive little support** for their leadership aspirations and fewer opportunities for CPD from their school.
- **Encourage collaboration across schools** and enhance an outward facing attitude to leadership development from headteachers for example through peer review, secondment and showcasing those schools that export a higher than average number of leaders.
- **Consider how to increase governors' confidence** to appoint candidates with diverse backgrounds and experiences such as commissioning specialist training.

4.5 What are the levers that can increase the leadership pool?

4.5.1 Moral purpose

Moral purpose is a key driver of the desire to be a school leader. The most popular reason survey respondents gave for wanting to become a headteacher or system leader was to ‘make a difference’ (98% of middle and senior leaders and 94% of headteachers). Three separate studies have also found that the most common reason for becoming a head or system leader is to ‘make a difference’ or to implement a vision⁷¹.

All of the middle and senior leaders we interviewed specifically used the phrase ‘to make a difference’ in relation to why they would want to be a headteacher, with one adding:

“It’s so you can make a difference: it’s very challenging but very rewarding – you are a captain of a ship making a difference to the children in your school.... The chance to make a difference to have impact and know you’ve changed children’s lives and given them a better start in life.”

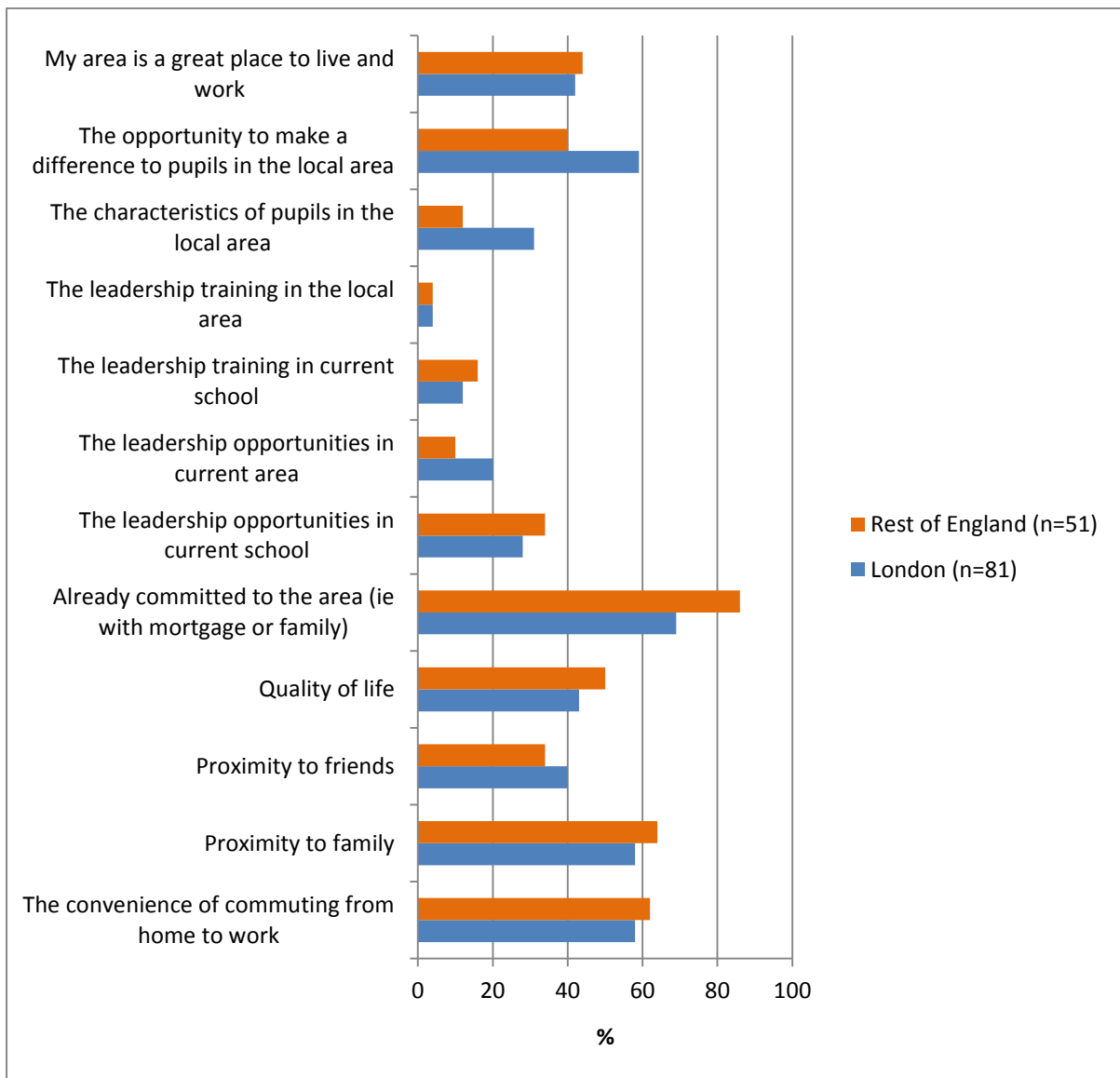
London middle leader

The potential to ‘implement their own vision’ was a reason that 91% of survey respondents gave for wanting to be a headteacher and one London senior leader talked about “Being able to put your own stamp on a school” as a headteacher.

Some leaders’ moral purpose is linked to making a difference to pupils in a particular area. In London, 49% of middle and senior leaders said they wanted to make a difference to pupils in a particular area and this is nearly 10% above the national average.

⁷¹ NCTL 2013 internal survey; Earley, P, Evans, J., Collarbone, P., Gold, A. and Halpin, D. (2002) *Establishing the Current State of School Leadership in England*. Institute of Education. p. 38; Hill, R. (2011) *The Importance of Teaching and the Role of System Leadership: A commentary on the illuminas research for the National College*. National College for School Leadership.p.9

Figure 11: Senior and middle leaders: Which of the following factors explain your decision to stay in your local area to pursue a leadership position?



Given that moral purpose is clearly such an important driver it is crucial to tap into this and, as one key opinion leader put it, to appeal to the passion of those who want to be leaders:

“The people who we really want to be the leaders of our school system are the ones who really, really, really care about the kids they’ve got here and now in front of them, day to day. The people who we think have got the sort of spark and the passion and the inspiration for leadership roles, and we should probably try and design something that plays to that passion rather than distracts from it; so giving them a bit of a balance of immediate benefit in terms of access to other people or cutting edge thinking or whatever, as well as longer term future development, I would suggest, is probably the most likely winning combination for some of those individuals.”

Key Opinion Leader

Other influencing factors

In a survey of over a thousand headteachers in Scotland Macbeath et al⁷² identify four main motivations that lead people to become a headteacher:

- A self-determined career path (i.e. if a family member had been a headteacher).
- Encouragement from influential people.
- Assumption of headship by default rather than choice.
- Exposure to poor headship leading to a desire to do better.

In the survey and follow up interviews, we came across examples of all of these motivators, with the exception of the 'self-determined career path'.

4.5.2 Encouragement from influential people

Aspiring headteachers frequently benefit from the support of existing headteachers⁷³. This is particularly the case at deputy head level. When there is someone internal interested in their career aspirations, it is most likely to be their headteacher (64% of cases). However, 20% of middle leaders and senior leaders below deputy headteacher level who want to become headteachers have no one above them in their school who is interested in their career aspirations. Nearly a third of middle and senior leaders have an educational colleague or agency outside of their school that is interested in their career aspirations, such as Teach First or Teaching Leaders.

London deputy headteachers interested in headship are less likely than their non-London peers to have a headteacher who is interested in their headship aspirations (75% in London and 96% elsewhere). 81% nationally report that their headteacher is interested in their career aspirations and some 42% have the support of education colleagues outside of school from schemes such as NPQH and Challenge Partners. 11% have no one in their school interested in their leadership aspirations.

For headteachers who want to become system leaders, governors are the most likely to take an interest in their aspirations to become a system leader (71%), followed by educational colleagues outside of school (64%). 24%, nearly a quarter, have no colleagues either internal or external to their school who are interested in their career aspirations.

4.5.3 Exposure to poor headship leading to a desire to do better

Whilst Macbeath's study highlights how negative role models impact on people's motivation to be headteachers, our research indicates that positive role models have more of an impact on people's decision to become a headteacher or system leader. Furthermore, people serving under a headteacher who is a negative role model may be less likely to have access to leadership opportunities in their school and may benefit from external educational colleagues and organisations who support their career aspirations.

For middle and senior leaders, 63% state that one of the reasons they want to be a headteacher is because they have seen someone do it badly and they believe they can do it better. Meanwhile 40% of headteachers state that they have seen system leaders do the job badly and they feel they could do it better.

⁷² Macbeath, J., Gronn, P., Opfer, D., Lowden, K., Forde, C., Cowie, M., & O'Brien. (2009) *The recruitment and Retention of Head teachers in Scotland*. Scottish Government Social Research

⁷³ In line with the rest of the report as the national figures for aspirant leaders are roughly in line with the London peers, national figures have been used in this section. Where there is a particular difference for leaders in the capital, this is highlighted in the main body of the text.

However, whilst a number of people have been exposed to poor role models a larger number have encountered positive role models in their career and this has spurred them onto progress into leadership: some 86% of middle and senior leaders said that a motivating factor for them wanting to becoming a headteacher was that they had seen someone do the job well and that they believed they had what it takes. For headteachers, 60% felt that they had seen system leaders do a good job and they believed that had what it took to step up.

One headteacher interviewee spoke about being frustrated at encountering people at a system level who were “utterly clueless”, adding “but you do find that in education in significant positions of influence.” Many other system leaders he had come across were “incredibly inspiring”. He wanted to become a system leader to help create consistency and make things better. Meanwhile a middle leader who was considering headship discussed poor leaders they had worked under in the past and stated “If I were to be a head, it would be important to me to be a role model and lead.”

Trajectories to headship are not always simple and linear. In some cases, people move into and out of headship and back again. For example, some assistant and deputy heads had stepped down from leadership. There were examples of those who had returned to leadership later with the support of an inspiring headteacher although there were others who had either stayed in a more junior role or left the profession completely. Headteachers in sponsored academies, schools typically in more challenging circumstances, and those in schools with high FSM pupil numbers had higher than average turnover rates, indicating that a headship in a more challenging school increased the likelihood of leaving the profession altogether⁷⁴.

4.5.4 Assumption of headship by default rather than choice

Only one interviewee described a reluctant move into headship and in this case knowledge gaps in relation to strategy, HR and system implementation were highlighted as resulting challenges. They had strong support from their Clerk to governors and organised their own mentor but they advocated external support for anyone who found themselves accelerating to headship unanticipated. Our research tools did not focus on routes to headship specifically and progression by default may therefore have been underreported.

Conclusions

- There is strong evidence to suggest **that the potential to ‘make a difference’ is the most motivating factor for people to become a headteacher or system leader**, particularly in London, closely followed by the chance to implement one’s own vision.
- A fifth of middle and senior leaders and a tenth of deputy headteachers who want to become headteachers **do not have influential figures in their school who take an interest in their headship aspirations**. Where colleagues are interested in their aspirations, this is most likely to be the existing headteacher, although **this is not the case for over a third of leaders**.
- **Nearly a quarter of headteachers do not have any colleagues internally or externally who take an interest in their system leadership aspirations**. The most likely stakeholder to be interested in headteachers’ career aspirations are governors.

⁷⁴ Evidence to STRB: Leadership Pay, Non-Pay Conditions of Service, Allowance and Safeguarding. (2014) Department for Education

- Teachers are exposed to both positive and negative role models and both have an impact on their decisions to seek promotion.

What this means for London's education agencies

- **Focus on headteachers' and system leaders' potential to make a difference** and to implement their own vision in any campaign to develop leaders.
- **Tap into a local sense of place** by emphasising leaders' ability to make a difference to students in a particular area.
- **Do not rely on headteachers to nominate staff for leadership training and support:** some will not have taken an interest in all of their staff's leadership aspirations and may not identify candidates fairly.
- **Offer external support to leaders who lack colleagues that take an interest in their career aspirations.**
- **Ensure that potential leaders have access and exposure to positive role models.**

Section 5 Who should training and support be targeted at?

5.1 Target groups

This section outlines the six target groups of beneficiaries who would benefit from additional training and support. These groups have been identified using data from the survey findings and follow up interviews and has been carefully triangulated this data with all sources. A number of target groups are identified in this report, yet not all can be tackled at once. Therefore each group has been allocated a priority level and timescale, along with a rationale and sense of scale.

Furthermore, whilst we identify six broad target groups below, we haven't explored the ethnicity or gender of leaders in detail as although our survey included questions on length of service, leaders' age, gender and ethnicity was not explored. However, a few comments from the survey specifically addressed these areas. For example, one senior leader gave the following as the reason they wanted to become a headteacher: "We need more head teachers from ethnic minorities as role models and who are representative of the community they are serving."

As was outlined in Section 4.4.2, there are particular barriers facing those who do not fit the standard mould which prevent them from being appointed to headship and system leader roles. Any interested party putting in place training and support following this report should carefully consider whether increasing the diversity of the headteacher and system leader population is a priority. If it is, there are approaches we outline as part for the recommendations as a whole that will increase diversity, such as offering support to governors during recruitment, creating networks of fellow leaders and providing opportunities for secondment.

Finally, the response to the survey was overwhelming yet it should be noted that these findings are not necessarily representative of all teachers in London or nationally.⁷⁵ Caution should be taken when reviewing the responses, particularly where groups are based on small numbers of responses. Notes on the composition of the survey respondents can be found in more detail in the methodology attached as Appendix 1 to this report.

⁷⁵ We have highlighted areas where there is a difference between London and non-London groups. Where regional differences were insignificant, data from all national survey respondents has been used.

Figure 12: Target groups segmented from survey data

Target group	Size of group in survey of those in London	Perceptions of the role	Rationale for targeting this group	Timeline for when they should be supported	Priority
Keen middle and senior leaders	10% (4) of middle and senior leaders strongly agree that they want to be a head and 17% (23) agree.	They want to become a headteacher at some point in their career, typically because they want to 'make a difference'.	There are a number of middle and senior leaders who are keen to get more support and training to help them become a headteacher. They are a longer term priority but the potential for successfully supporting them to headship is higher.	Mid to long term	Mid to low
Hesitant middle and senior leaders	20% (28) of middle and senior leaders were unsure they wanted to be a headteacher and this was particularly concentrated amongst teachers with 7-12 years' experience	Positive yet unsure they want to take the risk.	They are positive about the role and represent a longer term prospect that could build the pipeline. They will require a high level of support without the guarantee that they will progress into headship.	Mid to long term	Mid to low
Keen deputy heads	26% (22) of deputy heads strongly agree that they want to be a headteacher and 30% (26) agree.	They want to become a headteacher in their career, typically because they want to 'make a difference'.	This group is a 'quick win': they will need relatively few interventions to prepare them for headship and there are strong indicators that support will help them reach headship sooner than they may otherwise have done. Successful appointments will also keep the supply chain moving so that people can get deputy headship experience before moving into headship.	Short term	High
Hesitant	17% (15) of deputy	Positive but risk	Encouraging this group to move into	Short to mid	High

deputy heads	heads are unsure about whether they want to be a headteacher.	averse	headship will develop the pool of leaders and free up the system for others to take deputy posts as a step to headship. This is a short to mid-term group to focus on as they will require a high level of support without the guarantee that they will progress into headship.	term	
New heads	62% (37) of heads have been a head from 1-3 years.	N/A – they are already in the role. See below for perceptions of the next step.	Feedback from heads and system leaders was that nothing properly prepares you for headship; it is vital to ensure people have proper support as they are learning the skills required for the role. Furthermore, if new heads in post are properly supported, they are more likely to model the role positively to potential heads serving under them.	Mid (potentially with those who have moved into headship posts as a result of actions resulting from this research)	Low
Headteachers interested in system leadership	36% (36) of primary heads and 42% (8) of secondary heads are unsure whether they want to become a system leader. 23% (23) of primary heads and 42% (8) of secondary heads agree or strongly agree that the role of system leader is appealing to them.	They are unsure about what the role of system leader is and aren't sure what routes of progression are available. They are less daunted by accountability than those who are unsure about becoming a headteacher.	Targeting this group of heads would serve two purposes: it would continue to develop our heads, upskilling the next generation of leaders, and it would also provide opportunities to free up the pipeline for others to have secondments into headship or head of school roles.	Short to mid	High

5.2 Gap analysis of support received and desired by target groups

Our analysis indicates that there are a number of recurring types of support commonly desired and received for most groups. There is also a gap between the types of support currently received and what teachers would like to receive from a London-wide initiative.

Figure 13: The support received and desired by London middle leaders and senior leaders who agree and strongly agree that they want to become a head (n=37)

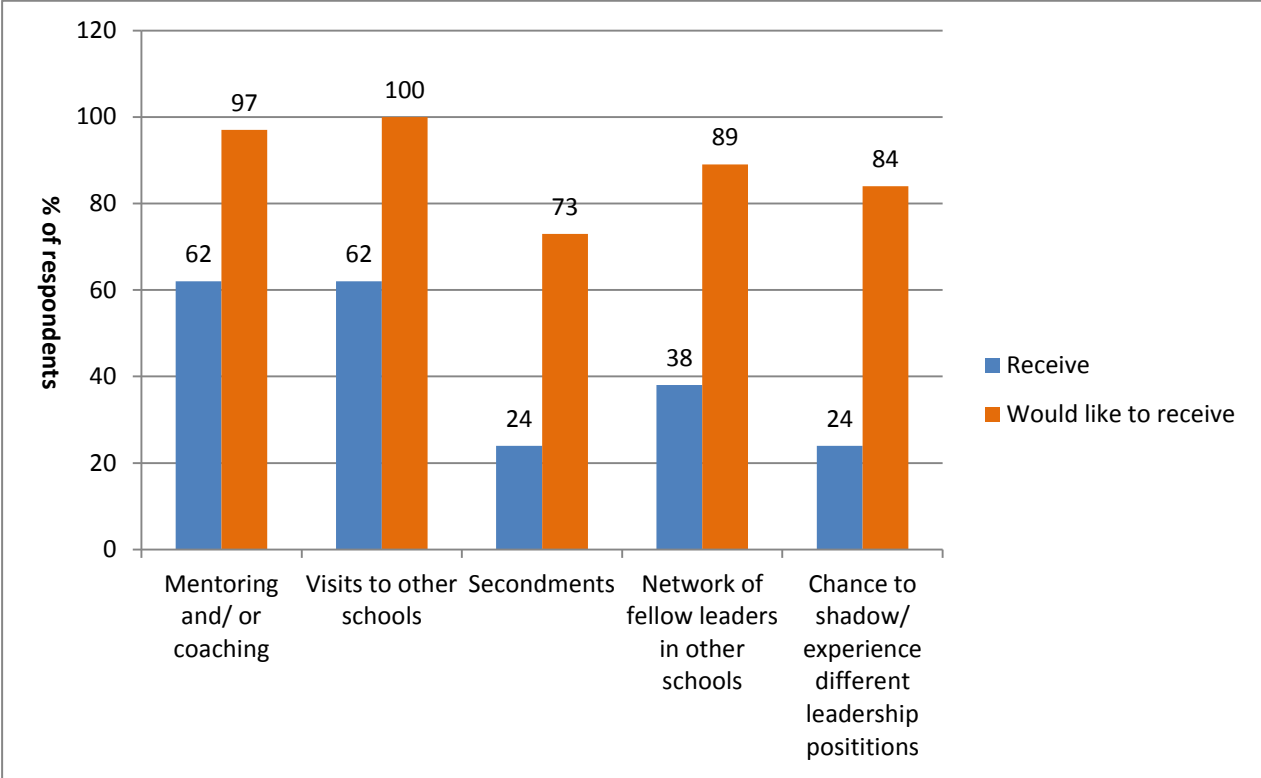


Figure 14: The support received and desired by London middle leaders and senior leaders who are unsure whether they want to be a head (n=28)

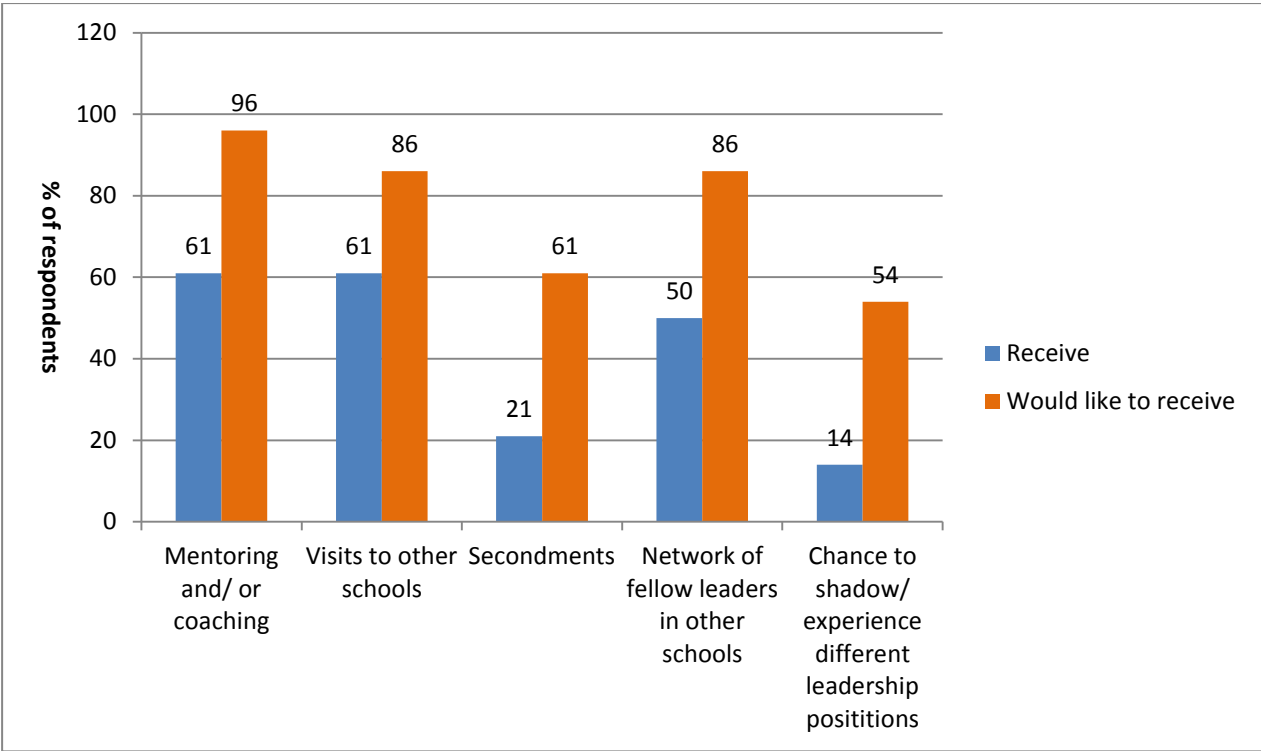


Figure 15: The support received and desired by London deputy headteachers who agree & strongly agree that they want to become a head (n=48)

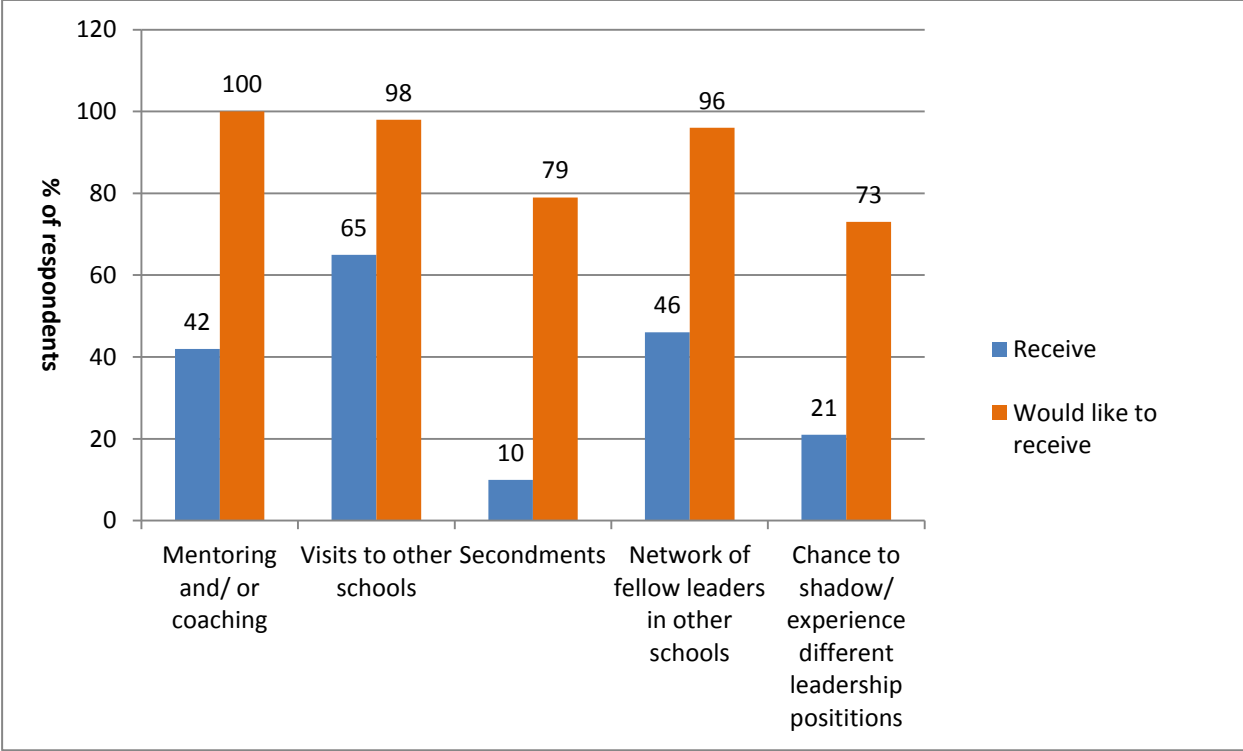
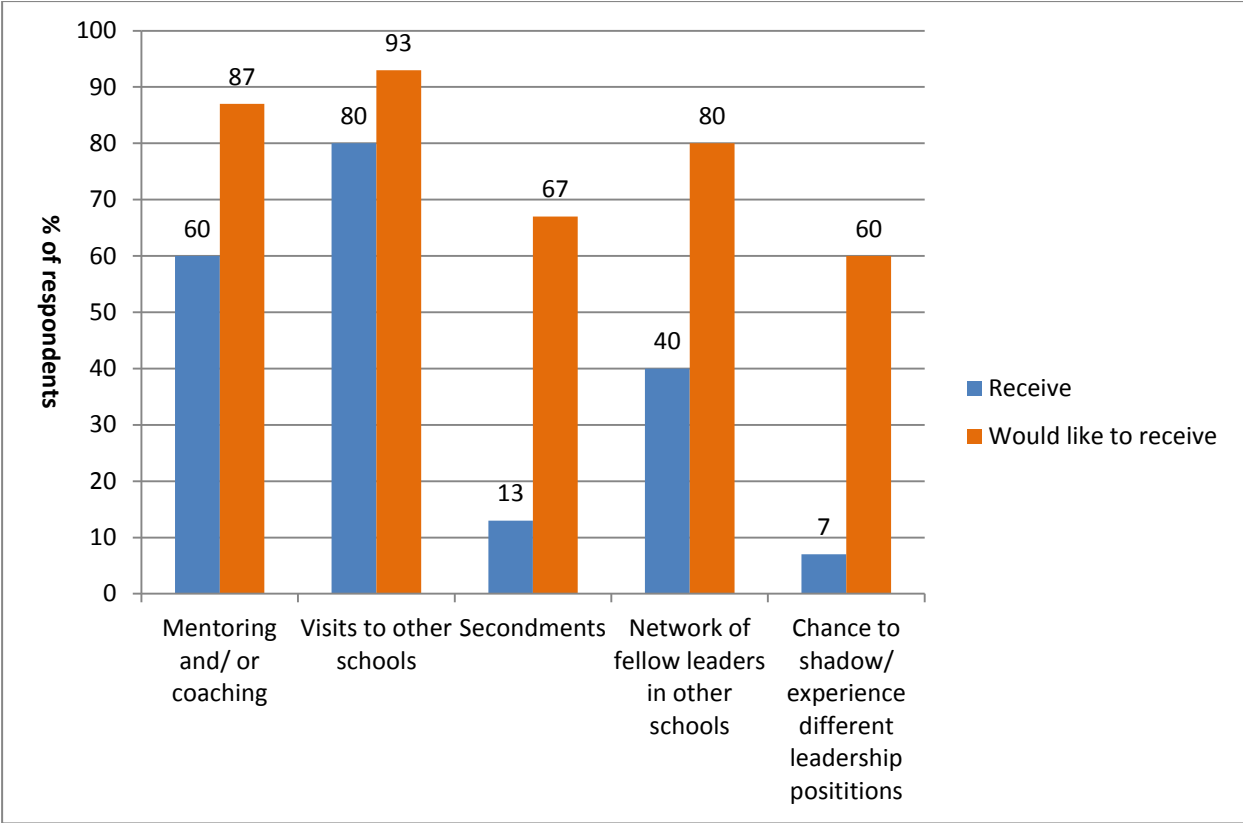


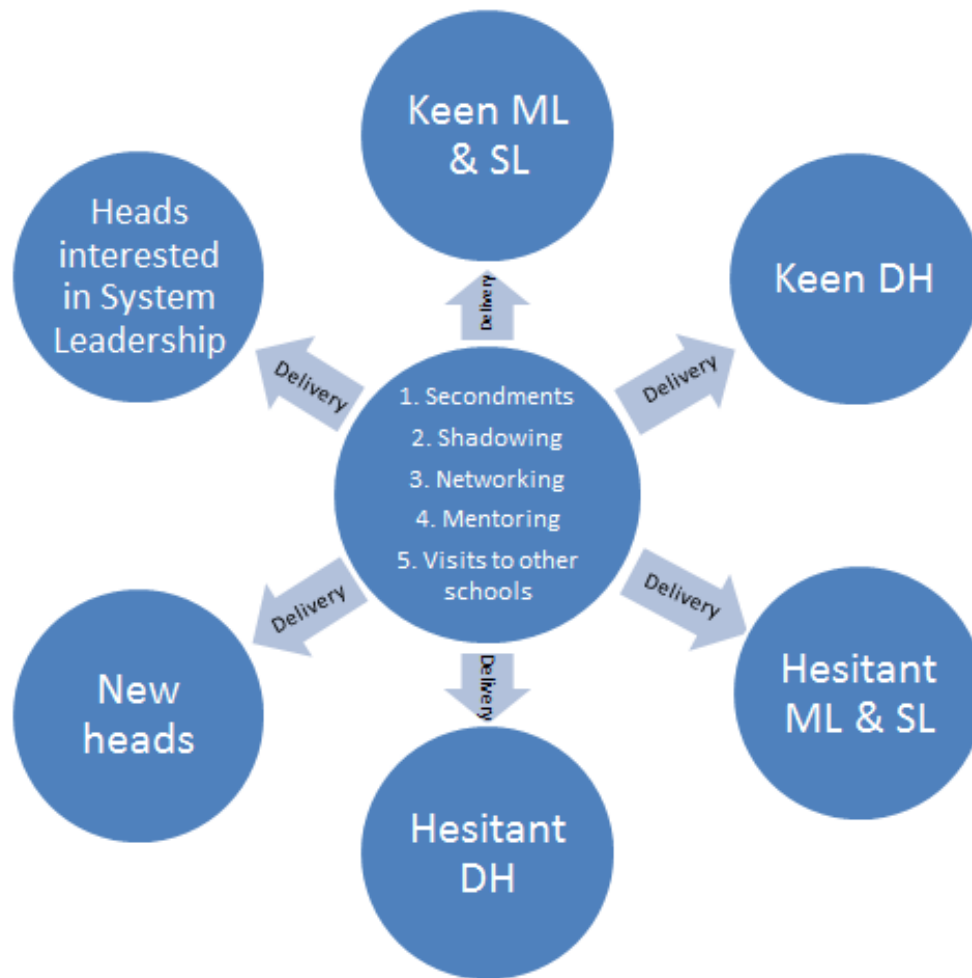
Figure 16: The support received and desired by London deputy headteachers who are unsure whether they want to be a head (n=15)



The five areas of support across all groups have been ranked to show the highest gap between what the target groups currently receive and what they would like to receive:

1. Secondments
2. Shadowing
3. Networks with fellow leaders in other schools
4. Mentoring
5. Visits to other schools

Overall, the types of support received and requested tend to be the same across different groups of leaders, although there is some variation. This does not mean that the method of delivery or messaging will be the same for each target group though: the way in which interventions are targeted to groups should vary depending on their need and the perceptions they currently have of headship and system leadership. In the model below we illustrate how the same types of interventions could be used for each group while the method of delivery may change dependent on their need and perceptions of the role. This is explored in more detail, along with details of specific interventions unique to a specific group, in section 5.3.



5.2.1 A final intervention: countering negative perceptions

Negative perceptions of the role are a key barrier for many considering the role of headship and system leadership and countering these perceptions should be a priority. Many of the proposed interventions will go some way to addressing these perceptions; for example, the chance to be seconded into a leadership or headship position would mitigate the risk people express feeling about headship. However, these interventions will not be enough on their own: there needs to be a strategy for countering the negative perceptions of headship and system leadership in London and this should showcase the positive reasons for stepping up whilst minimising perceived risks. As outlined in Section 4.1, a campaign to counter perceptions should also be supported by longer term efforts to make the role of headteachers and system leaders a more attractive and manageable one.

5.3 Target groups analysis

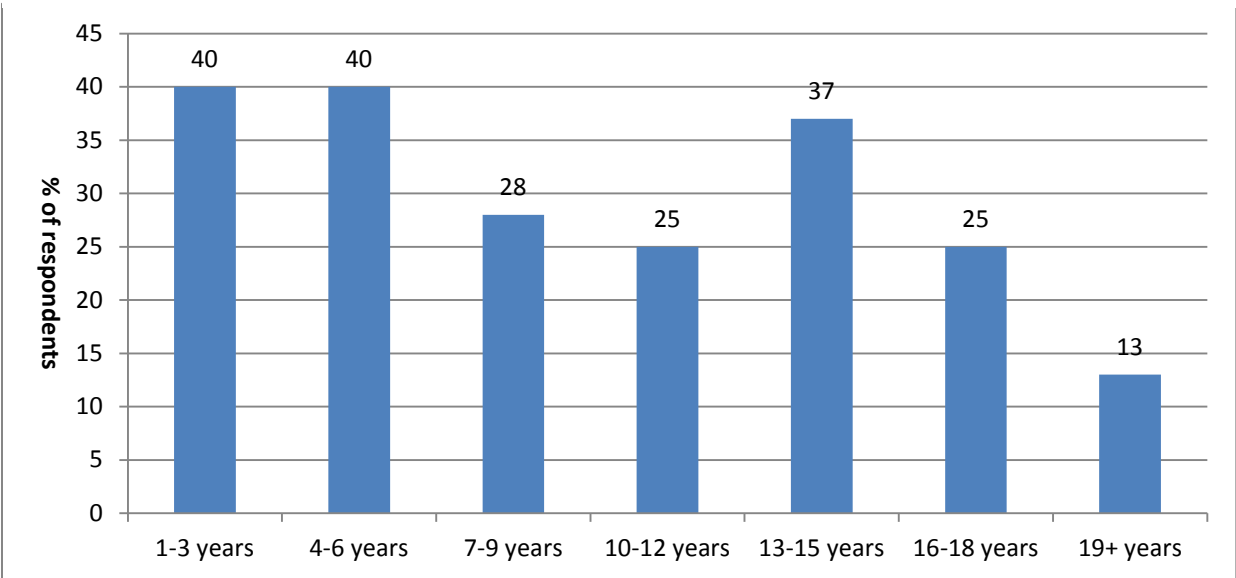
1. Keen middle and senior leaders

What do we know about this group?

A minority of middle and senior leaders in London are enthusiastic about and committed to becoming headteachers. 10% (14) of middle and senior leader respondents strongly agree that they want to be a head and 17% (23) agree. The main reason they want to be a headteacher is to make a difference. They are keen to progress to headship quickly: the majority want to become a head in the next 3-4 years and 89% are interested in a London wide-initiative. 51% would be interested in a fast-track London wide initiative.

Middle and senior leaders are most likely to consider becoming a headteacher when they are in first 1-5 years of their career or between 13-18 years of teaching. After 19 years people are much less likely to consider headship though this is likely to be because after this many years, those who would be interested have already progressed.

Figure 17: London middle and senior leaders who "agree" or "strongly agree" that they would like to be a headteacher and years in teaching by years of tenure (n=137)



What barriers prevent them from progressing?

The system level barriers discussed in section 4 play a key role:

- The recruitment process favours traditional progression routes, with those appointed typically having 3-7 years' experience as a deputy head. This can put off some candidates who have ambitions to become a headteacher faster than the system can accommodate.
- A lack of deputy headteacher vacancies available to keep the supply chain moving.
- A gap between the type of support they currently receive and would like to receive.

How does the support they ask for counter these barriers?

- Supporting deputy headteachers into headships will open up opportunities for others to progress into deputy headship.

- The five main interventions detailed in section 5.2 will all provide leadership development opportunities.

How should interventions be tailored to meet the needs of this group?

- This group are overwhelmingly in favour of a London-wide initiative to support them into headship.
- They are likely to be competitive, self-selecting and keen for support and training.
- They will be interested in being part of a London movement that is explicit about supporting them into headship.

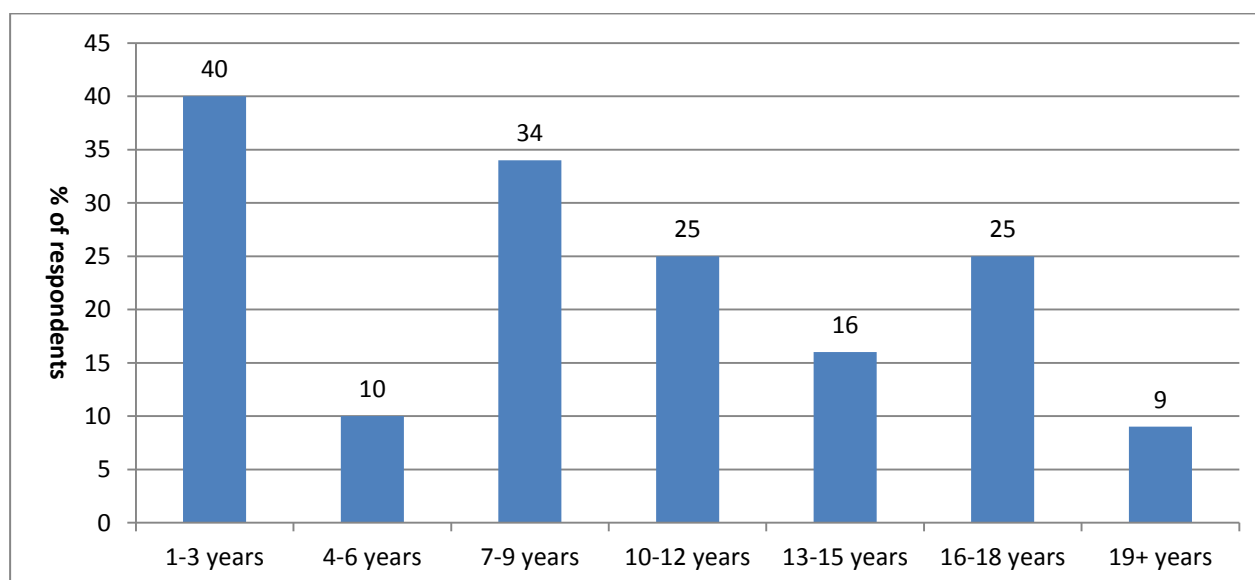
2. Hesitant middle leaders and senior leaders

What do we know about this group?

A sizeable minority of middle and senior leaders are uncertain about headship. A fifth (28) of middle and senior leader respondents in London fell into this group. Those at the start of their career and those who have been teaching between 7-9 years are particularly unsure about whether they want to be a headteacher. Middle and Senior Leaders who have been teaching for 19 or more years are very unlikely to still be considering headship.

This group of leaders had a very strong interest in a London-wide initiative with 96% (27) of respondents saying they are possibly or definitely interested. However, when it came to a fast track programme there was widespread variation in this group’s level of interest. 21% (6) were in favour of a fast track programme, whilst a proportion indicated that this would put them off.

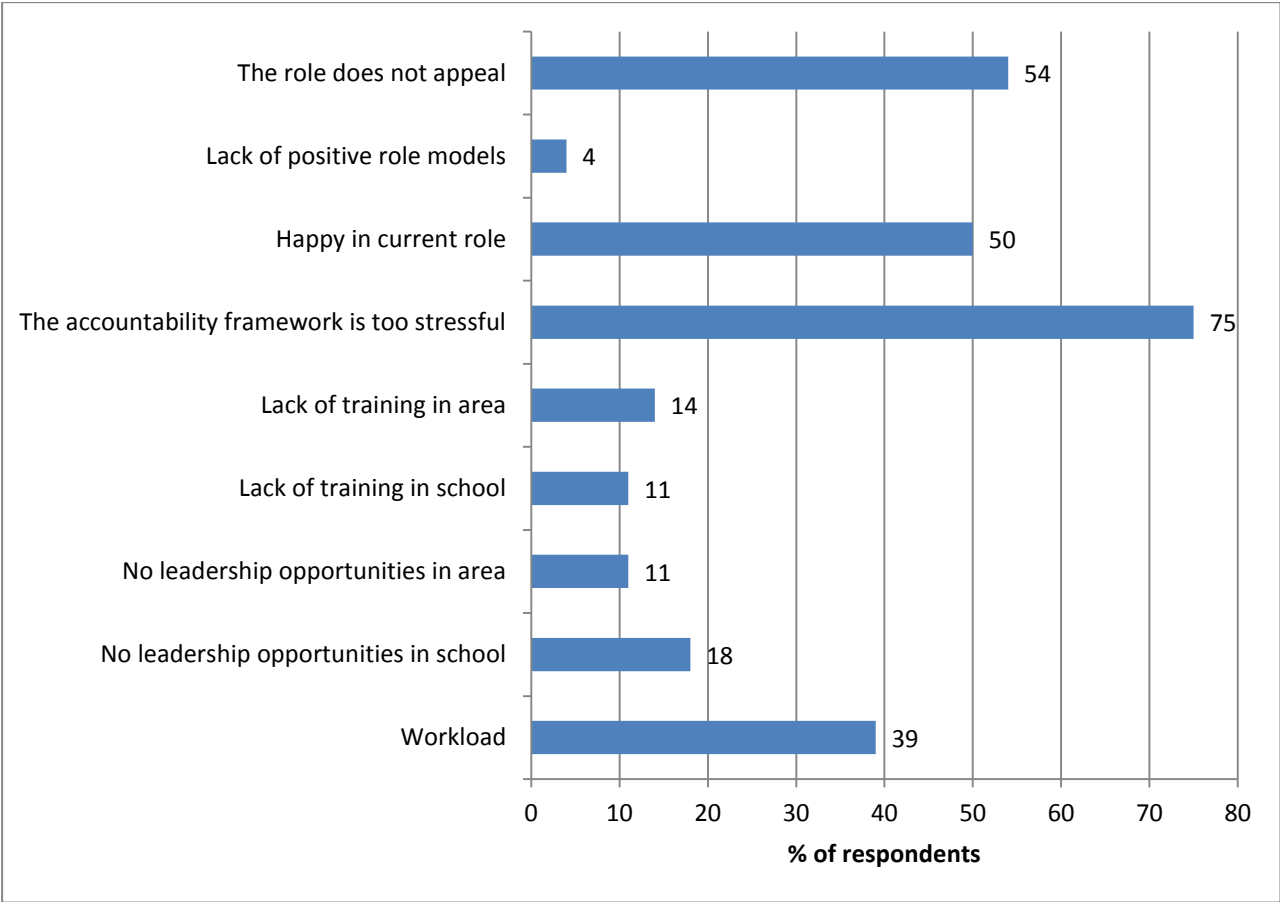
Figure 18: % London middle and senior leaders unsure whether they would like to be a headteacher in relation to the number of years they have been teaching by years of tenure (n=28)



What barriers prevent them from progressing?

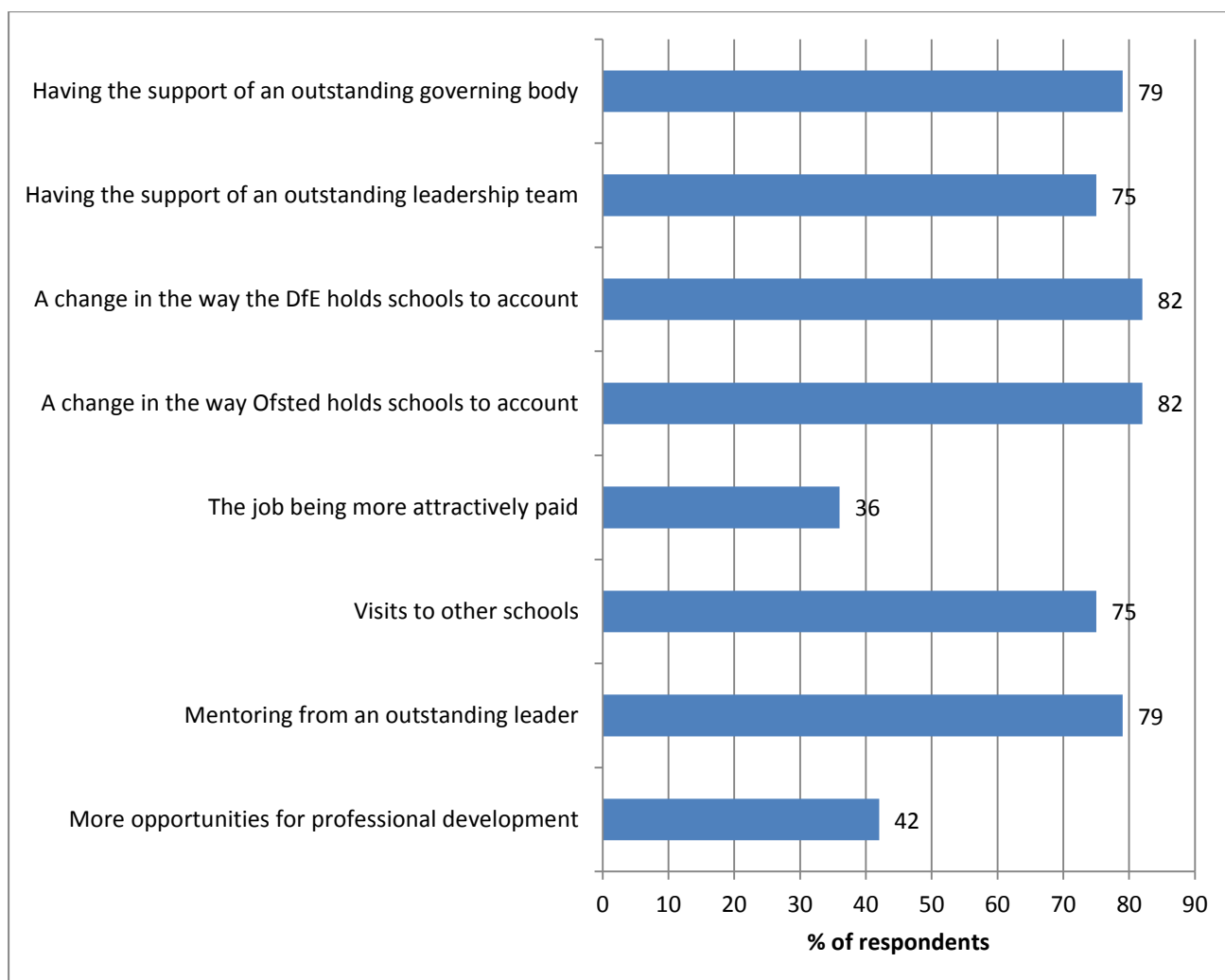
The reasons middle and senior leaders do not wish to progress to being a headteacher are shown in Figure 16 below.

Figure 19: Reasons given by London middle and senior leaders as to why they are unsure whether they want to be a headteacher (n=28)



Middle leaders and senior leaders who are unsure about headship indicate that the following factors would make them more likely to consider headship.

Figure 20: Which of the following factors would make unsure London middle and senior leaders more likely to consider headship? (n=28)



For middle and senior leaders unsure about becoming a headteacher, additional support and feeling that they will be backed up by an outstanding governing body and senior leadership team is nearly as important as a change in the accountability measures. This indicates that putting in place training and support for this group and those who support them is likely to have a positive impact on whether or not they progress to headship.

Secondments and shadowing of a variety of leadership roles were the areas where there were the largest gaps in the training they would like to receive and what they already receive. However, uncertain middle/senior leaders were less likely than those who wanted to become heads to be interested in this type of support and this may be because of the level of commitment involved. Therefore, any interventions put in place for this group should ask for varying levels of time and commitment so that teachers have the opportunities to 'buy into' the idea of becoming a headteacher through an incremental approach.

How should interventions be tailored to meet the needs of this group?

Middle and senior leaders in this group are interested in becoming a headteacher but daunted by the risks attached to doing so, so need to be convinced of the case. A range of

interventions should be offered so that those more tentative about headship can experience leadership development in an unpressured manner (for example, only a small number (6 out of 28) are interested in a London fast track scheme). For the majority of this group a highly competitive, self-selecting pathway to headship would be off putting. Instead, support that gives teachers a taste of leadership and makes the case for how a work/life balance can be achieved would be more successful.

3. Keen deputy headteachers

What do we know about this group?

26% (22) of deputy headteacher respondents from London strongly agree that they want to be a headteacher and 30% (26) agree that they want to be headteachers. The majority of this group (48%) have been deputy headteachers for between 1-3 years and 60% want to be a headteacher in the next 1-2 years. The main reason they want to become a headteacher is to make a difference. There is significant enthusiasm for a London-wide initiative amongst this group, with 96% (46) of respondents interested.

What barriers prevent them from progressing?

The key factor preventing this group from progressing is the lack of support and training they have access to; whilst 52% do have access to external training courses, responses indicate that there is a particular gap when it comes to secondment or shadowing opportunities.

One individual commented that there should be:

“A right to attend national training. This currently depends on being recommended, released and funded by the Management in your current role. I feel that this means that potentially excellent people do not get the opportunities they deserve leaving untapped potential.”

London Deputy Headteacher

A small number (5 out of 48) of deputy headteachers also asked for explicit training on the legal, business and financial aspects of headship.

It could be assumed that these keen deputy heads would receive the training they require as part of an NPQH. However, survey responses indicate that only a small minority of these deputy heads are interested in undertaking an NPQH (3 out of 48). This may partly be because programmes do not always fit with potential participants' preferences, for example the residential aspect of some courses was off putting to some interviewees with families.

Furthermore, supply of places on existing programmes may be insufficient to meet demand: Between 2012 and 2015, the Future Leaders programme has only had an average of 32 participants from London each year whereas even solely amongst our survey respondents there were over 48 deputy headteachers who are keen to become headteachers soon as well as an additional 37 middle and senior leaders. Although Future Leaders was never intended to provide spaces for all aspiring heads, it would be advisable to audit both supply and demand in order to assess whether or not there is currently sufficient supply of spaces on fast-track style training programmes for all those who desire this type of training.

How should the interventions be tailored to meet the needs of this group?

This group are highly enthusiastic about a London-wide initiative to support them into headship. They are likely to be competitive, self-selecting and keen for support and training. They will be interested in being part of a London movement that is explicit about supporting them into headship. They will require relatively fewer interventions than other groups earlier in their career or those who are unsure whether they want to be a headteacher and the chances of them successfully moving into headship are high. However, support will need to be tailored to the gaps that individual deputy heads are facing. For example, those who have already undertaken an NPQH will require significantly less intervention than those who have not and 46% of the respondents from this group had a network of fellow leaders, yet there were still a further 50% who didn't receive this support but who would like to.

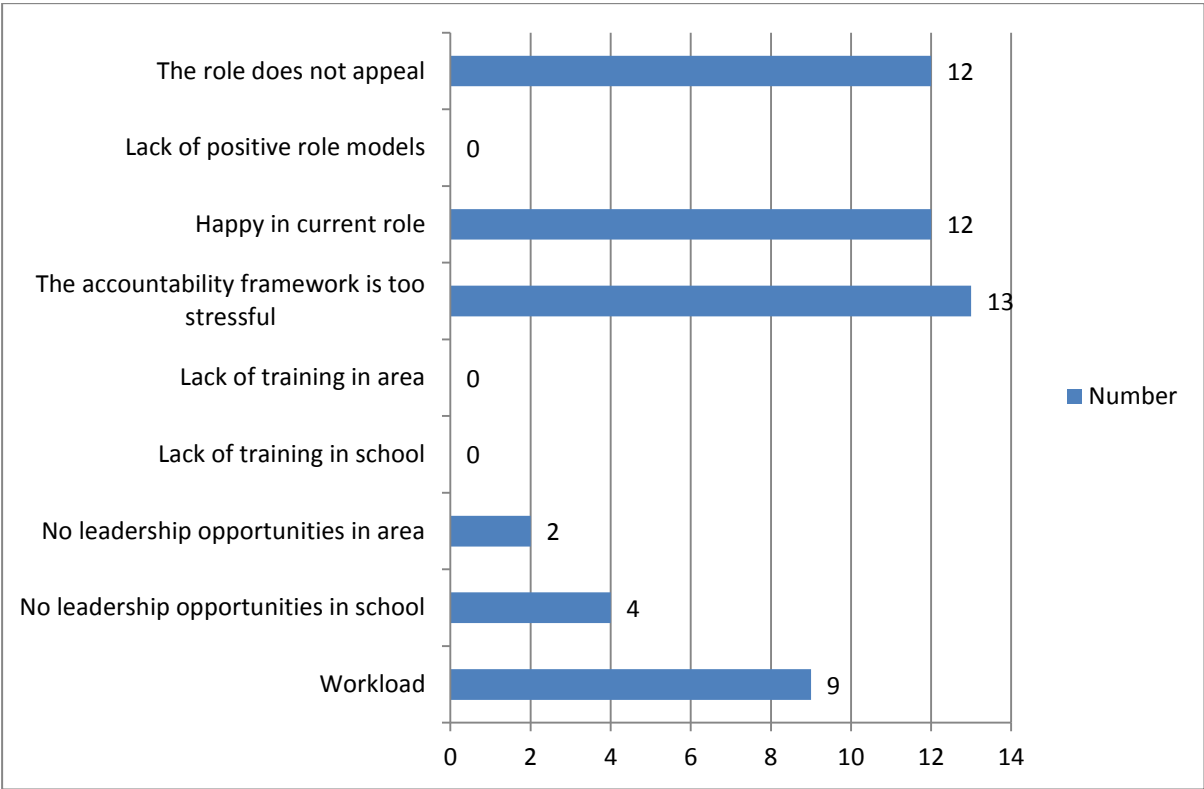
4. Hesitant deputy headteachers

What do we know about this group?

15 London deputy heads were unsure whether they wanted to be headteachers. The majority were in their first three years of deputy headship. 80% (12) are interested in a London-wide initiative.

What barriers prevent them from progressing?

Figure 21: Reasons given by unsure London deputy headteachers for not wanting to be a headteacher (n=15)⁷⁶



This group is the most likely to be concerned about accountability and workload. As explored in section 3, these deputy headteachers may also have concerns about the impact headship may have on their family life. Some of the comments from hesitant deputy headteachers on this issue included:

⁷⁶ The responses of this target group are displayed by number instead of percentage as they are small in number.

“Work life balance - I don’t see how it is possible to be a good head and a good parent at the same time. My children win, every time.”

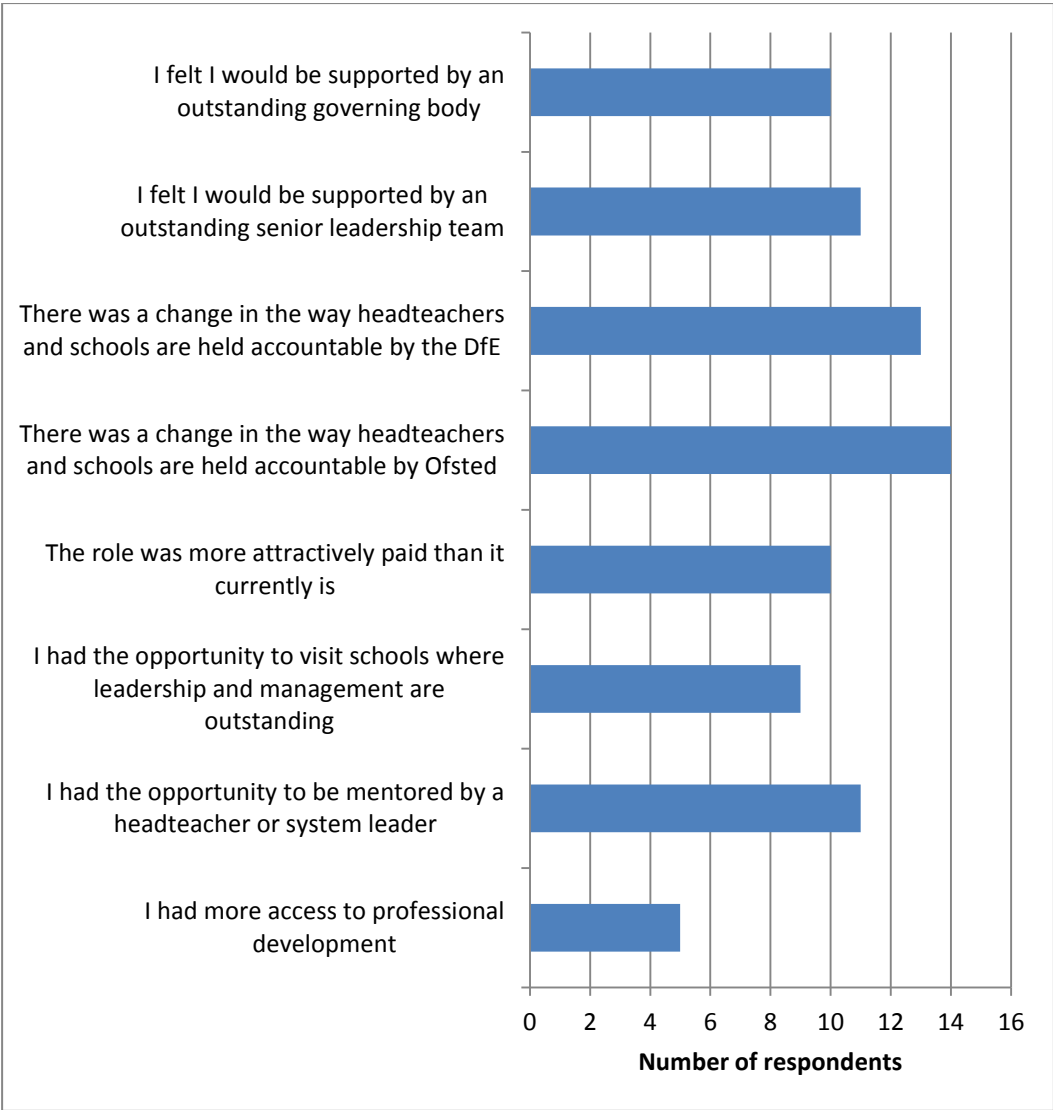
“At the moment, I have a young family and their needs are paramount and I do not want them to be in continuous before and after school care. Flexible working would help me.”

80% say that they are happy in their current role and that the role of headteacher does not appeal to them. Nevertheless, those interviewed tended to be positive about the potential that headteachers have for making a difference to the lives of pupils. In the survey, nearly a third say that a lack of leadership opportunities in their school is a contributing factor to them being unsure about headship. Opportunity seemed to be a bigger barrier for them than a lack of training.

Currently, there are a variety of courses for people who are committed to becoming a headteacher but some deputy headteachers also expressed an interest in a ‘bridging course’ towards the NPQH: they did not feel ready to commit to a full NPQH but were interested in taking a step towards it by continuing their professional development.

Hesitant deputy headteachers were asked to what extent the following factors would increase the likelihood of them considering headship.

Figure 22: Factors that would encourage hesitant London deputy headteachers to become a headteacher (n=15)



How might these barriers be addressed?

Support targeted at this group should focus on four areas in particular:

- Making the step up to headship seem less of a ‘cliff edge’.
- Modelling the role of headship as one that is manageable.
- Emphasising the moral case for becoming a headteacher.
- Building deputy heads’ confidence to recognise their abilities and putting in place support to fill specific gaps in their skillset.

Shadowing, secondment, visits to other schools and mentoring from a current excellent headteacher could all help overcome these barriers.

How should the interventions be tailored to meet the needs of this group?

Any intervention targeted at hesitant deputy headteachers should be communicated as a leadership development opportunity with the chance to get a taste of headship since a programme marketed as a definite step into leadership would be off putting.

5. Headteachers in their first three years of appointment

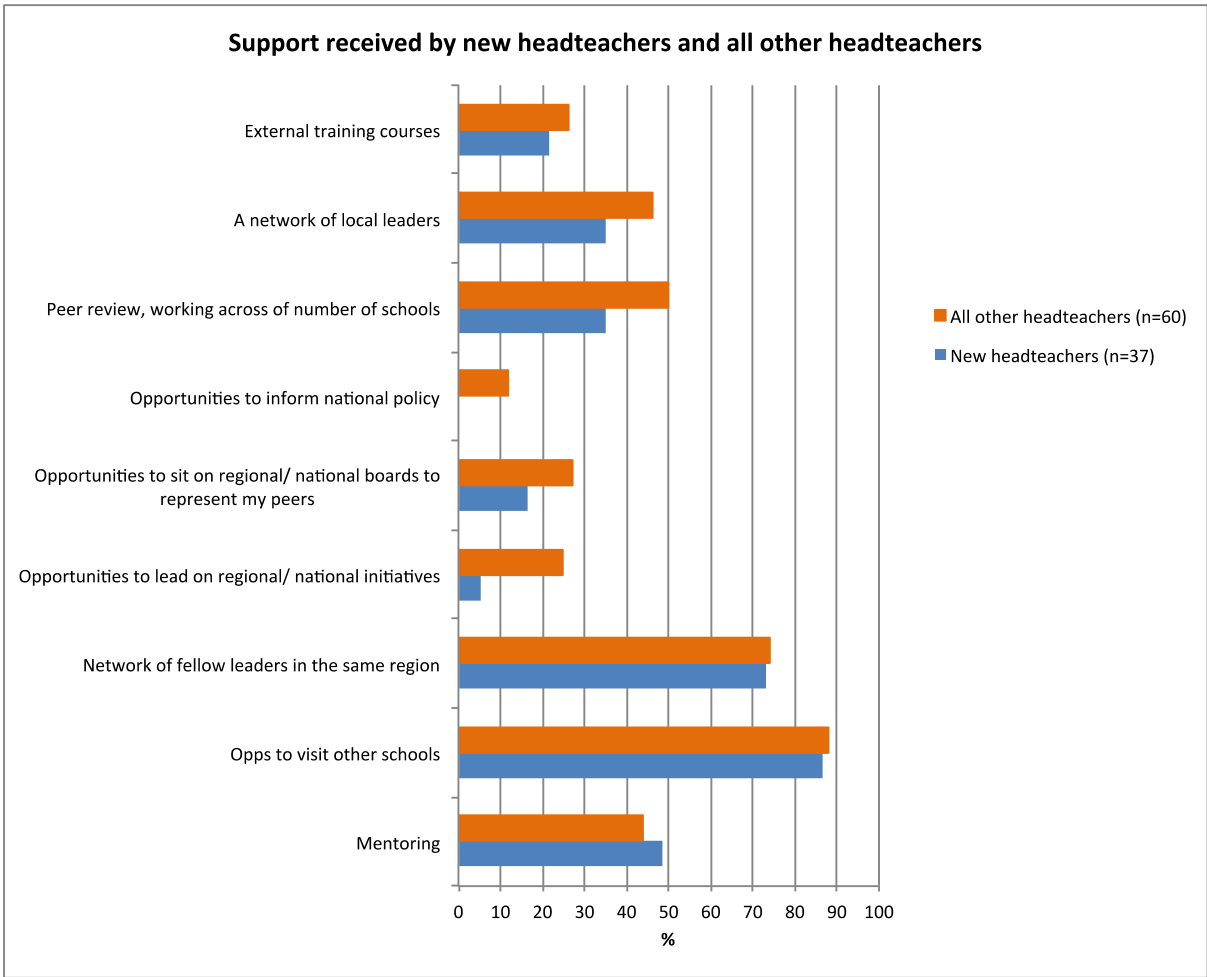
What do we know about this target group?

62% (37) of London headteachers respondents had been a head for 1-3 years. DfE data shows that Inner London has a relatively high proportion of young headteachers and that the demographic of headteachers in primary schools is gradually decreasing in age. There is good reason to expect that young Heads in the early stage of their first headship might be particularly in need of support: a recent DfE report found that ‘A fifth of Young Heads and a quarter of Fast Trackers reported being less well supported in their development due to their age.’⁷⁷

What are their experiences?

New headteachers are less likely to receive support through networks and across schools perhaps because they have not yet had a chance to build these up. However, they are marginally more likely to receive mentoring.

Figure 23: Support received by new London headteachers and all other London headteachers



Some headteachers explained that they had organised their own CPD based on previous professional connections as formal opportunities for support had not been available to them

⁷⁷ Higham, Rob et al. (2015) *New Pathways into Headship?*. National College for Teaching and Leadership. p. 103

when they became heads. In one case, an interviewee explained that their governing body's clerk had helped them set up the systems that working across several sites demanded.

Some of the interviewees we spoke to felt that they lacked knowledge of the legal, HR and business aspects of headship and felt more opportunities were needed for new headteachers to acquire this knowledge:

“The whole HR aspects of the job and the legal aspects are absolutely essential. I’ve been through a disciplinary from start to finish and a grievance and this is only my first year. If I was DH having secured a headship, I would make sure I had this training. Taking heads out in their first term is horrendous but as soon as a deputy gets a headship post, they should have training in this stuff.”

Secondary Academy Headteacher

What types of support should new headteachers receive and what impact would this have?

Two types of support should be put in place for new headteachers:

1. Logistical and practical support filling knowledge gaps, particularly around legal, HR and business aspects of the role.
2. Support that will make the role feel less ‘lonely’, for example, an expert mentor who can offer them advice and guidance and a network of fellow headteachers.

This will have two main benefits:

- It will make new headteachers more effective leaders.
- It will show people who are interested or unsure about headship that it is a role that comes with access to a wider support network, countering negative perceptions around loneliness.

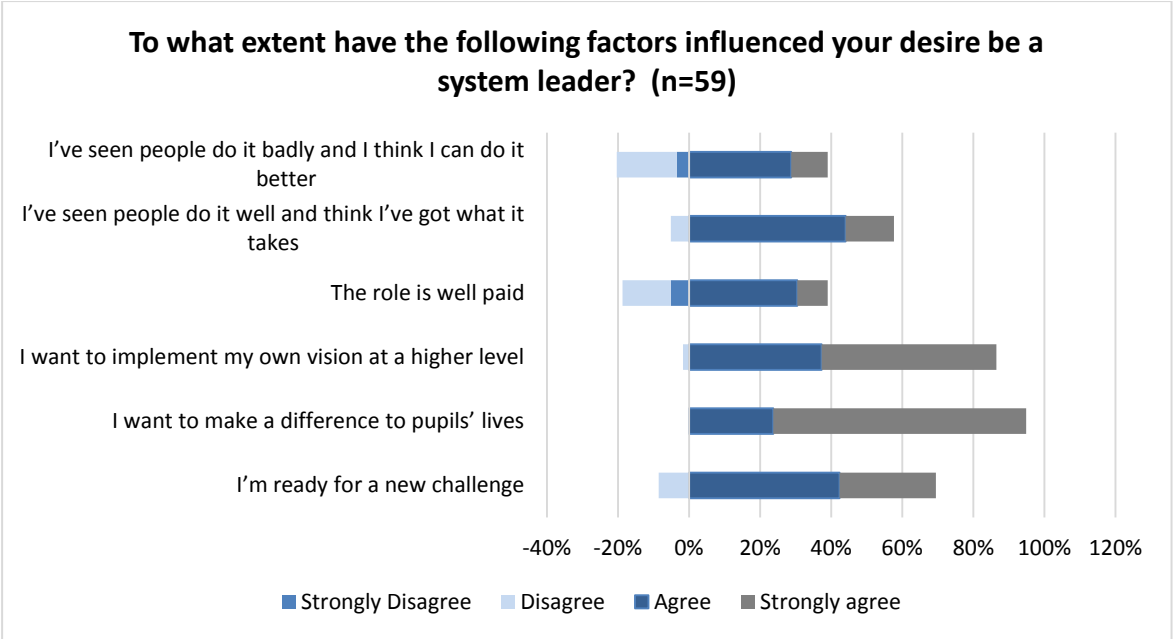
6. Headteachers interested in the role of system leader

What do we know about this group?

Up to half of primary headteachers could potentially be targeted as future system leaders. This is based on the fact that 23% (23) find the role appealing and 36% (36) are currently unsure. Meanwhile, a far larger proportion of secondary heads could be targeted since 42% (8) found the role appealing and the same proportion said they were unsure. Meanwhile 93% of respondents across primary and secondary are interested in a London initiative to develop them as system leaders.

The main reasons for the role being appealing are a desire to make a difference to pupils’ lives, a desire to implement a vision and a sense of being ready for a new challenge. There wasn’t a difference between London and non-London headteachers here so the national data is displayed.

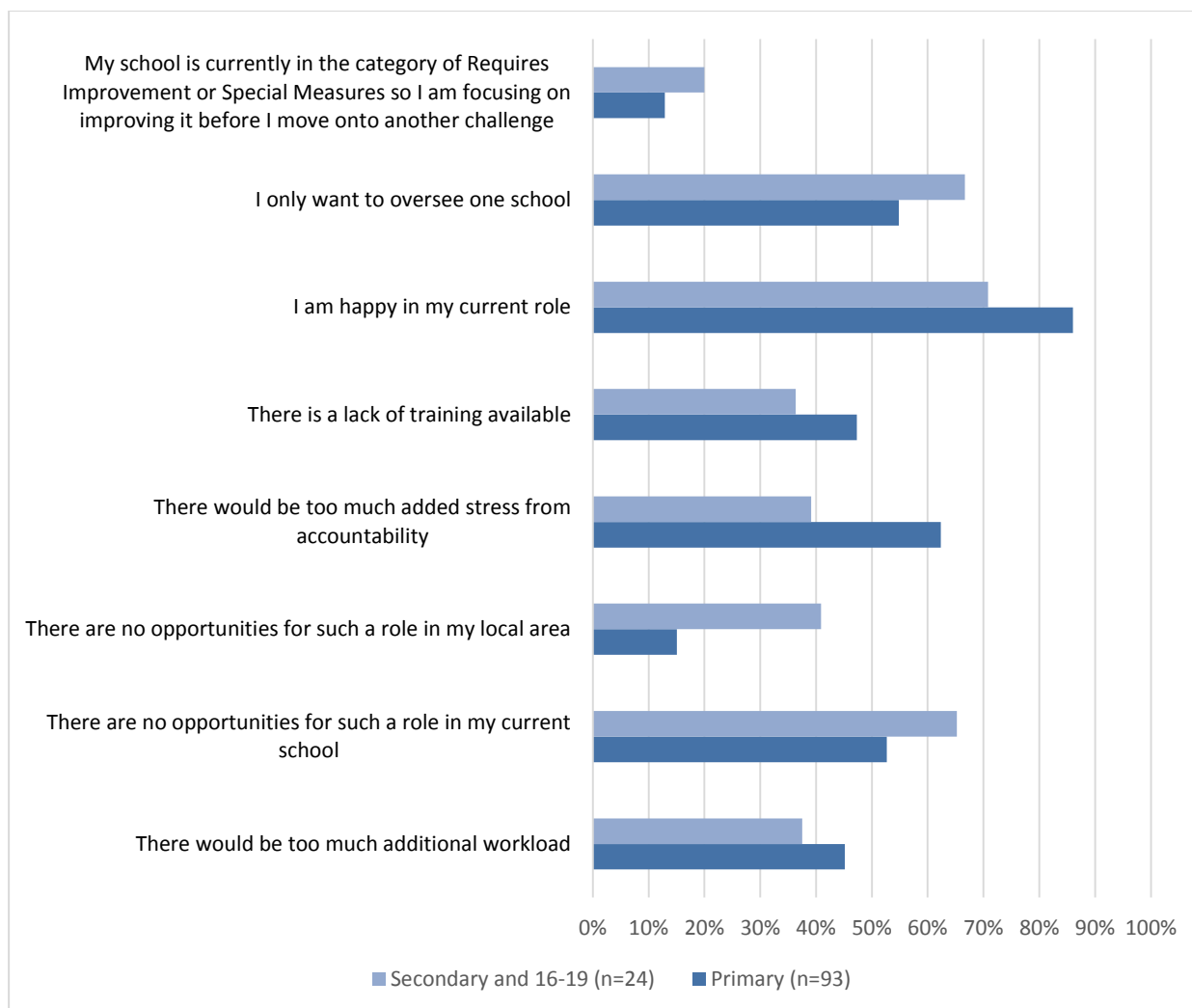
Figure 24: National responses: To what extent have the following factors influenced your desire be a system leader? (n=59)



Any programme that seeks to support transitions to system leadership should therefore highlight the potential these roles have to make a difference to pupils' lives.

The main reason for respondents not wanting to become a system leader was that they were satisfied in their current role.

Figure 25: London headteachers' reasons for not wanting to become a system leader



Open responses and interviews went on to highlight a sense that the role of system leader was too removed from the day to day running of a school. Meanwhile another respondent highlighted a lack of opportunity to move into the role:

“My LA picks and chooses who it asks with no external criteria on their decision making. There is certainly no encouragement from my LA to develop or to be coached in this next step opportunity”

London Headteacher

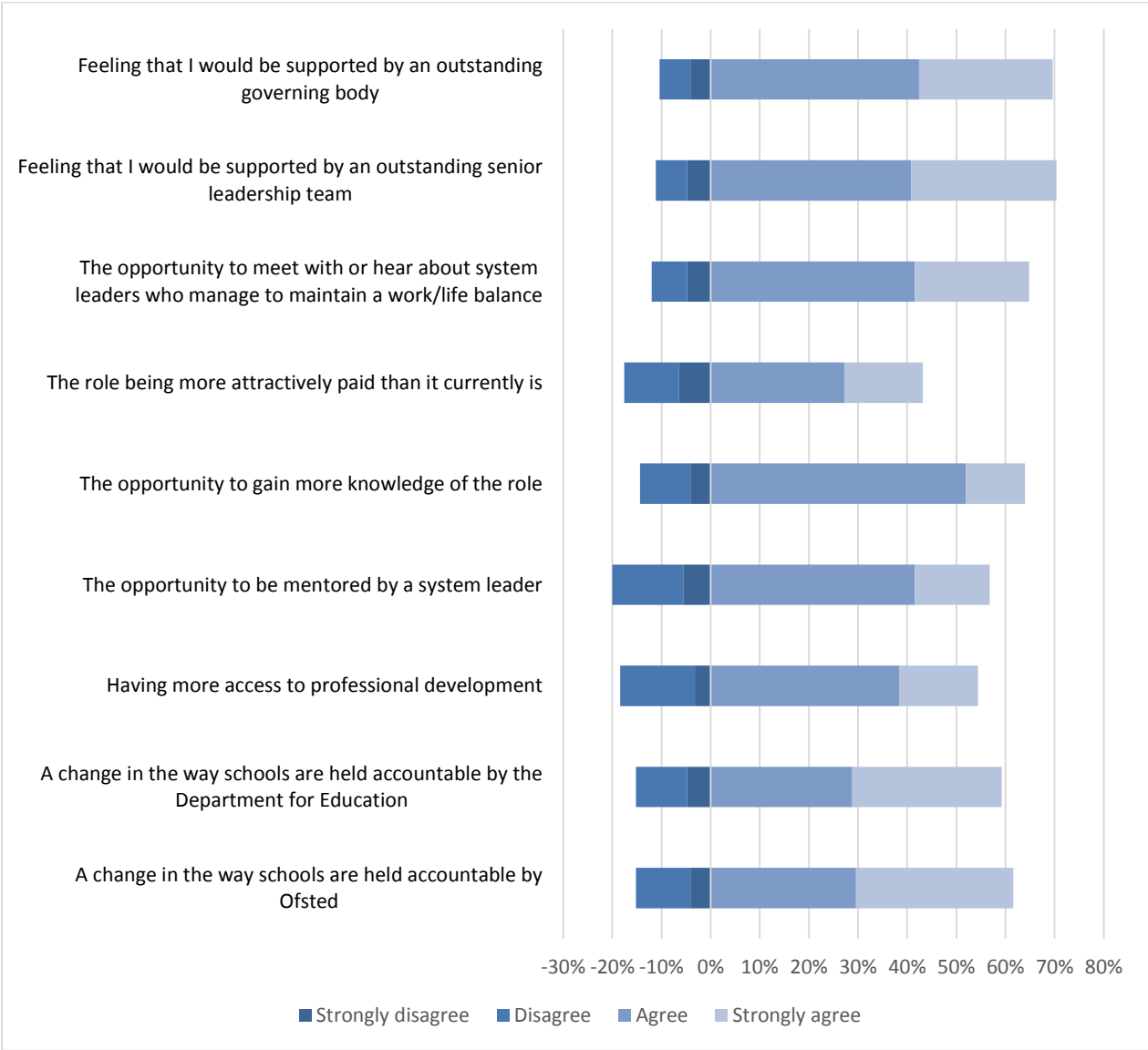
On the other hand, one survey respondent was sceptical about the role itself, explaining that “each school should be unique and that having a single head run several schools is simply fundamentally wrong.” Whilst not all headteachers need become system leaders, countering such negative perceptions of the role may still be necessary. For example, the role of system leader isn’t necessarily simply running more than one school, so examples of the different types of system leadership roles could be one useful way of countering this perception.

What support does this group need?

When asked what might make them consider the role of system leader, accountability and workload remained concerns but lack of opportunity and training were bigger barriers. This

has implications for the factors that would encourage this group to progress, with more support and more information being the overriding themes:

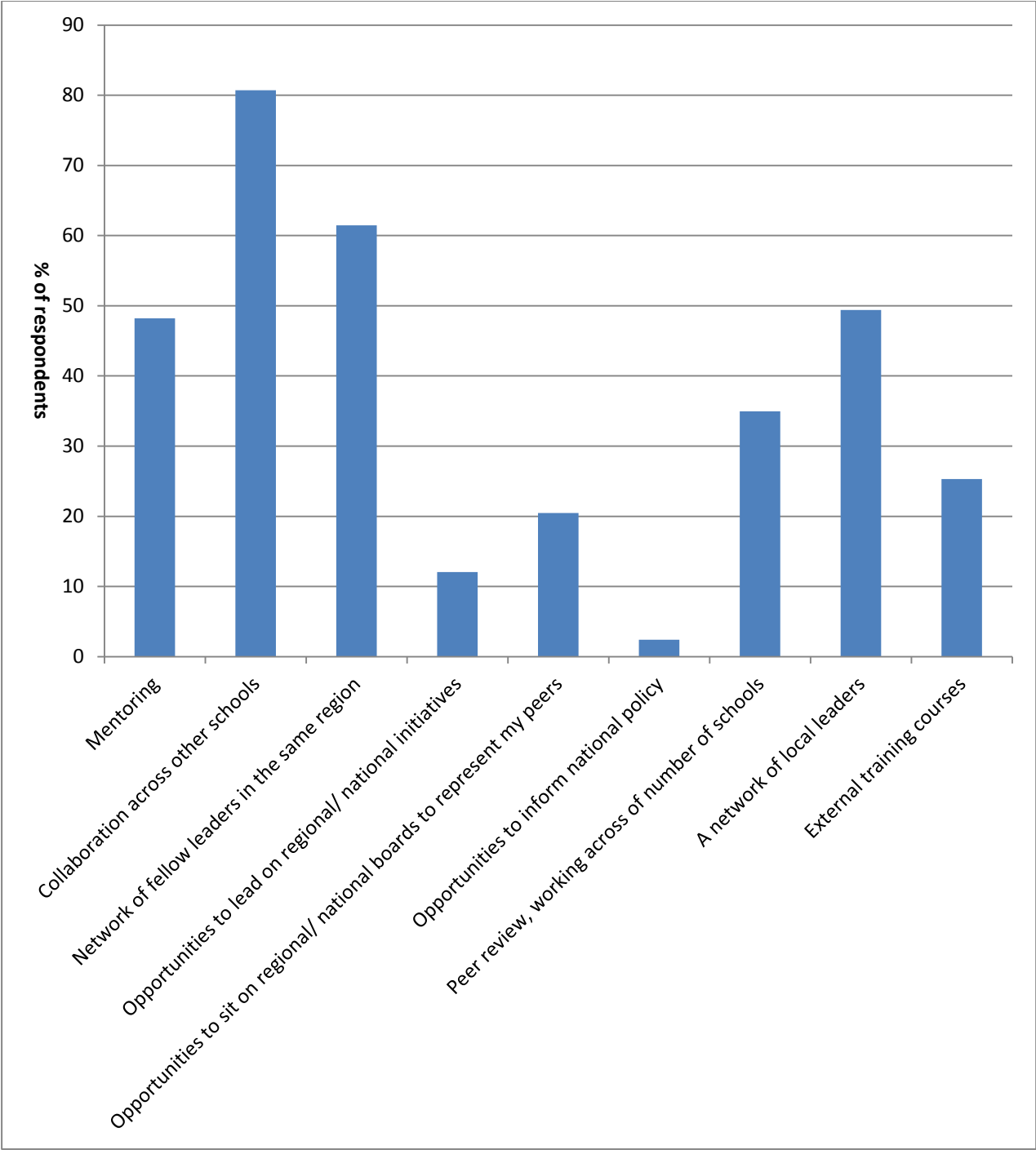
Figure 26: National headteachers: To what extent do you agree that the following factors would make you more likely to consider becoming a system leader? (n=125)



These responses are consistent with the findings that there isn't enough information or training available for potential system leaders, as outlined in section 3.2.

When asked about what support they currently had access to, the most common forms experienced by those who were uncertain about system leadership were collaboration and networks of fellow headteachers:

Figure 27: National headteachers: To what extent do you agree that the following factors would make you more likely to consider becoming a system leader? (n=132)



When asked for suggestions as to what a city-wide initiative for developing system leaders should involve, information on the role, mentoring, coaching, shadowing and secondments were the most common themes.

Figure 28: Wordle of responses from headteacher survey respondents when asked what a city-wide initiative to develop system leaders should include



What types of support should potential system leaders have?

- They are keen for the same types of support as target groups 1-5, namely: mentoring, secondments, shadowing and networks.
- Additional support they are interested in is more information on the role and support developing business and commerce skills.

What impact will this training and support have?

- It will provide more transparent routes into the role of system leader.
- It will free up the pipeline so that more middle and senior leaders and deputy headteachers have the potential to progress their leadership experience.

Conclusions

- A campaign is needed to improve the perception of headship, particularly focusing on the issues of work/life balance and making the case for being a London leader.
- For all target groups, the most urgently needed forms of support are mentoring, secondments, shadowing and access to networks.
- Secondments and shadowing are the types of support where there are the biggest gaps between current supply and demand.
- Training and support should be tailored to each group's current perceptions of the role and to the gaps in the support they currently receive.
- Across all target groups there is a high level of support for a London-wide initiative to develop their leadership progression, even amongst those who are unsure about headship or system leadership.

What this means for London's education agencies

- Tailor any London-wide initiative to each of this report's identified target groups, taking into account the support they currently access and their perceptions of the role.

- As part of any London-wide initiative, **emphasise the moral case for being a headteacher or system leader in the capital, the diversity of pupils and the potential for peer networks and collaboration**
- **Decide whether increasing the diversity of London's leaders is a priority** and if so, tailor programmes accordingly based on further research that focuses on this issue specifically.

Section 6 Summary and next steps

This report has established that there is a growing shortage of headteachers and system leaders in London and that more needs to be done to secure the leadership pool for the future. Current training, support and systems lack coherence and are insufficient to meet the London's needs. This report has made the case for a London-wide initiative to address this.

The issues raised are beyond the remit of any single organisation, so each section has concluded with some bullet points on “what this means for London education agencies” as a starting point for further discussion.

This final section explores some potential interventions that emerge from the research as a further focus for London education agencies to take these issues forward.

The growing shortage of headteachers and system leaders is not unique to London although some of the specific challenges are particular to the capital. While London schooling has its own history, systems and context, many of the interventions proposed in this report could be equally transferable to other regions – perhaps following piloting in London.

6.1 Gaps in provision

There are already a very significant number of interventions aimed at growing the school leadership pool, both in London and nationally. However, there are significant gaps between what people say they want and what they receive. There are a number of ways that London education agencies could offer further support.

6.1.1 Improving current provision

London education agencies should encourage existing providers and local authorities to review the provision and the support they offer in the light of this report's findings, identifying any gaps in provision and targeting support and training appropriately. The publication and wide dissemination of this report would be one way to initiate this but London education agencies should also proactively use their networks to promote discussion of its findings.

6.1.2 Commissioning training

This report does not advocate London education agencies directly commissioning additional training courses for future headteachers and system leaders. We have not identified any demand for a London-specific curriculum or other requirements that are bespoke to London. Directly intervening in the market in this way would be expensive and there is a strong risk of stand-alone courses failing to make significant impact.

Offering support to identify and offer more secondment and shadowing opportunities for people considering moving in to headship is, however, one area where there is need for more support and where a London-wide intervention could gain traction. This could include strategies for supporting those headteachers who are considering retirement to take phased retirement to allow for other potential headteachers to ‘act up’ alongside them.

The reduced role of many local authorities in this area and the lack of capacity in some teaching school alliances contributes to limited access to placement opportunities.

Therefore the development of secondment and shadowing opportunities should be aimed at potential future headteachers in schools which are not well placed to offer such opportunities such as community schools, single-academy trusts and smaller multi-academy trusts. Larger academy chains should play a part by widening their secondment offer to staff in outside schools.

London education agencies could also play a role in developing a London future leadership fund so that, where appropriate, such secondments/placements could be undertaken as additional members of a leadership team.

6.1.3 Information

The take up of current provision would be increased if it were easier for teachers and leaders to navigate. While a number of national initiatives are already in place, there may be scope for improving information and signposting of CPD for London schools. Key opinion leaders suggested developing a centralised route-map for headship and an online information hub on training courses and providers. While some training is specifically targeted at London cohorts, better information for those thinking about headship may be more effectively delivered as a national resource. A more promising suggestion for London education agencies to consider is holding a London-wide 'careers fair' where potential future heads and system leaders can come and see the range of training and support on offer and hear from leaders who are able to promote the role.

6.1.4 A pan-London campaign to make the case for London leadership

Lack of training, support and availability of promotion opportunities are not the main things preventing people moving into headship. The perceived impact of the accountability system on headteachers and system leaders and their quality of life are bigger issues. Also, some headteachers place a low priority on developing their leaders due to the perverse incentives of the accountability framework. This is the case across the country, not just in London.

Changing the accountability system is a matter for government. There is strong evidence to suggest that the potential to 'make a difference' to students in a particular locality, closely followed by the chance to implement one's own vision, are strong motivators and that the appetite for headship is still strong: these are advantages that can be built upon in a London context where there is evidence of collaborative peer networks and a clear commitment to improving educational outcomes.

To some extent this can be addressed by increasing the opportunities to shadow successful headteachers as discussed below. In addition, London education agencies may wish to consider a pan-London campaign that makes the case for teachers to become the London school leaders of the future.

A particular target could be to challenge the mis-perception of the role of headteacher and system leader as necessarily too far removed from pupils and staff and focused on the business of running a school. This might include case studies showcasing headteachers and system leaders who are able to undertake the role successfully despite the accountability challenges, and who remain connected to the communities they serve and who balance their role with home commitments.

6.1.5 Governors

The quality of school governance in London matters because governors play a crucial role in the headship and executive headship recruitment process. There is some indication that conservative appointments by governing bodies compound a lack of diversity in the headship population. However, one of the more unexpected findings from the survey was that having an outstanding governing body was cited as almost as important as a change in the accountability measures as a factor that would convince people to progress into leadership. The support of a governing body was also shown to be important to headteachers taking on a system leader role.

London education agencies should therefore explore how they might support governors during the recruitment process, for example by commissioning specialist training and making it easier for them to access external advice, support and challenge. On top of this, they should seek to improve the overall quality of London school governance given the high importance potential headteachers ascribe to having an outstanding governing body.

6.1.6 Establishing a school leadership talent pool

Key opinion leaders suggested establishing a school leadership talent pool for London which nurtures and supports a pool of teachers to help them become London headteachers, and eventually system leaders. This would go a long way to addressing the issues highlighted above. Adopting this more proactive, talent management approach would ensure London had more of the outstanding school and system leaders that it needs. It is a model that exists in other countries⁷⁸ but which has never been tried systematically in England.

Such an approach recognises that effective school leadership is ever more crucial to improving pupil outcomes and that we already know a lot about what good school leaders do as well as their beliefs, attitudes, and personal attributes. It builds on the practice of high-performing business organisations which proactively manage the careers of high-potential executives “like a chessboard”⁷⁹, for example by:

- identifying potential leaders early;
- putting in place mechanisms to develop their talents over time;
- and arranging carefully selected positions and opportunities to test and challenge them as leaders.

London’s geography and culture of collaboration lends itself to this approach by creating opportunities for peer networks and strategic links to businesses.

Adopting the talent pool model in London could offer:

- A formal and transparent leadership development programme that sits alongside existing routes.
- A highly visible and prestigious investment in leadership development for the capital.
- An effective model for identifying people with ability and supporting them to seek a London headship.
- Someone outside the school to take an interest in teachers’ career aspirations.

⁷⁸ Barber, M, Whelan, F, and Clark, M, *Capturing the leadership premium: How the world’s top school systems are building leadership capacity for the future* McKinsey 2010 Exhibit 5, p.10.

⁷⁹ Barber. M., Whelan. F., & Clark. M. (2010) *Capturing the leadership premium: How the world’s top school systems are building leadership capacity for the future*. McKinsey and Company, p. 10.

- Access to a package of learning and support informed by best practice from business and elsewhere in the public sector.
- Access and exposure to positive role models and opportunities to learn on the job in a range of settings through secondments and shadowing.
- Quality assurance of candidates – thus supporting school governors during recruitment and making it easier for them to appoint candidates from under-represented groups.

There are a number of challenges to be worked through in setting up this model: cost implications would mean that numbers would be limited. The programme should therefore target one of the groups outlined in Section 5. It would also be a training and development programme rather than a placement or matching programme so candidates would still need to apply for headships in the normal way. Admission to the talent pool would not in itself a guarantee that someone will go on to secure headship.

Schools, local authorities, multi-academy trusts and teaching school alliances would have to engage with the programme and there should be higher expectations for what they should be doing. This should include positive recognition when they do it as well as mechanisms for holding them to account when they do not.

London education agencies should develop and consult on a detailed proposal for establishing a school leadership talent pool for London.

6.1.7 The cost of housing

This research has revealed one key London-specific issue: the cost of housing. It was clear from both our survey and key opinion leader interviews that an educational programme alone will not be enough so long as housing in the capital remains unaffordable for many headteachers. Since the issue is beyond the remit of London education agencies this report makes no specific recommendations on this matter beyond emphasising that it must not be overlooked nor its impact under-estimated. London education agencies will need to apply pressure to relevant authorities and make a compelling case for alleviative measures as a crucial factor in the social planning of the capital if recruitment of school leaders is to be made easier and London's high standards of education maintained.

6.1.8 Leadership and coordination

Finally, London education agencies should consider whether they have a role in addressing the school-led system's current lack of capacity to secure the future leadership pool for London and how they move forward. One way to do this would be to set up a task and finish steering group to:

- Review and 'sense check' the report's findings in detail.
- Continue the dialogue that this research has opened up with London teachers, headteachers, system leaders and key opinion formers.
- Decide on whether increasing the diversity of London's leaders is a priority and if so tailor programmes accordingly.
- Agree, advocate and, where necessary, initiate interventions to address the issues highlighted in this report.
- Scope fully, develop and implement a schools' London-wide talent management strategy.

Effective succession planning on an individual school basis is not enough to ensure London has the school leaders it needs.

Conclusions

- **More needs to be done to secure the leadership pool for the future** and this report has demonstrated a high level of support for a London-wide initiative to address this.
- The issues raised by this report are **beyond the remit of any single organisation** so actions required are addressed to London education agencies as a whole.
- **There are significant gaps between what aspiring heads and system leaders say they want and what they receive** and London education agencies could bridge this gap by working more collaboratively together.
- The growing shortage of headteachers and system leaders is not unique to London although some of the challenges are. Many of **the interventions proposed in this report could be equally transferable to other regions** – perhaps following a pilot in London.
- The **cost of housing** in London is a key issue impacting the supply of headteachers but since it is beyond the remit of London education agencies, this report makes no specific recommendations in this area.

Next steps

The report proposes the following next steps for consideration by London's education agencies:

- A greater focus on the **planned and systematic attraction, identification, development, engagement, retention and deployment** of future London school and system leaders which reflects the future needs of London's pupils, schools and the wider economy.
- **Commission a London-wide schools' talent management strategy** or encourage all London schools to be part of a grouping (such as a teaching school alliance or multi-academy trust) which has a proactive approach to talent management.
- Prioritise interventions that **build the pipeline of future headteachers and system leaders** and that match what leaders are requesting, such as secondments and mentoring from a current headteacher or system leader.
- Help individuals and schools to **navigate the market in leadership development courses**.
- Showcase the **opportunities for collaboration and peer support in London** and make **the moral case** for becoming a London headteacher and system leader explicit.

What this means for London's education agencies

- **Publish and widely disseminate this report**, and proactively use networks to promote discussion of the findings.
- **Set up a short term steering group to address the shortfall this report identifies in the capacity of a school-led system to secure the future leadership pool for London.**
- **Identify and offer more secondment and shadowing placements for people considering moving into headship** – including opportunities to 'act up' alongside heads on phased retirement.

- **Create a London future leadership fund** to support secondments/placements to be undertaken as additional members of a leadership team.
- **Run London-wide ‘careers fairs’ to improve knowledge of the range of training and support on offer.**
- **Create a pan-London campaign to proactively make the case for teachers to become London’s school leaders of the future** which counters negative perceptions of the role.
- **Support school governors when recruiting headteachers** and improve the overall quality of London school governance as an integral part of developing the London leadership pool.
- Develop and consult on a detailed proposal for establishing **a school leadership talent pool** for London.

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Appendix 1

This research is based on a number of sources of evidence. This appendix summarises the methods used.

Survey

Two surveys were undertaken as part of this report: one of middle and senior leaders and one of headteachers and system leaders. Questions explored the following areas:

- Length in service, current role, region, school type and phase.
- What motivates people to become leaders and what puts them off.
- What barriers prevent leaders from progressing.
- What support they currently receive and what they find the most useful.
- The kind of support they would like to receive and the extent to which they would be interested in a city-wide initiative to support their leadership aspirations.
- The reasons they teach or became headteachers in their area, whether they are seeking promotion locally or elsewhere and their reasons for doing so.
- Specifically for headteachers and system leaders: what support and training they found most effective when progressing and the support and training they use to develop their staff's leadership skills.

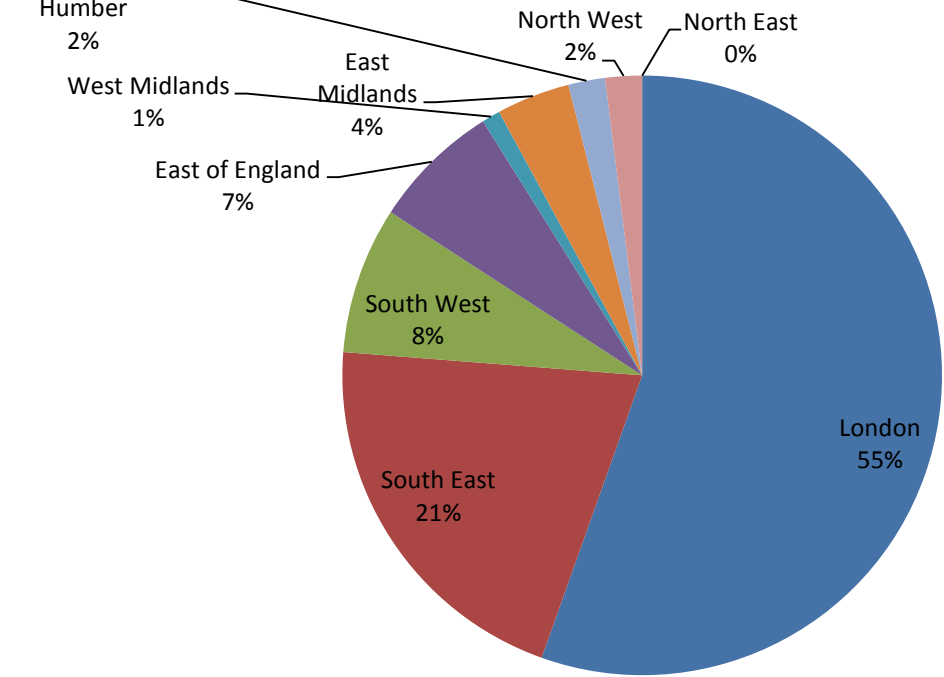
Field work took place between the 19th May- 10th June 2015 and the survey was online. The survey was circulated amongst the following networks:

- Challenge Partners schools
- London Leadership Strategy
- London Local Authority Heads of School Improvement
- Regional Schools Commissioners for London
- Teaching Schools Sub-Regional Groups for London

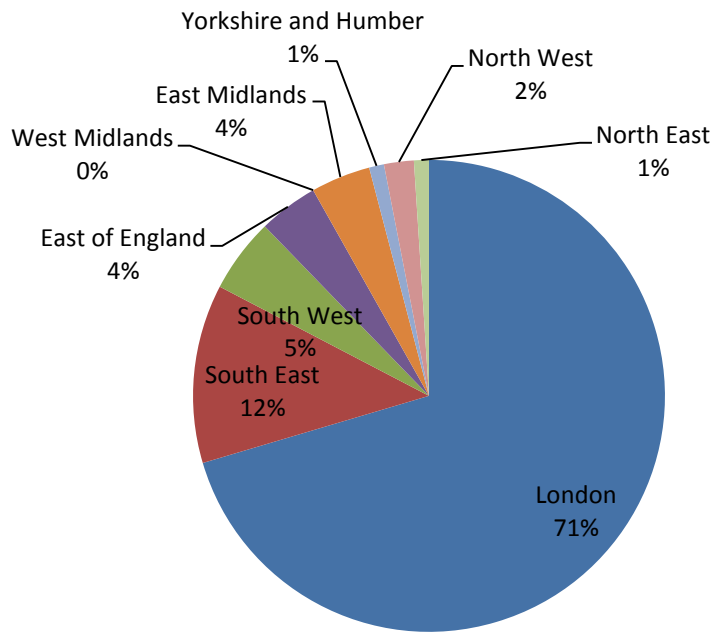
- Teacher Development Trust
- Teaching Leaders
- GLA Gold Club
- NAHT Edge.

There were 398 responses from senior and middle leaders and 268 headteachers and system leaders. The following graphs indicate the respondents' region, phase and school type.

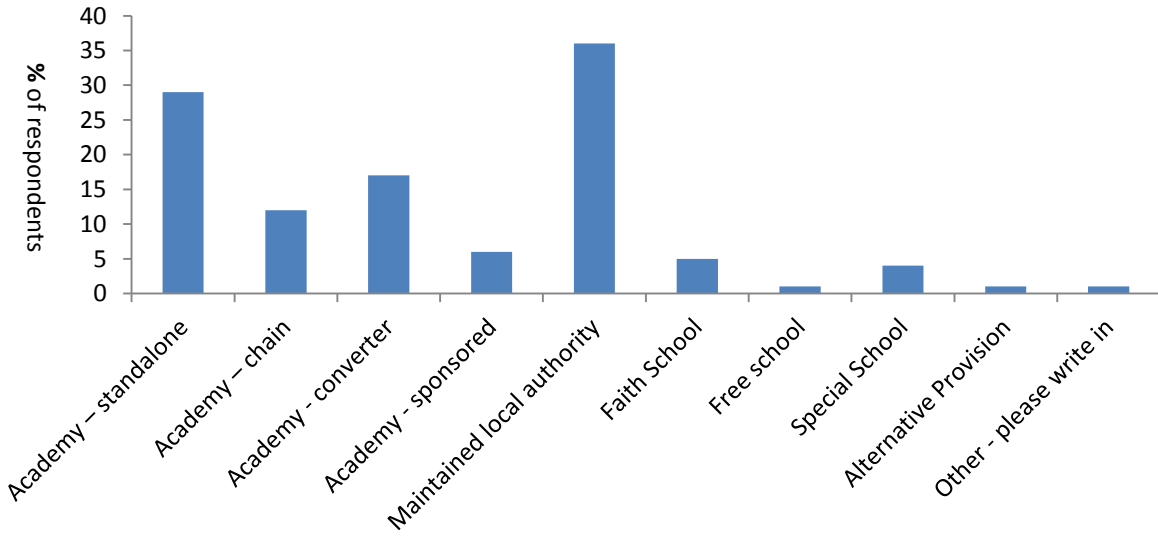
The region middle and senior leader respondents live in (n=397)



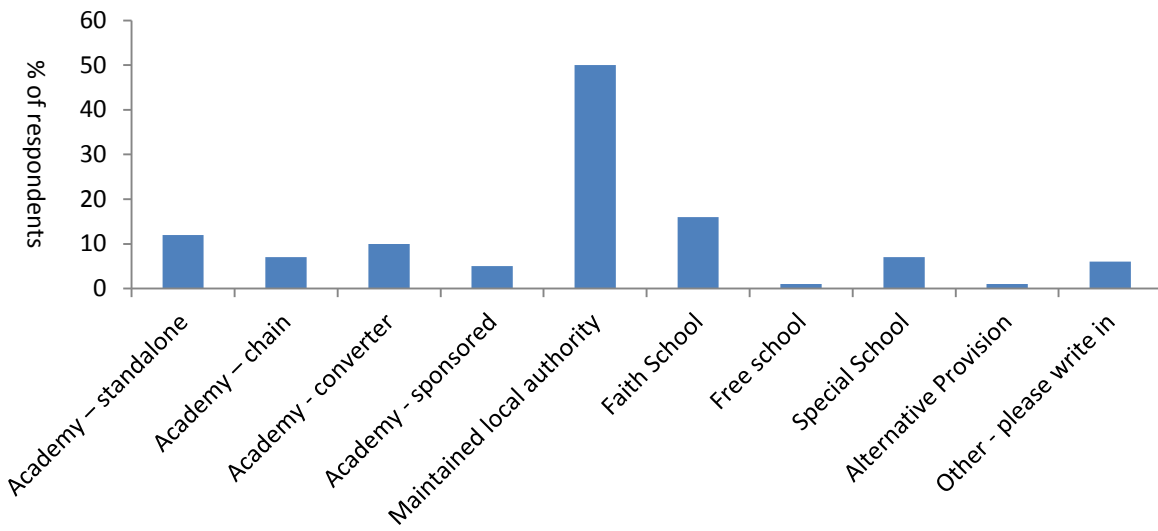
The regions headteacher and system leader respondents live in (n=268)

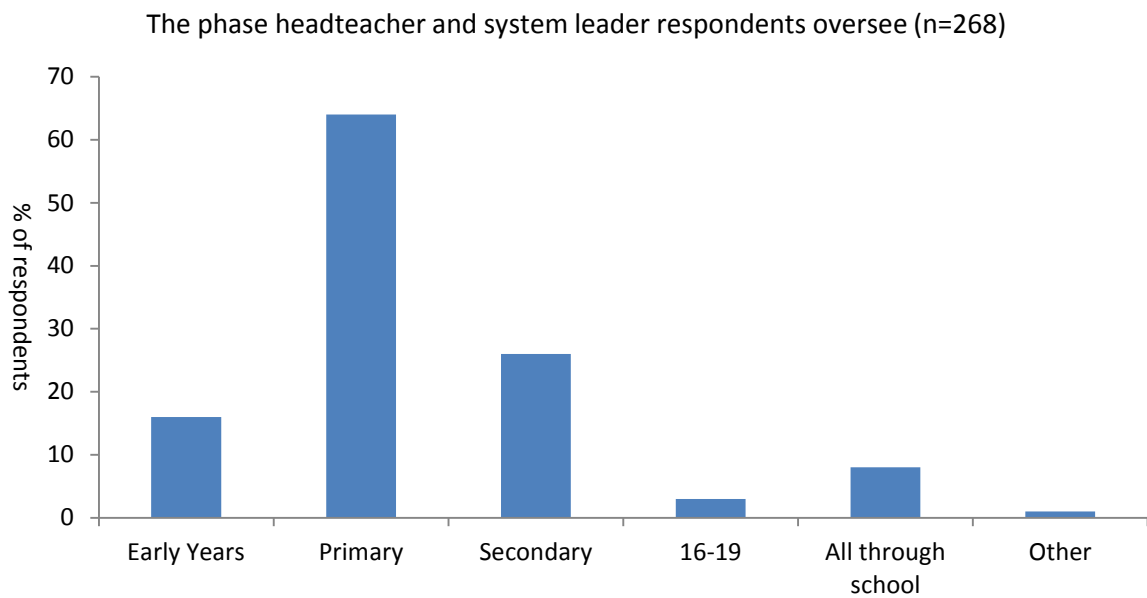
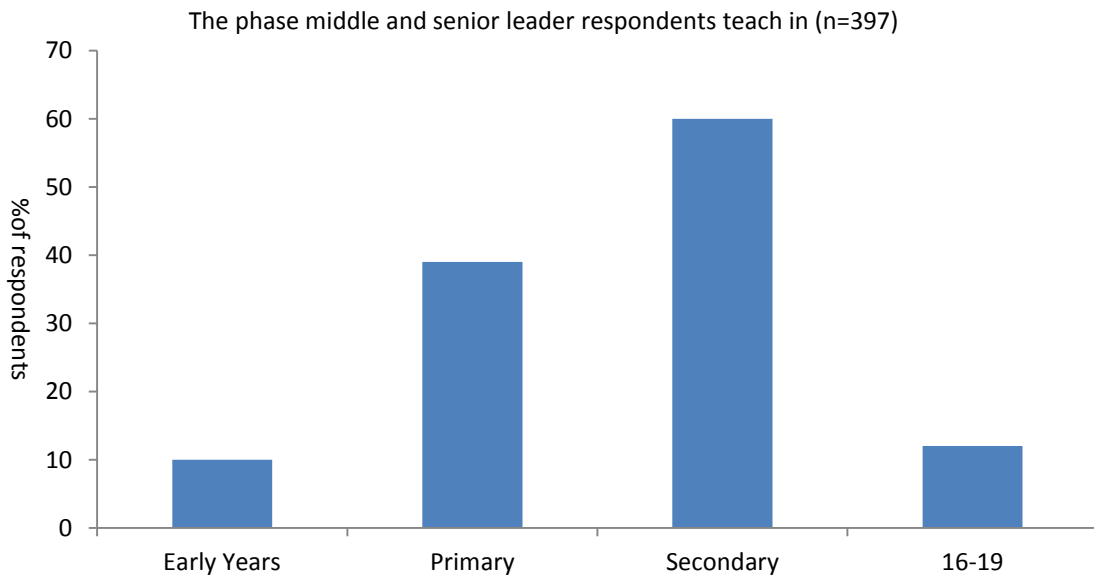


Middle and senior leaders respondents by school type (n=397)

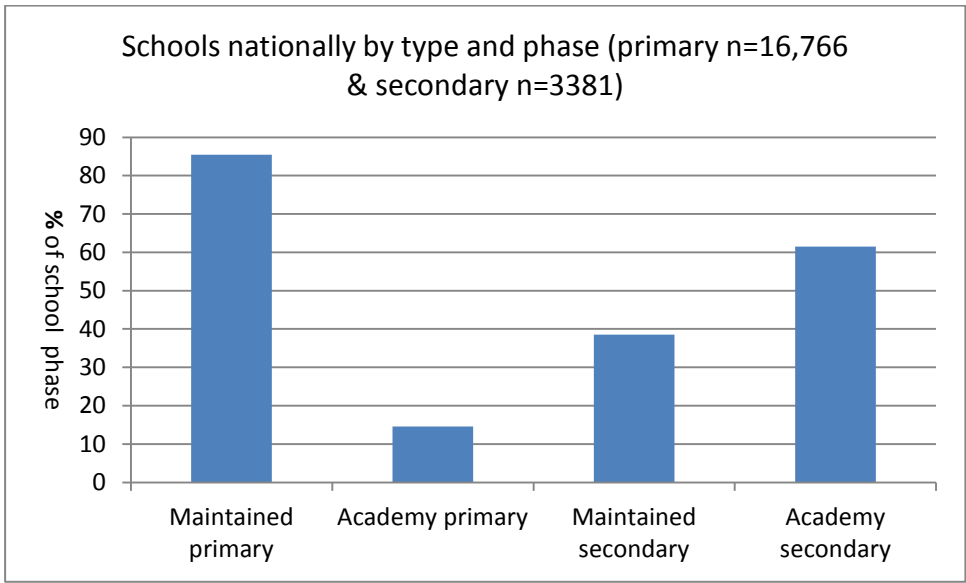
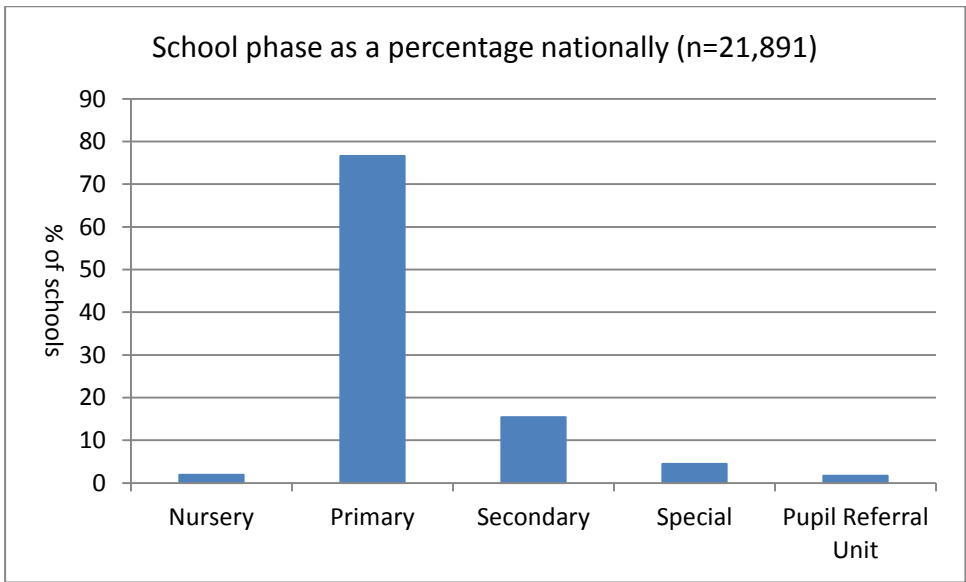


Headteacher and system leader responses by school type (n=268)

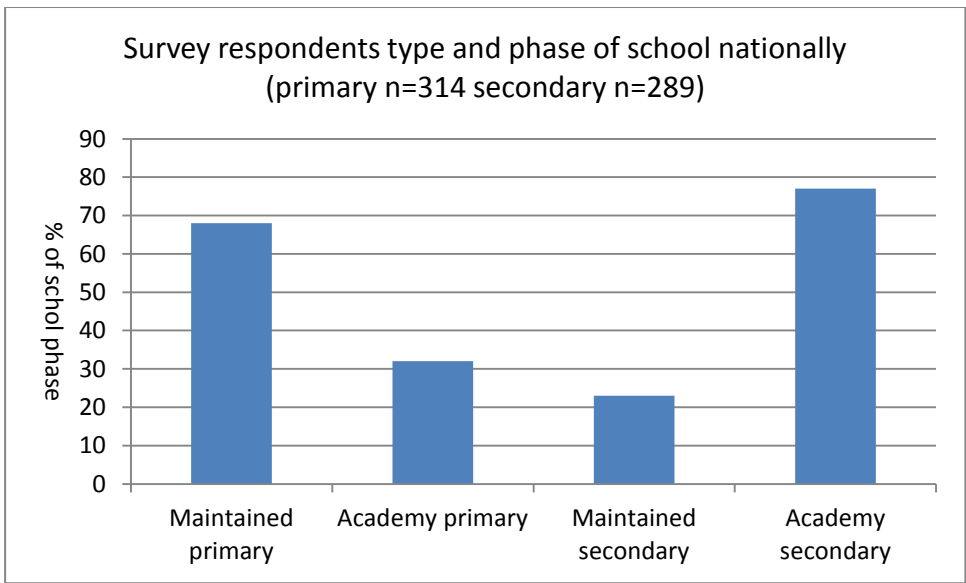




Whilst this survey was not intended to be representative, below we outline the composition of all school types and phases for reference.



We have grouped our survey respondents similarly as a point of comparison.



Semi-structured follow up interviews

Ten practitioners were selected from the survey respondents for follow up interviews to probe initial findings in more depth. These were primarily with leaders from a range of school type and phase who indicated they were unsure about promotion and those who lived in or around London. These interviews were carried out using semi-structured scripts which will be available on publication of the report.

Semi-structured key-opinion leader interviews

The following key opinion leaders were interviewed as part of this report:

- Helen Bailey, Chief Operating Officer, MOPAC
- Leasil Burrow, Talent Management Lead, BT
- Sir Andrew Carter, Headteacher, South Farnham School and author of Carter Review of Initial Teacher Training
- Louis Coiffait, Chief Executive Officer, NAHT Edge
- Claire Collins, HR Director, City & Islington FE College
- Ed Fox, Talent Manager, Financial Conduct Authority
- Kate Frood, Head of Camden Primary Partnership Teaching School Alliance and Headteacher Eleanor Palmer School
- Prof Toby Greany, London Centre for Leadership in Learning/Ex Exec Director of Leadership Development, NCTL
- Russell Hobby, General Secretary, NAHT
- Sean Harford, National Director, Schools Policy, Ofsted
- Robert Hill, Independent Education Consultant, ex-policy advisor
- Chris Husbands, Director, Institute of Education
- Dame Sue John, Headteacher, Lampton School and Trustee, Challenge Partners
- Carol Jones, National Specialist for Leadership and Teacher Professionalism, ASCL
- Anita Kerwin-Nye, Managing Director, London Leadership Strategy
- Emma Knights, Chief Executive, National Governors Association
- Tom Knott, Head of Leadership, SSAT
- Judy Larsen, Teaching and Leadership Adviser (London), NCTL
- Heath Monk, Chief Executive, Future Leaders
- Steve Munby, Chief Executive, CfBT
- Kieran Osborne, Executive Headteacher, Hayes School and Teaching and Leadership Adviser (London) NCTL.
- Colin Powell, Director of Education, Southwark Diocese
- Eleanor Schooling, Corporate Director for Children's Services, LB Islington
- Joe Simpson, Managing Director, Leadership Centre for Local Government
- Jan Sobieraj, Managing Director, NHS Leadership Academy
- Hilary Spencer, Director, Civil Service Learning
- Frankie Sulke, Executive Director for Children and Young People, LB Lewisham
- Mark Taylor, Director of Schools, LB Islington
- Rachel Taylor, Senior Officer, Leadership Pathways, Teach First
- Gail Tolley, Strategic Director Children and Families, LB Brent
- James Toop, Chief Executive Officer, Teaching Leaders
- James Townsend, Project Development Manager, Church of England
- David Weston, Chief Executive, Teacher Development Trust

- Elizabeth Wolverson, Director, School Support Services, London Diocese
- Prof David Woods CBE, London Leadership Strategy, ex-London Challenge and City Challenge Lead

These interviews were carried out using semi-structured scripts which will be available on publication of the report.

Desk research

Desk research covered a broad range of themes including:

- Barriers and motivations for teachers seeking promotion.
- Approaches to talent spotting in non-education organisations, both public and private sector.
- Data analysis of the school workforce census.

Roundtable discussions

Roundtable discussion events held with representatives of London Local Authority Heads of School Improvement, Teaching Schools' Council, the DfE's teaching and leadership advisers for London and Challenge Partners 'Senior Partners'.