



The Scottish  
Government

# The Recruitment and Retention of Headteachers in Scotland

(Technical Report)



# **The Recruitment and Retention of Headteachers in Scotland**

Report to the Scottish Government

(Technical Report)

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## 1. Initial Descriptive Analysis: Headteacher Questionnaire

There were 1137 respondents: 717 paper and 420 web. Where table numbers tally to less than 1137, this is due to missing data (i.e., the question was not answered by respondents). Percentages have been rounded to the nearest whole number throughout this report.

*Table 1: Type of Head Post*

Status	Number	Percentage
Permanent Post	1067	94
Acting Post	63	6
Missing	7	< 1

*Table 2: Time in Post in Current School*

Years	Number	Percentage
< 1 Year	158	14
1–2 Years	165	15
3–5 Years	263	23
6–10 Years	217	19
11–15 Years	171	15
16+ Years	157	14

*Table 3: Career Expectations (%)*

Expectation	In 2 Years	In 5 Years	In 10 Years
Head in current school	70	36	8
Head in another school in this LA	6	11	6
Head in another school in another LA	2	3	2
Head but not in Scotland	< 1	1	0
Another education role in Scotland	1	4	4
Another education role but not in Scotland	2	5	7
Another role, not in education	1	2	2
Unsure	5	8	7
Retired	12	31	64

*Table 4: Likelihood of Change in Future Employment Expectations*

Likelihood	Number	Percentage
Highly unlikely to change	442	39
Unlikely to change	416	37
Likely to change	222	20
Highly likely to change	53	5

*Table 5: Sources of Influence on Views about Future in Headship (%)*

<b>Influence Source</b>	<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Always</b>
My fellow heads	10	17	64	10
My depute	37	19	37	7
My professional reading	6	13	65	17
My professional association	21	32	41	6
Media reporting of education	24	40	34	3
My parent council/board of governors chair	24	33	37	6
The Scottish Government	11	24	51	14
My school's parents	13	22	48	18
The local authority	6	11	53	29
Teacher colleagues	8	18	59	15
My family	4	8	37	51

*Table 6: Sources of Advice on Views about Future in Headship (%)*

<b>Advice Source</b>	<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Always</b>
My friends	12	23	49	15
A headteacher colleague	8	14	57	22
My depute headteacher	38	26	30	6
Teacher(s) in my school	39	35	24	3
My spouse/partner	9	5	19	67
Other family members	14	16	47	24
My mentor	56	12	23	10
My coach	73	10	12	4
My professional association	52	29	17	2
My secretary/ personal assistant	61	20	17	2

*Table 7: Extent of Autonomy Experienced in Performing Head Role*

<b>Extent of Autonomy</b>	<b>Number</b>	<b>Percentage</b>
Complete autonomy	6	1
Considerable autonomy	226	20
Some autonomy	500	45
Very little autonomy	368	33
No autonomy	8	1

*Table 8: Heads' Confidence in Abilities (%)*

<b>Ability</b>	<b>Not at all Confident</b>	<b>Not Very Confident</b>	<b>Quite Confident</b>	<b>Very Confident</b>
Provide strategic focus and direction to colleagues	< 1	3	53	44
Lead the development of teaching and learning	< 1	2	45	53
Manage teaching staff	< 1	1	36	63
Manage other staff	< 1	1	38	60
Manage school budgets	< 1	9	46	44
Build relationships with community agencies	0	3	45	52
Deal with stress and pressure	3	15	61	21
Work with parents	< 1	2	38	60
Problem solve	< 1	2	49	50
Manage myself and time	4	20	55	21

*Table 9: Average Hours Worked per Week*

<b>Hours</b>	<b>Number</b>	<b>Percentage</b>
35 Hours	1	< 1
36–40 Hours	19	2
41–45 Hours	117	11
46–50 Hours	232	21
51–55 Hours	277	25
56–60 Hours	223	20
61–65 Hours	131	12
66–70 Hours	65	6
70+ Hours	51	5

*Table 10: Time Commitment to Activities in a Typical Week (%)*

<b>Activity</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3 – 5 Hours</b>	<b>6 – 10 Hours</b>	<b>&gt; 10 Hours</b>
Curriculum management	1	24	41	26	8
Development of teaching and learning	< 1	20	38	30	11
Strategic planning	1	33	39	21	6
Budgeting and finance	1	58	33	8	1
The school building and fabric	4	67	23	5	1
Absence cover	23	49	22	6	1
Providing RCCT for teaching staff	39	40	16	4	1
Classroom teaching	24	41	16	5	14
Staffing matters	1	35	38	21	6
Matters for parent council/ Board of Governors	4	72	18	4	1
Relations with external agencies	1	42	37	16	5
Dealing with challenging pupils	3	37	28	21	11
Other	3	10	20	28	38



*Table 11: Time Committed to People in a Typical Week (%)*

<b>People</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3 – 5 Hours</b>	<b>6 – 10 Hours</b>	<b>10+ Hours</b>
Classroom teachers	< 1	22	45	24	9
Principal teachers	22	32	32	12	2
Parents	< 1	37	45	15	4
Children and Family Services	8	57	25	8	3
Visitors	< 1	60	33	6	1
Local authority staff	5	65	25	5	< 1
My Depute(s)	24	10	29	28	9
Senior management/ leadership team	17	25	31	22	6
Administrative staff	< 1	26	46	22	6
Learning support staff	5	68	23	3	1
Pupils	0	9	26	30	34

*Table 12: Role Played in Leadership Activities (%)*

<b>Activity</b>	<b>None</b>	<b>Small Role</b>	<b>Moderate Role</b>	<b>Large Role</b>
Developing and providing continuous professional development	< 1	9	38	53
Supporting new staff	2	17	41	41
Hiring new teachers	9	12	12	67
Evaluating teachers	< 1	4	20	76
Developing the school timetable	1	13	22	64
Establishing and planning the school budget	1	6	16	77
School improvement planning	< 1	1	4	95
Establishing school priorities	< 1	1	5	94
Reviewing and/or developing teaching practices and curriculum	< 1	3	17	80
Review student performance data	2	14	25	59
Other	10	5	11	74

*Table 13: Satisfaction with Elements of Headship Role (%)*

<b>Element</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
The amount of support provided by school's parents	3	16	56	25
Ability to make a difference to the school	< 1	10	56	34
Amount of class teaching time	7	28	55	10
Accountability demands of local authority	15	39	44	2
Opportunity to mentor teachers	4	36	57	3
The esteem in which head teachers are regarded	12	31	51	6
The amount of support provided to me by my employer	16	32	46	6
The sense of fulfillment that I experience	6	19	51	24
Salary and benefits	10	27	53	10
Current government policies	11	46	41	2
The opportunities I have to work closely with students	4	33	55	7
CPD opportunities	2	23	66	9
Accountability demands of national inspections	25	35	37	2
Support from my senior management team/ depute head	5	9	38	47
The scope that I have for strategic decision-making	2	13	57	28
Ability to make a difference to children's learning	1	11	56	32
The space I have to pursue personal interests and hobbies in my own time	38	38	22	3
The autonomy I have over my SIP	7	23	55	14
Within budgetary constraints, the autonomy I have over staffing	19	34	42	6
The protected management time I have to do the job of head teacher	34	35	27	4

*Table 14: Concern with Aspects of the Headship Role (%)*

<b>Aspect</b>	<b>Not Concerned</b>	<b>Somewhat Concerned</b>	<b>Concerned</b>	<b>Very Concerned</b>
The demanding nature of the job	4	18	33	45
Overall accountability for learning quality	13	26	36	25
Public grading of school performance	9	20	27	45
The impact of the job on my personal health and wellbeing	9	24	29	38
Possibility that I might be exposed to litigation	9	31	32	28
The emotionally demanding nature of the job	6	23	30	40
The impact of the job on my life outside of work	7	22	27	45
My ability to manage my working time	11	30	36	24
The loneliness of the job	25	29	26	20

*Table 15: Role Recommendation to Junior Colleagues*

<b>Recommendation</b>	<b>Number</b>	<b>Percentage</b>
No	262	24
Yes	505	46
Not Sure	341	31

*Table 16: Satisfaction with Professional Development Opportunities (%)*

<b>Opportunity</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
The funds and resources available to allow me to take advantage of professional development opportunities	15	34	47	5
Opportunities to learn from other educators	7	38	51	4
The time that is available for professional development	12	50	36	2
The match between my professional needs and the opportunities available	9	43	46	2

*Table 17: Sufficiency of Resources (%)*

<b>Resource</b>	<b>Nowhere near enough</b>	<b>Some</b>	<b>Enough</b>	<b>More than enough</b>
Material resources	18	28	48	7
Support with regard to facilities and maintenance	34	35	27	4
Support from parents and the community	6	26	52	16
A staff that is competent and able to meet the needs of the students	2	19	53	26
The help required in handling students who may be disruptive or need alternative learning environments	35	36	26	3
Clear understanding of what the school is expected to achieve	3	17	61	19
Staffing to fulfill requirements	17	33	44	6
Support and guidance from Local Authority	16	39	41	5

*Table 18: Basis of Employment*

<b>Basis</b>	<b>Number</b>	<b>Percentage</b>
Full-Time	1111	99
Part-Time	7	1

*Table 19: Time as a Headteacher*

<b>Years</b>	<b>Number</b>	<b>Percentage</b>
< 1 Year	107	10
1–2 Years	95	9
3–5 Years	202	18
6–10 Years	238	21
11–15 Years	215	19
16–20 Years	150	14
21–25 Years	67	6
25+ Years	38	3

*Table 20: Schools Served as a Head*

<b>Schools</b>	<b>Number</b>	<b>Percentage</b>
1 school	550	49
2 schools	383	34
3 schools	140	13
4 schools	30	3
5+ schools	10	1

*Table 21: Local Authorities Served as a Head*

<b>Authorities</b>	<b>Number</b>	<b>Percentage</b>
1 local authority	909	82
2 local authorities	169	15
3 local authorities	20	2
4+ local authorities	5	< 1

*Table 22: Highest Qualification obtained*

<b>Qualification</b>	<b>Number</b>	<b>Percentage</b>
Bachelors degree	482	51
Masters degree	245	26
Doctorate degree	15	2
Other	201	21

*Table 23: Route to Headship*

<b>Route</b>	<b>Number</b>	<b>Percentage*</b>
Scottish Qualification for Headship	245	22
Through 'acting' position	379	34
Through depute head role	531	48
Other	286	26

\* As respondents could choose multiple routes to headship, these totals are larger than 100

*Table 24: Gender of Heads*

<b>Gender</b>	<b>Number</b>	<b>Percentage*</b>
Male	161	30
Female	376	70

\* Web respondents were not asked this question. Responses represent 717 respondents to the paper questionnaire. Of the paper respondents, however, only 537 provided a gender response.

*Table 25: Age of Heads*

<b>Years</b>	<b>Number</b>	<b>Percentage*</b>
25–30 years	2	< 1
31–35 years	20	3
36–40 years	48	7
41–45 years	78	11
46–50 years	122	17
51–55 years	255	36
56–60 years	174	24
61+ years	18	3

\* Web respondents were not asked this question. Responses represent 717 respondents to the paper questionnaire

*Table 26: Heads' Partner Status*

<b>Partner</b>	<b>Number</b>	<b>Percentage</b>
Single	157	14
Partnered	902	81
Widowed	29	3
Not disclosed	20	2

*Table 27: Heads' Care Responsibilities*

<b>Care</b>	<b>Number</b>	<b>Percentage</b>
Sole carer	72	7
Shared carer	411	37
No care responsibilities	627	57

*Table 28: Heads with Disabilities*

<b>Disability</b>	<b>Number</b>	<b>Percentage</b>
No	1061	97
Yes	32	3

Table 29: Types of Disability \*

Disability	Number	Percentage
Deafness or severe hearing impairment	9	28
Blindness or severe vision impairment	1	3
Physical limitations	1	3
Learning disability	0	0
Learning difficulty	0	0
Mental health issue	1	3
Chronic illness	15	47
Other	0	0
Not disclosed	9	9

\* A number of respondents ticked multiple boxes, therefore the total numbers are greater than 32 and percentage totals do not equal 100

Table 30: Impact of Disability

Impact	Number	Percentage
Yes	6	18
No	28	82

Table 31: Heads' Ethnicity

Ethnicity	Number	Percentage*
Scottish	612	86
English	32	5
Welsh	3	< 1
Northern Irish	7	1
British	45	6
Irish	4	1
Gypsy/Traveller	1	< 1
Polish	0	0
Other White Ethnic	6	1
Mixed or Multiple Ethnic	0	0
Pakistani	0	0
Indian	0	0
Bangladeshi	0	0
Chinese	0	0
Other Asian	0	0
African	0	0
Caribbean	0	0
Black	0	0
Other African, Caribbean or Black Ethnic	0	0
Arab	0	0
Other Ethnic Group	0	0

\* Web respondents were not asked this question. Responses represent 717 respondents to paper questionnaire

*Table 32: Intention to Retire (%)*

<b>Heads</b>	<b>In 2 Years</b>	<b>In 5 Years</b>	<b>In 10 Years</b>
Primary Heads	12	32	62
Secondary Heads	13	39	81
Combined Heads	33	39	83
Special School Heads	26	26	63
Total Head teachers	12	31	64

## 2. Analysis of Headteacher Survey Data

### 2.1 Representativeness of the Sample: Comparison of Headteacher Respondents and Scottish Headteachers

In spite of researchers' attempts to increase response rates with a variety of techniques, Dillman *et al.* (2001) suggest that response rates for all kinds of surveys have been declining since the early 1990s. There are several studies examining response rates for traditional and web questionnaires. Sax *et al.* (2003), for example, conducted a study to compare response rates for 1) paper-only; 2) paper with web option; 3) web-only with response incentive; and 4) web-only without incentive in university freshman population. The authors received a quite low average response rate (21.5%) for all kinds of surveys, but a slightly higher number of responses for traditional and combined options. A meta-study of 68 surveys in 49 studies by Cook *et al.* (2000) found an average response rate of 39.6% among these studies. Similarly, Schonlau *et al.* (2001) reviewed studies and examined their response rates, and found that they ranged from 7% to 44%. In addition, Andrews & Lavicsa (submitted) specifically suggest that because of an increase in administrative requirements and longer teaching hours, school personnel are even less likely than other types of respondents to complete surveys.

Survey researchers point out that low response rates may not always suggest bias in the results and that researchers can apply a variety of techniques to deal with non-response (Dey, 1997; Groves *et al.*, 2001). Previously, researchers assumed that if a survey received 60–70% response that it was automatically generalisable to a population. Since response rates this high are no longer the norm, researchers no longer assume that a response rate is automatically generalisable and instead attempt to ascertain the representativeness of the respondents by comparing them on key variables to the total population. Henry (1990) has suggested in a discussion of sample weighting that a difference of 2–3% (plus or minus) between the respondents and the population is within the expected range of random variability. Henry's suggestion assumes that a difference larger than this would be statistically significant at .05 – that is, there would be a 95% probability that differences larger than this were not due to chance. The larger the sample size, however, the more likely it is that difference occurs by chance. Or, to put it another way, the larger the sample size the more random variation that can be expected to occur. A difference larger than 2–3% would be significant for a sample size of 200–400. The Recruitment and Retention survey had a sample size of 1137 (with matched personnel and school data for 857), more than twice the sample size assumed by Henry. Given our sample size, a difference of up to 5% between the respondents and the population would not be significant – a difference of up to 5% would still have a 95% probability that any difference is due to chance and not some significant dissimilarity between respondents and the population.

Tables 33 and 34 compare headteacher respondents to all Scottish headteachers. When the difference between the respondents and the population is greater than +/-5%, the comparison has been starred and bolded.



Table 33: Personal Comparison of Respondents and Scottish Headteachers (%)

Personal Variables	Primary Population	Primary Respondents	Secondary Population	Secondary Respondents	Special Population	Special Respondents
<b>Position Type</b>						
Full-Time	93	97	95	99	96	97
Part-Time	7	3	5	1	4	3
<b>Gender</b>						
Females	83	80	26	22	<b>83</b>	<b>71*</b>
Males	17	20	74	78	<b>17</b>	<b>29*</b>
<b>Ethnicity</b>						
Other Ethnicity <sup>1</sup>	1	<1	1	1	1	0
Not Disclosed Ethnicity	<1	1	1	4	1	6
Not Known Ethnicity	0	0	<1	0	0	0
White UK	98	98	97	94	96	91
White Other	1	1	<1	1	2	3
<b>School Type</b>						
School Type	79	77	14	16	7	4
<b>Employment Type</b>						
Permanent Employment	96	97	98	99	95	97
Temporary Employment	4	3	2	1	5	3
<b>Achieved Standard for Headship</b>						
Standard for Headship Achieved	23	21	32	35	16	21
<b>Age</b>						
Up to 40	9	9	2	3	4	3
41 - 45	11	13	7	5	4	6
46 - 50	20	18	15	11	16	18
51 - 55	35	37	36	42	40	38
56 - 60	22	22	36	39	28	27
61 - 65	1	2	3	1	4	9
65+	0	0	0	0	0	0

<sup>1</sup> Asian, Black and Other ethnicities were collapsed due to the small percentages.

Table 34: School Level Comparison of Respondents and Scottish Headteachers (%)

School-Level Variables	Primary Population	Primary Respondents	Secondary Population	Secondary Respondents	Special Population	Special Respondents
<b>Free School Meals</b>						
Free School Meals	17	17	13	13	N/A	N/A
<b>School Location</b>						
Accessible rural area	20	22	8	7	<b>10</b>	<b>3*</b>
Accessible small town	8	10	9	10	4	3
Large urban	25	27	34	37	48	47
Other urban	24	24	29	28	<b>34</b>	<b>44*</b>
Remote rural area	20	15	13	10	2	0
Remote small town	3	3	7	8	2	3
<b>Student Ethnicity</b>						
Student Asian <sup>2</sup>	3	3	2	2	4	5
Student Black <sup>3</sup>	1	0	<1	0	<1	0
Student Gypsy Traveller	<1	<1	0	<1	<1	<1
Student Mixed	1	1	1	1	1	1
Student Not Disclosed	1	1	1	1	1	1
Student Not Known	2	2	1	1	3	2
Student Occupational Traveller	0	<1	0	<1	0	0
Student Other	<1	1	<1	<1	<1	<1
Student Other Traveller	0	<1	0	<1	0	0
Student White UK	90	91	93	93	88	90
Student White Other	2	2	1	2	2	2
<b>Student Absences</b>						
Authorized absence <sup>4</sup>	4	4	7	7	N/A	N/A
Unauthorized absence	1	1	2	2	N/A	N/A

<sup>2</sup> Student Asian ethnicity categories were collapsed into a single ethnicity due to small numbers across the categories.

<sup>3</sup> Student Black ethnicity categories were collapsed into a single ethnicity due to small numbers across the categories.

<sup>4</sup> Absences are reported as numbers and not percentages of students.

## 2.2 Disaggregation Analysis of Headteacher Responses: Gender and School Type

Headteachers were asked three types of questions about: their career aspirations, the influences on these aspirations and their experiences of headship. Heads' responses are reported by school type (primary and secondary) and gender in sub-sections 2.3-2.11.

### 2.3 Relationship between Gender and School Type

A very important consideration when examining these findings is that, not unexpectedly, there is a statistically significant relationship between gender and school type (Pearson chi square correlation equals .33, sig. = .000 at <.01). In Table 35, for example, it can be seen that the majority of primary school heads are females, and the majority of secondary school heads are males. Likewise, the majority of heads of special schools are females and the majority of heads of combined schools are males. Thus, when differences occur for both gender and school type on a specific item and these differences mirror the correlation between gender and school type, it cannot be determined in this initial disaggregation whether the difference is really due to gender, to the type of school or to some combination of both.

*Table 35: Headteachers by School Type and Gender (%)*

Gender	Primary	Secondary	Combined	Special
Female	80	22	71	33
Male	20	78	29	67

### 2.4 Career Aspirations

Headteachers in Scotland were asked what their career expectations were in 2 years, 5 years and 10 years. They were also asked how likely these future expectations were to change.

#### *Aspirations by Gender*

In Tables 4 and 5, the relationship between gender and career expectation is not significant at 2 years (Pearson chi square, sig. = .490), is almost significant at 5 years (Pearson chi square, sig. = .056) and is statistically significant at 10 years (Pearson chi square, sig. = .035).

*Table 36: Career Expectations of Female Headteachers (%)*

Expectations	In 2 Years	In 5 Years	In 10 Years
Head in current school	68	32	7
Head in another school in this LA	8	15	8
Head in another school in another LA	1	2	1
Head but not in Scotland	< 1	< 1	0
Another education role in Scotland	1	4	4
Another education role but not in Scotland	3	5	7
Another role, not in education	1	2	2
Unsure	5	7	7
Retired	12	32	64

Table 37: Career Expectations of Male Headteachers (%)

Expectations	In 2 Years	In 5 Years	In 10 Years
Head in current school	68	34	8
Head in another school in this LA	4	7	5
Head in another school in another LA	3	3	2
Head but not in Scotland	0	1	0
Another education role in Scotland	1	2	< 1
Another education role but not in Scotland	2	5	4
Another role, not in education	1	2	2
Unsure	5	10	7
Retired	15	37	72

To better illustrate the significant differences in 10 years, in Figure 1 some of the categories of responses have been collapsed, and female and male headteachers have been compared by those who expect to remain in a head role, those who expect to be in another education role, those who expect to be in a non-education role, those who are unsure and those who expect to be retired. In 10 years time, female heads have higher expectations to be in another education role than do male heads. Most significantly, more male heads expect to be retired in 10 years than female heads. Otherwise, the differences in expectations of male and female head teachers in 10 years time are negligible.

Figure 1: Career Expectations of Heads in 10 Years by Gender (%)

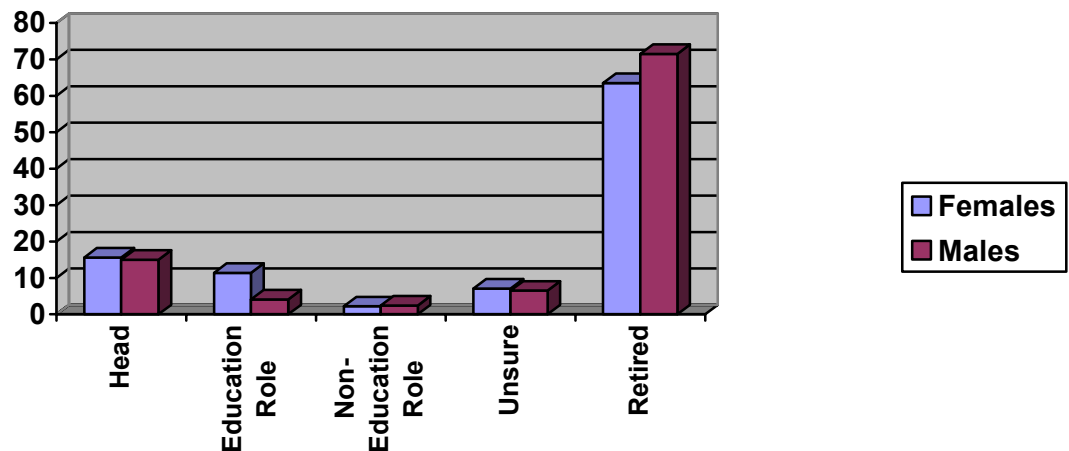


Table 38: Likelihood of Change in Future Employment Expectations (%)

Likelihood of Change	Female Heads	Male Heads
Highly unlikely to change	38	43
Unlikely to change	39	34
Likely to change	19	19
Highly likely to change	5	4

Table 38 suggests that there are some differences in the future employment expectations of female and male headteachers in Scotland. There is no statistically significant relationship, however, between gender and future employment expectations (Pearson chi square, sig. = .315). Thus, any variation in responses by gender on this item is most likely due to chance.

## Aspirations by School Type

Table 39: Career Expectations of Primary Headteachers (%)

Expectation	In 2 Years	In 5 Years	In 10 Years
Head in current school	68	31	7
Head in another school in this LA	8	15	9
Head in another school in another LA	2	3	2
Head but not in Scotland	< 1	< 1	0
Another education role in Scotland	1	4	4
Another education role but not in Scotland	3	6	6
Another role, not in education	1	2	2
Unsure	5	8	8
Retired	12	32	62

Table 40: Career Expectations of Secondary Headteachers (%)

Expectation	In 2 Years	In 5 Years	In 10 Years
Head in current school	76	41	8
Head in another school in this LA	3	3	1
Head in another school in another LA	1	2	1
Head but not in Scotland	0	1	0
Another education role in Scotland	0	2	0
Another education role but not in Scotland	1	4	5
Another role, not in education	1	1	2
Unsure	4	8	3
Retired	13	39	81

Table 41: Career Expectations of Combined Headteachers (%)

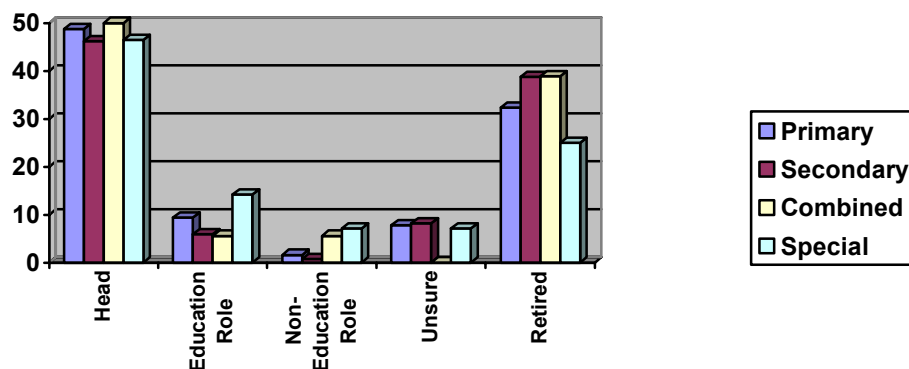
Expectation	In 2 Years	In 5 Years	In 10 Years
Head in current school	52	44	6
Head in another school in this LA	5	6	0
Head in another school in another LA	0	0	0
Head but not in Scotland	0	0	0
Another education role in Scotland	0	0	0
Another education role but not in Scotland	5	6	0
Another role, not in education	0	6	6
Unsure	5	0	6
Retired	33	39	83

Table 42: Career Expectations of Special School Headteachers (%)

Expectation	In 2 Years	In 5 Years	In 10 Years
Head in current school	52	36	7
Head in another school in this LA	0	4	0
Head in another school in another LA	3	4	0
Head but not in Scotland	0	4	0
Another education role in Scotland	3	7	13
Another education role but not in Scotland	3	7	7
Another role, not in education	0	7	3
Unsure	13	7	7
Retired	26	26	63

In Tables 39-42, the relationship between school type and career expectation is not significant at 2 years (Pearson chi square, sig. = .182), is significant at 5 years (Pearson chi square, sig. = .019) and is also statistically significant at 10 years (Pearson chi square, sig. = .006). To better illustrate the significant differences in 5 and 10 years, in Figures 2 and 3 some of the categories of responses have been collapsed, and female and male headteachers in different types of schools have been compared by those who expect to remain in a head role, those who expect to be in another education role, those who expect to be in a non-education role, those who are unsure and those who expect to be retired.

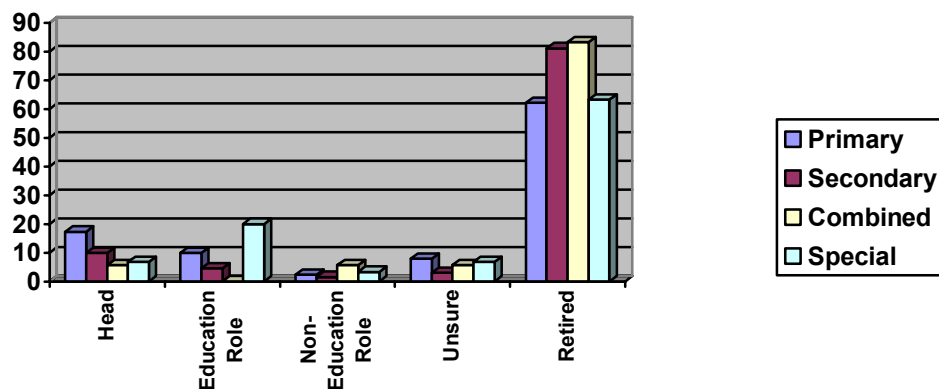
Figure 2: Career Expectations of Heads in 5 Years by School Type (%)



From Figure 2 it is evident that in 5 years:

- Fewer primary and special school heads expect to be retired than heads of secondary and combined schools.
- Fewer heads of combined schools are unsure of their career at that time than other heads.
- More heads of combined schools and special schools intend to have other roles that are not in education than other heads.
- More special heads intend to have roles that are in education but not in schools than other heads.

Figure 3: Career Expectations of Heads in 10 Years by School Type (%)



From Figure 3 it is evident that in 10 years:

- More primary school heads expect to still be heads than heads of other types of schools.
- More special school heads expect to be in other educational roles than heads of other types of schools.
- Fewer primary heads and heads of special schools expect to be retired.

Other differences in expectations of headteachers from types of schools are negligible.

*Table 43: Likelihood of Change in Future Employment Expectations (%)*

Likelihood of Change	Primary Heads	Secondary Heads	Combined Heads	Special School Heads
Highly unlikely to change	37	48	31	62
Unlikely to change	37	38	43	24
Likely to change	20	14	17	10
Highly likely to change	5	0	9	5

In the data in Table 43, there is a statistically significant relationship between school type and likely changes in headteachers' future employment expectations (Pearson chi square, sig. = .016). The differences in changes in expectation do not appear to be between heads of primary and secondary schools but between combined heads, special school heads and other heads. A higher percentage of special school heads, for example, is highly unlikely to change their future career expectations than heads of any other type of school. Moreover, while the pattern is not entirely obvious, it appears that heads of combined schools may be slightly less fixed in their future career expectations than other types of school heads.

## **2.5 Influences on Career Aspirations**

To try to understand the influences on their career aspirations, headteachers were asked who influences their views about their future as a head and from whom they seek advice about employment. In each instance, heads were asked to rate each influencer or advisor on a 4 point scale: 1 = never influences or advises, 2 = rarely, 3 = occasionally and 4 = always.

### ***Influences by Gender***

Significant differences between female and male heads have been determined by comparing the mean responses of these groups using a 2-tailed, independent sample t-test. Tables 44 and 45 report mean responses for male and female heads. The closer the mean is to 4, the more likely that the heads are influenced or advised by the source listed in the question. When the differences between the means for female and male heads are statistically significant, these are listed in the right-hand column.

Table 44: Sources of Influence on Heads' Views of the Future by Gender (mean)

Source of Influence	Female Mean	Male Mean	Sig. (2-tailed)
My fellow heads	2.69	2.78	.107
My depute	2.08	2.29	.008*
My professional reading	2.99	2.80	.001*
My professional association	2.35	2.20	.017*
Media reporting of education	2.19	2.10	.124
My parent council/board of governors chair	2.30	2.14	.021*
The Scottish Government	2.71	2.57	.035*
My school's parents	2.73	2.63	.100
The local authority	3.11	2.93	.002*
Teacher colleagues	2.86	2.75	.066
My family	3.31	3.44	.026*

\* Difference in means between female and male heads is statistically significant at  $<.05$ .

The differences in sources of influence between female and male heads are:

- Male heads are more likely to be influenced by their deutes than female heads.
- Female heads are more likely to be influenced by their professional reading than male heads.
- Female heads are more likely to be influenced by their professional association than male heads.
- Female heads are more likely to be influenced by their parent council/board of governors' chair than male heads.
- Female heads are more likely to be influenced by the Scottish government than male heads.
- Female heads are more likely to be influenced by the local authority than male heads.
- Male heads are more likely to be influenced by their families than female heads.

Table 45: Sources of Advice on Heads' Future Employment by Gender (mean)

Source of Advice	Female Mean	Male Mean	Sig. (2-tailed)
My friends	2.76	2.47	.000*
A headteacher colleague	2.98	2.72	.000*
My depute headteacher	2.02	2.05	.759
Teacher(s) in my school	1.97	2.14	.518
My spouse/partner	3.54	3.63	.709
Other family members	2.90	2.62	.000*
My mentor	1.99	1.50	.000*
My coach	1.53	1.32	.003*
My professional association	1.71	1.59	.316
My secretary/ personal assistant	1.66	1.47	.000*

\* Difference in means between female and male heads is statistically significant at  $<.05$ .

The differences on employment advice-seeking between female and male heads are:

- Female heads are more likely than male heads to seek advice from friends.
- Female heads are more likely than male heads to seek advice from a colleague head.



- Female heads are more likely than male heads to seek advice from family members.
- Female heads are more likely than male heads to seek advice from mentors.
- Female heads are more likely than male heads to seek advice from coaches.
- Female heads are more likely than male heads to seek advice from secretaries/personal assistants.

### ***Influences by School Type***

Significant differences between heads of different types of schools have been determined by comparing the mean responses of these groups using ANOVA. Tables 46 and 47 report mean responses for heads from different types of schools. The closer the mean is to 4, the more likely it is that the heads are influenced or advised by the source listed in the question. When the differences between the means for heads are statistically significant, these are listed in the right-hand column.

*Table 46: Sources of Influence on Heads' Views of the Future by School Type (mean)*

<b>Source of Influence</b>	<b>Primary</b>	<b>Secondary</b>	<b>Combined</b>	<b>Special</b>	<b>Sig.</b>
My fellow heads	2.69	2.84	2.69	2.95	.075
My depute	2.06	2.46	1.97	2.89	.000*
My professional reading	2.94	2.87	3.14	2.74	.137
My professional association	2.31	2.34	2.20	2.19	.792
Media reporting of education	2.17	2.07	2.29	2.30	.362
My parent council/board of governors chair	2.27	2.19	1.94	2.50	.097
The Scottish Government	2.68	2.59	2.69	2.57	.640
My school's parents	2.70	2.69	2.63	2.90	.741
The local authority	3.10	2.96	2.86	2.55	.003*
Teacher colleagues	2.83	2.77	2.91	2.85	.786
My family	3.35	3.40	3.20	3.33	.603

\* Difference in means between heads of types of schools is statistically significant at  $<.05$ .

There are only two influences on heads' views of the future which are significant: first, the influence of deputies; second, the influence of local authorities. These differences are:

- Primary heads are less influenced by their deputies than secondary heads.
- Primary heads are more influenced by their deputies than combined heads.
- Special heads are more influenced by their deputies than combined heads.
- Primary heads are more influenced by the local authority than combined heads.

*Table 47: Sources of Advice on Heads' Future Employment by School Type (mean)*

<b>Source of Advice</b>	<b>Primary</b>	<b>Secondary</b>	<b>Combined</b>	<b>Special</b>	<b>Sig.</b>
My friends	2.73	2.46	2.48	2.37	.002*
A headteacher colleague	2.94	2.73	2.76	2.90	.033*
My depute headteacher	1.99	2.15	1.97	2.32	.190
Teacher(s) in my school	1.93	2.40	2.06	2.15	.541
My spouse/partner	3.57	3.64	3.32	3.33	.956
Other family members	2.83	2.69	2.97	2.71	.300
My mentor	1.90	1.58	1.73	1.21	.001*
My coach	1.48	1.43	1.48	1.00	.113
My professional association	1.69	1.65	1.52	1.62	.651
My secretary/ personal assistant	1.62	1.49	1.47	1.74	.230

\* Difference in means between heads of types of schools is statistically significant at  $<.05$ .

There are three significant differences in the types of advice sought about future employment between heads from different types of schools: advice from friends, advice from headteacher colleagues and advice from mentors. These differences are as follows:

- Primary heads seek advice about future employment from friends more often than secondary heads.
- Primary heads seek advice about future employment from colleague heads more often than secondary heads.
- Primary heads seek advice about future employment from mentors more often than secondary heads.
- Primary heads seek advice about future employment from mentors more often than combined and secondary heads.

It should be noted that the differences reported here are those that are statistically significant differences between school types. These differences do not necessarily equate to the largest difference between groups. Taking mentoring from the table above as an illustration: heads of special schools are the least likely to seek advice from mentors. Given the small number of special school heads in the sample, however, the difference between them and other heads is not statistically significant: that is, it is uncertain whether the mean response by heads of special schools was due to chance or significant variation among those heads who responded.

## **2.6 Experiences of Headship**

In examining the experiences of headship, school heads were asked about:

- the degree of autonomy they experienced in their position.
- their confidence in their abilities.
- the amount of hours they worked each week.
- the amount of time they devoted to school leadership activities.
- the amount of time they devote to working with different school staff and stakeholders.
- the roles they play in school leadership activities.
- their feelings about elements of the job.
- the amount of concern they had for aspects of the role.
- their satisfaction with professional development opportunities.
- the amount of resources and supports available to them and their schools.
- whether they would recommend the role of head teacher to interested junior colleagues.

Each aspect is presented below in a comparison of responses by gender and school type.

### ***Degree of Autonomy Experienced***

In determining the level of autonomy experienced in their roles, heads were asked to rate the extent of autonomy on a 5 point scale: 1 = complete autonomy, 2 = considerable autonomy, 3 = some autonomy, 4 = very little autonomy, and 5 = no autonomy. Significant differences between genders have been determined by comparing the mean responses of these groups

using a 2-tailed, independent sample t-test. ANOVA has been used to determine differences in means by school type. In Tables 48 and 49, mean responses are reported for groups of heads. The closer the mean is to 5, the less autonomy the heads feel they have in their positions. When the differences between the means for groups of heads are statistically significant, these are listed in the right-hand column.

*Table 48: Heads' Experience of Autonomy by Gender (mean)*

Autonomy	Female Mean	Male Mean	Sig.
Extent	2.62	2.62	1.00

The mean responses to the extent of autonomy for female and male heads are identical and therefore no difference exists in the extent of autonomy experienced by gender.

*Table 49: Heads' Experience of Autonomy by School Type (mean)*

Autonomy	Primary	Secondary	Combined	Special	Sig.
Extent	2.62	2.63	2.48	2.50	.535

There are no statistically significant differences in the extent of autonomy experienced by heads of different school types.

### ***Confidence in Abilities***

To determine the level of confidence that heads had in their leadership abilities, heads rated their level of confidence in specific leadership activities on a 4-point scale: 1 = not at all confident, 2 = not very confident, 3 = quite confident, and 4 = very confident. Significant differences between genders have been determined by comparing the mean responses of these groups using a 2-tailed, independent sample t-test. ANOVA has been used for determining difference in means by school type. In Tables 50 and 51, mean responses are reported for groups of heads. The closer the mean is to 4, the more confidence heads feel they have in their abilities. Statistically significant differences are listed in the right-hand column.

*Table 50: Heads' Confidence in Ability by Gender (mean)*

Ability	Female Mean	Male Mean	Sig. (2-tailed)
Provide strategic focus and direction to colleagues	3.39	3.48	.021*
Lead the development of teaching and learning	3.53	3.46	.055*
Manage teaching staff	3.59	3.64	.241
Manage other staff	3.59	3.58	.853
Manage school budgets	3.33	3.38	.282
Build relationships with community agencies	3.49	3.45	.266
Deal with stress and pressure	2.97	3.04	.165
Work with parents	3.55	3.60	.284
Problem solve	3.43	3.53	.010*
Manage myself and time	2.89	2.98	.119

The statistically significant differences between female and male heads are:

- Male heads are more confident than female heads in their abilities to provide strategic focus and direction to colleagues.
- Female heads are more confident than male heads in their ability to lead the development of teaching and learning.

- Male heads are more confident than female heads in their ability to problem solve.

*Table 51: Heads' Confidence in Ability by School Type (mean)*

Ability	Primary	Secondary	Combined	Special	Sig.
Provide strategic focus and direction to colleagues	3.37	3.61	3.71	3.35	.000*
Lead the development of teaching and learning	3.50	3.57	3.52	3.35	.208
Manage teaching staff	3.58	3.73	3.71	3.58	.012*
Manage other staff	3.58	3.61	3.62	3.56	.880
Manage school budgets	3.34	3.35	3.38	3.38	.981
Build relationships with community agencies	3.49	3.39	3.52	3.63	.077
Deal with stress and pressure	2.93	3.20	3.38	3.06	.000*
Work with parents	3.54	3.61	3.76	3.74	.036*
Problem solve	3.42	3.64	3.48	3.53	.000*
Manage myself and time	2.89	3.03	3.10	2.94	.185

The statistically significant differences between heads of different school types are:

- Primary heads are less confident in their ability to provide strategic focus and direction to colleagues than secondary heads.
- Primary heads are less confident in their ability to provide strategic focus and direction to colleagues than heads of combined schools.
- Primary heads are less confident in their ability to manage teaching staff than secondary heads.
- Primary heads are less confident in their ability to deal with stress and pressure than secondary heads.
- Primary heads are less confident in their ability to deal with stress and pressure than heads of combined schools.
- Primary heads are less confident in their ability to work with parents than heads of all school types.
- Primary heads are less confident in their ability to problem solve than secondaries.

### ***Average Hours Worked per Week***

Heads were asked to indicate the average number of hours per week they spent working. They were provided with a range of hours from which to select. Tables 52 and 53 present the percentages of respondents by gender and school type. Pearson correlation was used to determine whether a relationship existed between gender or school type and hours worked.

*Table 52: Heads' Average Weekly Working Hours by Gender (%)*

Hours	Females	Males
35 hours	0	0
36–40 hours	1	< 1
41–45 hours	9	11
46–50 hours	22	23
51–55 hours	24	25
56–60 hours	21	18
61–65 hours	11	14
66–70 hours	7	4
More than 70 hours	5	5

The relationship between gender and average hours worked per week is not statistically significant (Pearson chi square, sig. = .451). Therefore there are no discernible differences between the amount of time spent on the job by female and male heads.

*Table 53: Heads' Average Weekly Working Hours by School Type (%)*

Hours	Primary	Secondary	Combined	Special
35 hours	0	0	0	0
36–40 hours	1	0	0	0
41–45 hours	11	4	14	21
46–50 hours	24	12	14	21
51–55 hours	23	26	24	30
56–60 hours	21	19	19	15
61–65 hours	10	21	14	6
66–70 hours	6	9	0	0
70+ hours	4	9	14	3

The relationship between school type and average hours worked per week is statistically significant (Pearson chi square, sig. = .000). It is not the case that the vast majority of one type of head works more hours than other types of heads; rather, the significant difference is in the distribution of heads by hours worked. Primary heads, for example, are distributed almost normally among the categories of hours whereas secondary heads are more concentrated above 46 hours.

#### ***Time Devoted to Leadership Activities***

Heads were asked to indicate the average number of hours per week they devoted to specific leadership activities. They were provided with a range of hours from which to select. Tables 54 to 59 present the percentage of respondents by gender and school type. Pearson correlation was used to determine whether a relationship existed between gender or school type and hours spent each week on leadership activities.

*Table 54: Female Heads' Weekly Time devoted to Leadership Activities (%)*

Leadership Activity	None	< 3 Hours	3 – 5 Hours	6 – 10 Hours	10+ Hours
Curriculum management	1	20	43	29	8
Development of teaching and learning	< 1	16	38	33	12
Strategic planning	1	31	43	20	6
Budgeting and finance	1	57	36	6	1
The school building and fabric	4	66	25	4	1
Absence cover	19	48	25	6	1
Providing RCCT for teaching staff	39	40	17	4	1
Classroom teaching	18	44	16	5	17
Staffing matters	1	35	37	21	7
Parent council/Board of Governors matters	5	70	19	5	1
Relations with external agencies	1	38	37	17	6
Dealing with challenging pupils	4	35	30	21	11
Other	4	11	19	26	40

*Table 55: Male Heads' Weekly Time devoted to Leadership Activities (%)*

<b>Leadership Activity</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3 – 5 Hours</b>	<b>6 – 10 Hours</b>	<b>10+ Hours</b>
Curriculum management	1	32	42	22	3
Development of teaching and learning	< 1	30	41	25	4
Strategic planning	< 1	36	37	23	4
Budgeting and finance	2	53	32	13	1
The school building and fabric	3	69	22	6	1
Absence cover	30	48	18	4	< 1
Providing RCCT for teaching staff	43	37	16	3	< 1
Classroom teaching	32	39	17	5	8
Staffing matters	1	31	41	24	4
Matters for parent council/ Board of Governors	3	77	17	3	0
Relations with external agencies	< 1	48	37	13	2
Dealing with challenging pupils	1	38	29	24	8
Other	4	5	19	38	34

The relationship between gender and time is significant for the following leadership activities:

- Male heads spend less time on curriculum management activities than female heads (Pearson chi square, sig. = .000).
- Female heads spend more time on the development of teaching and learning than male heads (Pearson chi square, sig. = .000).
- Male heads spend less time on absence cover than female heads (Pearson chi square, sig. = .000).
- Male heads spend less time teaching than female heads (Pearson chi square, sig. = .046).

*Table 56: Primary Heads' Weekly Time devoted to Leadership Activities (%)*

<b>Leadership Activity</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3–5 Hours</b>	<b>6–10 Hours</b>	<b>10+ Hours</b>
Curriculum management	1	21	42	29	8
Development of teaching and learning	< 1	17	39	33	11
Strategic planning	1	35	40	19	5
Budgeting and finance	1	58	35	6	1
The school building and fabric	3	69	24	3	1
Absence cover	18	50	26	6	1
Providing RCCT for teaching staff	39	40	16	4	1
Classroom teaching	17	44	17	5	17
Staffing matters	1	39	38	18	4
Matters for parent council/ Board of Governors	< 1	17	39	33	11
Relations with external agencies	< 1	42	38	15	5
Dealing with challenging pupils	4	38	28	21	9
Other	4	11	21	29	36

*Table 57: Secondary Heads' Weekly Time devoted to Leadership Activities (%)*

<b>Leadership Activity</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3-5 Hours</b>	<b>6-10 Hours</b>	<b>10+ Hours</b>
Curriculum management	2	34	44	17	3
Development of teaching and learning	1	32	40	25	3
Strategic planning	1	23	42	30	4
Budgeting and finance	1	42	38	17	1
The school building and fabric	4	58	28	8	2
Absence cover	48	42	6	3	1
Providing RCCT for teaching staff	46	35	16	4	1
Classroom teaching	46	39	13	2	1
Staffing matters	0	12	40	35	14
Matters for parent council/ Board of Governors	1	32	40	25	3
Relations with external agencies	2	43	39	14	3
Dealing with challenging pupils	1	26	37	26	10
Other	4	3	12	29	52

*Table 58: Combined Heads' Weekly Time devoted to Leadership Activities (%)*

<b>Leadership Activity</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3 – 5 Hours</b>	<b>6 – 10 Hours</b>	<b>10+ Hours</b>
Curriculum management	0	52	19	24	5
Development of teaching and learning	0	38	24	29	10
Strategic planning	0	43	33	14	10
Budgeting and finance	5	52	33	10	0
The school building and fabric	5	45	35	15	0
Absence cover	33	38	14	14	0
Providing RCCT for teaching staff	35	29	35	0	0
Classroom teaching	14	43	19	10	14
Staffing matters	0	33	24	33	10
Matters for parent council/ Board of Governors	5	67	19	5	5
Relations with external agencies	5	57	19	19	0
Dealing with challenging pupils	0	62	29	5	5
Other	0	10	20	30	40

*Table 59: Special Heads' Weekly Time devoted to Leadership Activities (%)*

<b>Leadership Activity</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3 – 5 Hours</b>	<b>6 – 10 Hours</b>	<b>10+ Hours</b>
Curriculum management	0	24	61	12	3
Development of teaching and learning	0	39	36	18	6
Strategic planning	0	27	49	15	9
Budgeting and finance	3	67	18	12	0
The school building and fabric	13	59	16	13	0
Absence cover	6	58	24	9	3
Providing RCCT for teaching staff	31	45	21	3	0
Classroom teaching	39	33	6	12	9
Staffing matters	0	13	45	32	10
Matters for parent council/ Board of Governors	18	64	15	3	0
Relations with external agencies	0	27	30	30	12
Dealing with challenging pupils	3	21	27	24	24
Other	0	15	15	54	15

The relationship between school type and time spent on leadership activities is significant for most activities. Because the pattern of difference was not always clear from Tables 54-59, an additional correlation (Pearson R) was run to determine the direction of the relationship. These differences are:

- Primary heads spend more time on curriculum management than secondary heads.
- Primary heads spend more time on development of teaching and learning than secondary heads.
- Primary heads spend more time on development of teaching and learning than heads of special schools.
- Secondary heads spend more time on budget and finance than either primary heads or heads of special schools.
- Primary heads spend more time on absence cover than secondary heads.
- Heads of special schools spend more time on absence cover than secondary heads.
- Primary heads spend more time on classroom teaching than all other heads.
- Secondary heads spend more time on staffing matters than primary heads.
- Heads of special schools spend more time on staffing matters than primary heads.
- Heads of special schools spend less time on matters for the parent council/ Board of Governors than all other heads.
- Heads of special schools spend more time on relations with external agencies than all other heads.
- Heads of special schools spend more time on dealing with challenging students than all other heads.

### ***Time Devoted to Working with People***

Heads were asked to indicate the average number of hours per week they worked with specific groups of people. They were provided with a range of hours from which to select. Tables 60-65 present the percentage of respondents by gender and school type. Pearson correlation was used to determine whether a significant relationship existed between gender or school type and hours spent each week working with types of people.

*Table 60: Female Heads' Weekly Time devoted to Working with People (%)*

<b>People</b>	<b>None</b>	<b>&lt; 3 Hours</b>	<b>3 – 5 Hours</b>	<b>6 – 10 Hours</b>	<b>10+ Hours</b>
Classroom teachers	0	21	43	28	10
Principal teachers	25	33	30	9	3
Parents	< 1	37	41	18	5
Children and Family Services	8	54	25	9	4
Visitors	< 1	59	32	7	1
Local authority staff	5	67	24	5	< 1
My Depute(s)	30	10	29	24	9
Senior management/ leadership team	20	26	32	16	5
Administrative staff	< 1	23	48	22	7
Learning support staff	5	67	23	4	1
Pupils	0	9	24	31	37



*Table 61: Male Heads' Weekly Time devoted to Working with People (%)*

People	None	< 3 Hours	3 – 5 Hours	6 – 10 Hours	10+ Hours
Classroom teachers	0	22	52	19	6
Principal teachers	15	31	37	16	< 1
Parents	0	37	52	9	2
Children and Family Services	9	67	20	3	1
Visitors	< 1	62	34	4	0
Local authority staff	3	66	27	4	< 1
My Depute(s)	15	11	28	36	10
Senior management/ leadership team	11	20	32	29	8
Administrative staff	< 1	31	43	23	3
Learning support staff	8	72	19	1	0
Pupils	0	9	34	31	26

The relationship between gender and time spent working with people is significant for most types of people. Because the pattern of difference was not always clear from the tables above, an additional correlation (Pearson R) was run to determine the direction of the relationship. These differences are summarised below:

- Female heads spend more time working with classroom teachers than male heads.
- Male heads spend more time working with principal teachers than female heads.
- Female heads spend more time working with parents than male heads.
- Male head spend more time working with Children and Family Services than female heads.
- Male heads spend more time working with Deputies than female heads.
- Male heads spend more time working with the Senior Management Team than female heads.
- Female heads spend more time working with administrative staff than male heads.
- Female heads spend more time working with Learning Support Staff than male heads.
- Female heads spend more time working with pupils than male heads.

Overall, female heads report working with more people more often than male heads.

*Table 62: Primary Heads' Weekly Time devoted to Working with People (%)*

People	None	< 3 Hours	3 – 5 Hours	6 – 10 Hours	10+ Hours
Classroom teachers	0	19	43	28	10
Principal teachers	27	37	27	8	2
Parents	< 1	38	42	16	4
Children and Family Services	7	56	25	8	4
Visitors	< 1	62	31	6	1
Local authority staff	4	71	21	4	< 1
My Depute(s)	31	11	28	22	8
Senior management/ leadership team	21	27	31	16	4
Administrative staff	< 1	23	48	24	6
Learning support staff	4	69	24	3	< 1
Pupils	0	9	25	30	38

*Table 63: Secondary Heads' Weekly Time devoted to Working with People (%)*

People	None	< 3 Hours	3 – 5 Hours	6 – 10 Hours	10+ Hours
Classroom teachers	0	31	53	14	2
Principal teachers	0	16	53	28	3
Parents	0	34	53	12	2
Children and Family Services	11	71	15	3	1
Visitors	1	55	37	6	1
Local authority staff	1	54	36	8	1
My Depute(s)	1	7	30	46	16
Senior management/leadership team	0	10	38	37	15
Administrative staff	0	32	45	17	6
Learning support staff	7	75	16	2	0
Pupils	0	10	33	40	17

*Table 64: Combined Heads' Weekly Time devoted to Working with People (%)*

People	None	< 3 Hours	3 – 5 Hours	6 – 10 Hours	10+ Hours
Classroom teachers	0	25	55	10	10
Principal teachers	14	43	33	10	0
Parents	0	24	57	10	10
Children and Family Services	29	62	10	0	0
Visitors	0	48	38	14	0
Local authority staff	33	43	24	0	0
My Depute(s)	15	15	20	45	5
Senior management/leadership team	10	20	25	40	5
Administrative staff	0	32	45	17	6
Learning support staff	7	75	16	2	0
Pupils	0	5	33	33	29

*Table 65: Special Heads' Weekly Time devoted to Working with People (%)*

People	None	< 3 Hours	3 – 5 Hours	6 – 10 Hours	10+ Hours
Classroom teachers	0	15	55	18	12
Principal teachers	31	24	45	0	0
Parents	0	38	44	13	6
Children and Family Services	3	39	46	12	0
Visitors	0	47	41	13	0
Local authority staff	6	41	44	9	0
My Depute(s)	31	10	24	31	3
Senior management/leadership team	21	28	41	7	3
Administrative staff	0	28	41	22	9
Learning support staff	39	31	15	8	8
Pupils	0	18	46	12	24

The relationship between school type and time spent working with people is significant for many types of people. Because the pattern of difference was not always clear from Tables 62-65, and additional correlation (Pearson R) was run to determine the direction of the relationship. The differences are:

- Primary heads spend more time working with classroom teachers than do secondary heads.
- Secondary heads spend more time working with principal teachers than do all other heads.
- Primary heads spend more time working with Children and Family Services than either secondary heads or heads of combined schools.
- Heads of combined schools spend more time working with Children and Family Services than either secondary heads or heads of combined schools.
- Heads of combined schools spend less time working with the local authority than all other heads.
- Secondary heads spend more time working with deputies than either primary heads or heads of special schools.
- Secondary heads spend more time working with the senior management team than do all other heads.
- Primary heads spend more time working with learning support staff than do secondary heads.
- Primary heads spend more time working with pupils than either secondary heads or heads of special schools.

### ***Role in Leadership Activities***

In determining how large a role heads played in different leadership activities in their schools, they were asked to rate the extent of their engagement in specific leadership activities on a 4 point scale: 1 = none, 2 = small role, 3 = moderate role, and 4 = large role. Significant differences between genders were determined by comparing the mean responses of these groups using a 2-tailed, independent sample t-test. ANOVA was used for determining difference in means by school type. In Tables 66 and 67, mean responses are reported for groups of heads. The closer the mean is to 4, the larger a role the head plays in the activity. When the differences between the means for groups of heads are statistically significant, this is listed in the right-hand column.

*Table 66: Heads' Role in Leadership Activities by Gender (mean)*

<b>Role</b>	<b>Female Mean</b>	<b>Male Mean</b>	<b>Sig. (2-tailed)</b>
Developing and providing continuous professional development	3.50	3.20	.000*
Supporting new staff	3.30	2.98	.000*
Hiring new teachers	3.29	3.50	.000*
Evaluating teachers	3.80	3.89	.714
Developing the school timetable	3.63	3.19	.000*
Establishing and planning the school budget	3.73	3.73	.910
School improvement planning	3.96	3.91	.006*
Establishing school priorities	3.94	3.92	.480
Reviewing and/or developing teaching practices and curriculum	3.82	3.68	.000*
Review student performance data	3.46	3.42	.511
Other	3.58	3.25	.136

The statistically significant differences between female and male heads with regard to the leadership roles they play in their schools were:

- Female heads play a larger role in developing and providing continuous professional

development than male heads.

- Female heads play a larger role in supporting new staff than male heads.
- Male heads play a larger role in hiring new teachers than female heads.
- Female heads play a larger role in developing the time table than male heads.
- Female heads play a larger role in school improvement planning than male heads.
- Female heads play a larger role in reviewing and/or developing teaching practices and curriculum than male heads.

*Table 67: Heads' Role in Leadership Activities by School Type (mean)*

<b>Role</b>	<b>Primary</b>	<b>Secondary</b>	<b>Combined</b>	<b>Special</b>	<b>Sig.</b>
Developing and providing continuous professional development	3.48	3.08	3.24	3.53	.000*
Supporting new staff	3.30	2.72	2.95	3.39	.000*
Hiring new teachers	3.25	3.80	3.43	3.58	.000*
Evaluating teachers	3.81	4.04	3.57	3.65	.847
Developing the school timetable	3.65	2.88	3.05	3.32	.000*
Establishing and planning the school budget	3.76	3.68	3.38	3.62	.011*
School improvement planning	3.96	3.89	4.00	3.91	.011*
Establishing school priorities	3.93	3.94	3.95	3.85	.405
Reviewing and/or developing teaching practices and curriculum	3.85	3.49	3.76	3.47	.000*
Review student performance data	3.47	3.45	3.38	2.97	.004*
Other	3.47	3.44	3.60	3.80	.898

There are many statistically significant differences in the roles played by heads in different types of schools:

- Primary heads play a larger role in developing and providing continuous professional development than secondary heads.
- Heads of special schools play a larger role in developing and providing continuous professional development than secondary heads.
- Primary heads play a larger role in supporting new staff than secondary heads.
- Heads of special schools play a larger role in supporting new staff than secondary heads.
- Secondary heads play a larger role in hiring new teachers than primary heads.
- Primary heads play a larger role in developing the school timetable than secondary heads.
- Primary heads play a larger role in developing the school timetable than heads of combined schools.
- Heads of special schools play a larger role in developing the school timetable than secondary heads.
- Primary heads play a larger role in establishing and planning the school budget than heads of combined schools.
- Primary heads play a larger role in school improvement planning than secondary heads.
- Primary heads play a larger role in reviewing and/or developing teaching practices and curriculum than secondary heads.

- Primary heads play a larger role in reviewing and/or developing teaching practices and curriculum than heads of special schools.
- Primary heads play a larger role in reviewing student performance data than heads of special schools.
- Secondary heads play a larger role in reviewing student performance data than heads of special schools.

## 2.7 Satisfaction with Elements of the Role of Headteacher

To determine how satisfied they were with various elements of the role of headteacher, heads were asked to rate their satisfaction with a number of elements on a 4 point scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied, and 4 = very satisfied. Significant differences between genders have been determined by comparing the mean responses of these groups using a 2-tailed, independent sample t-test. ANOVA was used for determining differences in means by school type. In Tables 68 and 69, mean responses are reported for groups of heads. The closer the mean is to 4, the more satisfied are heads with the elements of the role. When the differences between the means for groups of heads are statistically significant, these are listed in the right-hand column.

*Table 68: Satisfaction with Elements of the Heads' Role by Gender (mean)*

Role Element	Female Mean	Male Mean	Sig. (2-tailed)
The amount of support provided by my school's parents	3.03	3.06	.635
Ability to make a difference to the school	3.22	3.22	.911
Amount of class teaching time	2.61	2.84	.000*
Accountability demands of local authority	2.31	2.36	.410
Opportunity to mentor teachers	2.61	2.57	.377
The esteem in which head teachers are regarded	2.42	2.63	.000*
The amount of support provided to me by my employer	2.41	2.39	.794
The sense of fulfillment that I experience	2.90	2.90	.986
Salary and benefits	2.66	2.54	.043*
Current government policies	2.38	2.25	.007*
The opportunities that I have to work closely with students	2.64	2.68	.412
CPD opportunities	2.79	2.81	.627
Accountability demands of national inspections	2.17	2.14	.564
Support from my senior management team/ depute head	3.20	3.49	.000*
The scope that I have for strategic decision-making	3.10	3.06	.369
Ability to make a difference to children's learning	3.21	3.11	.047*
The space I have to pursue personal interests and hobbies in my own time	1.82	1.95	.031*
The autonomy I have over my School Improvement Plan	2.76	2.72	.516
Within budgetary constraints, the autonomy I have over staffing	2.29	2.39	.088
The protected management time I have to do the job of head teacher	1.94	2.07	.039*

The statistically significant differences between female and male heads with regard to their satisfaction with elements of the role of headteacher were:

- Males are more satisfied with the amount of class teaching time than female heads.
- Males are more satisfied with the esteem in which headteachers are regarded than female heads.
- Female heads are more satisfied with the salary and benefits of the job than male heads.
- Female heads are more satisfied with current government policies than male heads.
- Males are more satisfied with the support they receive from the senior management team and the depute head than female heads.
- Female heads are more satisfied with their ability to make a difference to children's learning than male heads.
- Males are more satisfied with the space they have to pursue personal interests and hobbies in their own time than female heads.
- Males are more satisfied with the protected management time that they have to do the job of head teacher than female heads.

*Table 69: Satisfaction with Elements of the Heads' Role by School Type (mean)*

<b>Role Element</b>	<b>Primary</b>	<b>Secondary</b>	<b>Combined</b>	<b>Special</b>	<b>Sig.</b>
The amount of support provided by my school's parents	3.05	2.98	3.62	2.80	.000*
Ability to make a difference to the school	3.23	3.17	3.48	3.24	.222
Amount of class teaching time	2.59	3.07	3.10	2.70	.000*
Accountability demands of local authority	2.31	2.34	2.65	2.34	.250
Opportunity to mentor teachers	2.62	2.51	2.81	2.39	.014*
The esteem in which head teachers are regarded	2.43	2.66	2.90	2.59	.001*
The amount of support provided to me by my employer	2.41	2.36	2.81	2.29	.102
The sense of fulfillment that I experience	2.85	3.12	2.97	3.14	.002*
Salary and benefits	2.64	2.50	2.67	2.71	.262
Current government policies	2.36	2.17	2.38	2.59	.004*
The opportunities that I have to work closely with students	2.64	2.66	3.24	2.53	.001*
CPD opportunities	2.78	2.83	3.00	2.76	.345
Accountability demands of national inspections	2.13	2.22	2.24	2.44	.134
Support from my senior management team/ depute head	3.23	3.58	3.47	3.10	.000*
The scope that I have for strategic decision-making	3.10	3.09	3.10	3.00	.876
Ability to make a difference to children's learning	3.19	3.09	3.33	3.25	.195
The space I have to pursue personal interests and hobbies in my own time	1.84	1.79	2.24	2.27	.003*
The autonomy I have over my School Improvement Plan	2.73	2.75	3.14	2.85	.093
Within budgetary constraints, the autonomy I have over staffing	2.28	2.39	2.71	2.65	.006*
The protected management time I have to do the job of head teacher	1.94	2.05	2.43	2.29	.006*

The many statistically significant differences in heads' satisfaction with elements of the role in different types of schools are:

- Heads of combined schools are more satisfied with the amount of support provided by parents than all other heads.
- Secondary heads are more satisfied with their amount of classroom teaching than are primary heads.
- Heads of combined schools are more satisfied with their amount of classroom teaching than are primary heads.
- Heads of combined schools are more satisfied with the opportunities to mentor

teachers than all other heads.

- Secondary heads are more satisfied with the esteem in which heads are regarded than are primary heads.
- Heads of combined schools are more satisfied the esteem in which heads are regarded than are primary heads.
- Primary heads are more satisfied with current government policies than are secondary heads.
- Heads of special schools are more satisfied with current government policies than are secondary heads.
- Heads of combined schools are more satisfied with the opportunities that they have to work closely with students than all other heads.
- Secondary heads are more satisfied with the support from the senior management team or depute head than are primary heads.
- Secondary heads are more satisfied with the support from the senior management team or depute head than are heads of special schools.
- Heads of special schools are more satisfied with the space they have to pursue personal interests and hobbies than are primary heads.
- Heads of special schools are more satisfied with the space they have to pursue personal interests and hobbies than are secondary heads.
- Heads of combined schools are more satisfied with the autonomy they have over staffing than all other heads.
- Heads of combined schools are more satisfied with the protected management time they have to do the job than all other heads.

## 2.8 Concern with Aspects of the Role of Headteacher

To determine how concerned they were with different aspects of the role of headteacher, heads were asked to rate their concern with a number of aspects on a 4 point scale: 1 = not concerned, 2 = somewhat concerned, 3 = concerned, and 4 = very concerned. Significant differences between genders have been determined by comparing the mean responses of these groups using a 2-tailed, independent sample t-test. ANOVA was used for determining differences in means by school type. In Tables 70 and 71, mean responses are reported for groups of heads. The closer the mean is to 4, the more concerned heads are with the aspects of the role. Statistically significant differences between the means for groups of heads are listed in the right-hand column.

*Table 70: Concern with Aspects of the Heads' Role by Gender (mean)*

Role Aspect	Female Mean	Male Mean	Sig. (2-tailed)
The demanding nature of the job	3.27	3.03	.000*
Overall accountability for learning quality	2.72	2.65	.359
Public grading of school performance	3.09	3.05	.617
The impact of the job on my personal health and wellbeing	3.00	2.93	.323
Possibility that I might be exposed to litigation	2.83	2.63	.004*
The emotionally demanding nature of the job	3.11	2.91	.003*
The impact of the job on my life outside of work	3.18	3.01	.016*
My ability to manage my working time	2.77	2.69	.232
The loneliness of the job	2.49	2.26	.005*



The statistically significant differences between female and male heads with regard to their concern about different aspects of the role of head are:

- Female heads are more concerned about the demanding nature of the job than are male heads.
- Female heads are more concerned about the possibility that they might be exposed to litigation than are male heads.
- Female heads are more concerned about the emotionally demanding nature of the job than are male heads.
- Female heads are more concerned about the impact of the job on their life outside of work than are male heads.
- Female heads are more concerned about the loneliness of the job than are male heads.

*Table 71: Concern with Aspects of the Heads' Role by School Type (mean)*

<b>Role Aspect</b>	<b>Primary</b>	<b>Secondary</b>	<b>Combined</b>	<b>Special</b>	<b>Sig.</b>
The demanding nature of the job	3.29	2.93	2.57	3.00	.000*
Overall accountability for learning quality	2.77	2.50	1.95	2.55	.000*
Public grading of school performance	3.15	2.94	2.38	2.52	.000*
The impact of the job on my personal health and wellbeing	3.03	2.86	2.67	2.71	.040*
Possibility that I might be exposed to litigation	2.86	2.48	2.05	2.62	.000*
The emotionally demanding nature of the job	3.12	2.81	2.38	3.06	.000*
The impact of the job on my life outside of work	3.18	3.04	2.71	2.82	.016*
My ability to manage my working time	2.77	2.71	2.38	2.56	.150
The loneliness of the job	2.45	2.24	2.14	2.70	.050*

The statistically significant differences in concerns with aspects of the job by heads in different types of schools are:

- Primary school heads are more concerned about the demanding nature of the job than are secondary heads.
- Primary school heads are more concerned about the demanding nature of the job than are heads of combined schools.
- Primary school heads are more concerned about overall accountability for learning quality than are secondary heads.
- Primary school heads are more concerned about overall accountability for learning quality than are heads of combined schools.
- Primary heads are more concerned about the public grading of school performance than are heads of special schools.
- Primary heads are more concerned about the public grading of school performance than are heads of combined schools.
- Primary school heads are more concerned about the impact of the job on their personal health and wellbeing than all other school heads.

- Primary school heads are more concerned about being exposed to litigation than are secondary heads.
- Primary school heads are more concerned about being exposed to litigation than are heads of combined schools.
- Primary school heads are more concerned about the emotionally demanding nature of the job than are secondary heads.
- Primary school heads are more concerned about the emotionally demanding nature of the job than are heads of combined schools.
- Primary school heads are more concerned about the impact of the job on their life outside of work than all other school heads.
- Primary school heads are more concerned about the loneliness of the job than are secondary heads.
- Primary school heads are more concerned about the loneliness of the job than are heads of combined schools.
- Heads of special schools are more concerned about the loneliness of the job than are secondary heads.
- Heads of special schools are more concerned about the loneliness of the job than are heads of combined schools.

## 2.9 Satisfaction with Professional Development Opportunities

To determine how satisfied they were with the professional development opportunities available to them, heads were asked to rate their satisfaction with aspects of professional development on a 4 point scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied, and 4 = very satisfied. Significant differences between genders have been determined by comparing the mean responses of these groups using a 2-tailed, independent sample t-test. ANOVA was used for determining difference in means by school type. In Tables 72 and 73, mean responses are reported for groups of heads. The closer the mean is to 4, the more satisfied heads are with their professional development opportunities. When the differences between the means for groups of heads are statistically significant, these are listed in the right-hand column.

*Table 72: Heads' Satisfaction with PD Opportunities by Gender (mean)*

<b>Opportunities</b>	<b>Female Mean</b>	<b>Male Mean</b>	<b>Sig. (2-tailed)</b>
The funds and resources available to allow me to take advantage of professional development opportunities	2.41	2.36	.334
Opportunities to learn from other educators	2.50	2.53	.583
The time that is available for professional development	2.29	2.29	.987
The match between my professional needs and the opportunities available	2.45	2.36	.079

There are no statistically significant differences between female and male heads in their satisfaction with their professional development opportunities.

*Table 73: Heads' Satisfaction with PD Opportunities by School Type (mean)*

<b>Opportunities</b>	<b>Primary</b>	<b>Secondary</b>	<b>Combined</b>	<b>Special</b>	<b>Sig.</b>
The funds and resources available to allow me to take advantage of professional development opportunities	2.39	2.30	2.62	2.74	.015*
Opportunities to learn from other educators	2.51	2.49	2.62	2.50	.883
The time that is available for professional development	2.30	2.21	2.43	2.32	.384
The match between my professional needs and the opportunities available	2.44	2.35	2.57	2.35	.345

There is only one statistically significant difference between heads of different types of schools and their satisfaction with professional development opportunities: heads of special schools are more satisfied with the funds and resources available for professional development than are secondary school heads.

### **1.10 Sufficiency of School Resources**

In determining whether they believed their schools had sufficient amounts of various resources, heads were asked to rate the amount of a resource available on a 4 point scale: 1 = nowhere near enough, 2 = some, 3 = enough, and 4 = more than enough. Significant differences between genders have been determined by comparing the mean responses of these groups using a 2-tailed, independent sample t-test. ANOVA was used for determining difference in means by school type. In Tables 74 and 75, mean responses are reported for groups of heads. The closer the mean is to 4, the higher the amount of the resource available in the school. When the differences between the means for groups of heads are statistically significant, these are listed in the right-hand column.

*Table 74: Heads' Belief in Sufficiency of Resources by Gender (mean)*

<b>School Resources</b>	<b>Female Mean</b>	<b>Male Mean</b>	<b>Sig. (2-tailed)</b>
Material resources	2.47	2.34	.031*
Support with regard to facilities and maintenance	2.03	1.91	.070
Support from parents and the community	2.83	2.80	.661
A staff that is competent and able to meet the needs of the students	3.03	3.09	.258
The help required in handling students who may be disruptive or need alternative learning environments	1.95	1.97	.729
Clear understanding of what the school is expected to achieve	2.99	2.94	.245
Staffing to fulfill requirements	2.38	2.39	.856
Support and guidance from Local Authority	2.36	2.35	.817

There is only one significant difference between female and male heads with regard to amounts of resources they believe are available to their school: male heads believe their schools have less material resources than do female heads.

Table 75: Heads' Belief in Sufficiency of Resources by School Type (mean)

School Resources	Primary	Secondary	Combined	Special	Sig.
Material resources	2.51	1.89	2.95	2.65	.000*
Support with regard to facilities and maintenance	2.00	1.84	2.86	2.03	.000*
Support from parents and the community	2.84	2.68	3.29	2.68	.002*
A staff that is competent and able to meet the needs of the students	3.06	2.99	3.19	3.03	.571
The help required in handling students who may be disruptive or need alternative learning environments	1.93	1.88	2.62	2.44	.000*
Clear understanding of what the school is expected to achieve	2.98	2.91	3.29	3.00	.115
Staffing to fulfill requirements	2.40	2.22	2.81	2.47	.011*
Support and guidance from Local Authority	2.38	2.27	2.35	2.21	.334

There are a number of differences in the amount of resources reported by heads of different types of schools:

- Secondary heads report less material resources than all other types of heads.
- Heads of combined schools report more support with regard to facilities and maintenance than all other types of heads.
- Heads of combined schools report more support from parents and the community than all other types of heads.
- Heads of special schools report more help in handling disruptive students than either primary or secondary heads.
- Heads of combined schools report more help in handling disruptive students than either primary or secondary heads.
- Heads of combined schools report more sufficient staffing than do secondary heads.

## 2.11 Recommending the Role of Headteacher

Heads were asked whether they would recommend the role of head teacher to interested junior colleagues. Tables 76 and 77 present the percentage of respondents by gender and school type. Pearson correlation was used to determine whether a relationship between gender or school type and recommendation to junior colleagues exists.

Table 76: Heads' Role Recommendations by Gender (%)

Recommendation	Females	Males	Average
Yes	42	52	47
No	24	22	23
Not Sure	34	26	30

The relationship between gender and recommendation of the role to junior colleagues is significant (Pearson chi square, sig. = .014): male heads are more likely to recommend the role than are female heads, while female heads are more likely to be unsure whether they would recommend the role than are male heads.

*Table 77: Heads' Role Recommendations by School Type (%)*

<b>Recommendation</b>	<b>Primary</b>	<b>Secondary</b>	<b>Combined</b>	<b>Special</b>
Yes	40	65	71	36
No	28	7	10	24
Not Sure	32	28	19	39

The relationship between school type and recommendation of the role to junior colleagues is significant (Pearson chi square, sig. = .000): heads of secondary schools and combined schools are more likely to recommend the role than are primary heads and heads of special schools. Both primary and special school heads are also more likely to be unsure whether they would recommend the role than are secondary and combined school heads.

### 3. Factor Analysis of Headteacher Data

Factor analysis was conducted on sections of the headteacher data to try to reduce the number of variables under consideration. Separate analyses were conducted for:

- Confidence in leadership abilities,
- Roles played in leadership activities in the school,
- Satisfaction with elements of the role of head,
- Resources and supports available to the school.

#### 3.1 Confidence in Abilities

When questions about heads' confidence in various leadership and management abilities were factor analysed, all questions loaded into factors and two confidence factors emerged:

- Factor 1 – Leadership and Management Confidence
- Factor 2 – Relational Confidence

*Table 78: Heads' Confidence in Abilities*

Survey Items	Factor loadings	
	1	2
Provide strategic focus and direction to colleagues	.672	
Lead the development of teaching and learning	.722	
Manage teaching staff	.825	
Manage other staff	.795	
Manage school budgets	.550	
Build relationships with community agencies		.486
Deal with stress and pressure		.770
Work with parents		.619
Problem solve		.634
Manage myself and time		.727
% of Variance Explained by Factor	41.74	11.27

On the basis of these loadings, two new variables were created.

#### 3.2 Roles Played in Leadership Activities

All the leadership role questions loaded into a factor at a sufficient level for inclusion. This means these are good questions in the sense that they discriminate well. Three factors emerged from this analysis and are presented in the table below.

Table 79: Heads' Role in Leadership Activities

Survey Items	Factor Loading		
	1	2	3
Developing the school timetable	.542		
Establishing and planning the school budget	.716		
School improvement planning	.800		
Establishing school priorities	.835		
Reviewing and/or developing teaching practices and curriculum	.661		
Developing and providing continuous professional development		.838	
Supporting new staff		.739	
Evaluating teachers		.539	
Hiring new teachers			.584
Review student performance data			.569
Other			.835
% of Variance Explained by Factor	38.24	12.18	9.2

The first two factors make intuitive sense. The first factor is about strategic leadership and the second factor is about leadership of personnel. The third factor is less clear and the items are not related—possibly due to the large influence of “other” roles. The large influence of “other” suggests that something may have been missed in identifying one or more important roles of heads. Two new variables for leadership roles were created that reflect the two intuitive factors emerging from the analysis.

### 3.3 Satisfaction with Elements of the Role

Table 80: Heads' Satisfaction with Elements of the Role

Survey Items	Factor Loadings				
	1	2	3	4	5
Accountability demands of local authority	.716				
The amount of support provided to me by my employer	.709				
The autonomy I have over my School Improvement Plan	.609				
Within budgetary constraints, the autonomy have over staffing	.624				
The protected management time I have to do the job of head	.582				
The amount of support provided by my school's parents		.576			
The esteem in which head teachers are regarded		.635			
The sense of fulfillment that I experience		.532			
Salary and benefits		.650			
The scope that I have for strategic decision-making			.847		
Ability to make a difference to children's learning			.860		
Amount of class teaching time				.696	
Opportunity to mentor teachers				.600	
The opportunities that I have to work closely with students				.655	
Support from my senior management team/ depute head					.945
% of Variance Explained by Factor	26.74	6.50	6.37	5.62	5.09

Heads were asked 20 questions about how satisfied they were with elements of the headteacher role. Of these questions, 15 loaded well into five satisfaction factors. These are shown in the Table 80. Based on this analysis, five summated satisfaction variables were created corresponding to the factors that emerged:

- Factor 1 – Satisfaction with autonomy
- Factor 2 – Satisfaction with support and benefits
- Factor 3 – Satisfaction with efficacy
- Factor 4 – Satisfaction with instructional influence
- Factor 5 – Satisfaction with management team support

### 3.5 Availability of Resources and Support

All the questions on sufficiency of resources and support loaded into one of two factors.

*Table 81: Heads' Satisfaction with Elements of the Role*

Survey Items	Factor Loadings	
	1	2
Support from parents and community	.509	
Competent and able staff	.618	
Help in handling disruptive students	.562	
Understanding of what school is expected to achieve	.740	
Staffing to fulfill requirements	.546	
Support and guidance from LA	.585	
Material Resources		.808
Support with facilities and maintenance		.767
% of Variance Explained by Factor	33.94	13.74

Based on this analysis, two new variables were created:

- Factor 1 – Sufficient support
- Factor 2 – Sufficient material resources



## **4. Gender Disaggregation for New Variables**

### **4.1 Leadership Roles**

Both male (92%) and female (96%) heads play a large role in those leadership tasks included in the strategic leadership factor. Female heads, however, play a significantly larger role than male heads (chi square, sig. = .000). The real difference is in the leadership of personnel role. Female heads (92%) are far more likely than male heads (75%) to indicate they play a large role in the personnel leadership (chi square, sig. = .000).

#### ***Satisfaction***

Five types of satisfaction were considered:

- Satisfaction with autonomy
- Satisfaction with support and benefits
- Satisfaction with efficacy
- Satisfaction with instructional influence
- Satisfaction with management team support

The only significant difference between male and female heads on these types of satisfaction was with management team support (chi square, sig. = .000). Male heads were significantly more likely to say they were satisfied or very satisfied (92.2%) than are female heads (82.9%) with the support they received from their senior management teams.

#### ***Sufficient Resources and Support***

There are two separate variables in this category: sufficient support and sufficient material resources. There are no significant differences between male and female heads in their satisfaction with the general support they have available to them. Female heads (26.1%), however, are more likely than are male heads (21.9%) to indicate that they have enough or more than enough material resources.

#### ***General Concern with Role***

There are no significant differences between male and female heads in their general concerns about the role of head.

#### ***Confidence in Abilities***

There are no significant differences between male and female heads in their confidence in their abilities to lead and manage the school or in their confidence in their abilities to manage relationships.

## **5. School Type Disaggregation for New Variables**

### **5.1 Leadership Roles**

There are significant differences by school type for both types of leadership – strategic (chi square, sig. = .000) and personnel (chi square, sig. = .000).

*Table 82: Heads' Leadership Roles by School Type (%)*

School Type	Leadership of Personnel	Strategic Leadership
Primary	81	97
Secondary	44	90
Special Schools	70	79
Combined Schools	57	95

Primary school heads play a significantly larger role in the leadership of personnel than do other heads. Secondary heads play the smallest role in leadership of personnel. Both secondary heads and heads of special schools play a smaller role in strategic leadership than do primary heads and heads of combined schools.

## 5.2 Satisfaction

Five types of satisfaction were considered of which four had significant differences by school type:

- Satisfaction with autonomy (chi square, sig. = .000)
- Satisfaction with support and benefits (chi square, sig. = .019)
- Satisfaction with instructional influence (chi square, sig. = .000)
- Satisfaction with management team support (chi square, sig. = .003)

*Table 83: Heads' Satisfaction with Role Elements by School Type (%)*

School Type	Autonomy	Support & Benefits	Instructional Influence	Management Team Support
Primary	55	24	39	84
Secondary	54	26	49	95
Special Schools	59	20	20	79
Combined Schools	75	38	76	95

In general, heads of combined schools are more satisfied than heads of other schools. Secondary school heads feel the least satisfied with their autonomy with primary heads close behind. Heads of combined schools and secondary heads are more satisfied with support and benefits than either primary heads or heads of special schools. Combined heads and secondary heads are also the most satisfied with their instructional influence. They are also most satisfied with support from the management team.

## 5.3 Sufficient Resources and Support

There are significant differences by school type for both sufficient support (chi square, sig. = .020) and sufficient material resources (chi square, sig. = .000).

Secondary school heads are significantly less likely to say they have enough or more than enough support (23%) than primary heads (37%) and heads of combined schools (36%). Heads of special schools report the highest levels of support (65%).

Overall, heads report lower levels of material resources than they do support. Secondary heads, however, are significantly less likely that to report that they have enough or more than enough material resources (2.1%) than either primary heads (5.5%) or heads of special

schools (8.8%) Heads of combined schools are the most likely to report that they have enough or more than enough material resources (14.2%).

#### **5.4 General Concern with Role**

There are no significant differences by school type in the level of concern with the role of head.

#### **5.5 Confidence in Abilities**

There are no significant differences between heads by school type in their confidence in their abilities to lead and manage the school or in their confidence in their abilities to manage relationships.

## **6. Additional Headteacher Analysis**

### **6.1 Satisfaction Factors by Age**

- Satisfaction with management team – significant (.000): as age increases, satisfaction with management team increases.
- Satisfaction with instructional influence – not significant
- Satisfaction with efficacy – not significant
- Satisfaction with support and benefits – significant (.021): as age increases, satisfaction with support and benefits increases.
- Satisfaction with autonomy – significant (.019): the distribution of age and satisfaction with autonomy is curvilinear. Those heads who are young (under 50) and those who are older (above 60) are the most satisfied with their autonomy. Those heads who are of average age (50–60 years old) are the least satisfied with their autonomy.

### **6.2 Satisfaction Factors by Levels of Experience**

- Satisfaction with management team – significant (.003): as the experience of heads increases, they express more satisfaction with their management teams.
- Satisfaction with instructional influence – not significant
- Satisfaction with efficacy – not significant
- Satisfaction with support and benefits – not significant
- Satisfaction with autonomy – significant (.001): the distribution of experience and satisfaction with autonomy is curvilinear. Those heads who are the least experienced and those who are the most experienced are the most satisfied with their autonomy. Those heads who are of average experience (3–10 years) are the least satisfied with their autonomy.

### **6.3 Satisfaction Factors by Hours Worked (average hours)**

- Satisfaction with management team – not significant
- Satisfaction with instructional influence – not significant
- Satisfaction with efficacy – not significant
- Satisfaction with support and benefits – not significant
- Satisfaction with autonomy – significant (.019): the relationship between average hours worked and satisfaction with autonomy is a negative one (-.090, Pearson Correlation). As average hours increase, satisfaction with autonomy decreases.

### **6.4 Satisfaction Factors by 10-Year Expectations (head, other employed, retired)**

- Satisfaction with management team – significant (.009): heads who expect to be in other employment are less satisfied with their management team than either those who expect to remain as heads or those who expect to be retired.
- Satisfaction with instructional influence – not significant
- Satisfaction with efficacy – not significant
- Satisfaction with support and benefits – significant (.036): both heads who expect to be retired in 10 years and heads who expect to be in other employment are less satisfied with their support and benefits than heads who expect to remain heads. Head who expect to be in other employment are the least satisfied with support and

benefits.

- Satisfaction with autonomy – significant (0.21): heads who expect to be retired and heads who expect to be in other employment in 10 years are less satisfied with their autonomy than are heads who expect to remain heads. Heads who expect to be retired are the least satisfied with autonomy.

#### **6.5 Satisfaction Factors by 5-Year Expectations (head, other employed, retired)**

- Satisfaction with management team – not significant
- Satisfaction with instructional influence – not significant
- Satisfaction with efficacy – significant (.004): heads who expect to be in other employment in 5 years are less satisfied with their efficacy than either heads who expect to remain heads or those who expect to be retired.
- Satisfaction with support and benefits – significant (.014): both heads who expect to be retired in 5 years and heads who expect to be in other employment are less satisfied with their support and benefits than heads who expect to remain heads. Head who expect to be in other employment are the least satisfied with support and benefits.
- Satisfaction with autonomy – Heads who expect to be retired and heads who expect to be in other employment in 5 years are less satisfied with their autonomy than are heads who expect to remain heads. Heads who expect to be in other employment are the least satisfied with autonomy.

#### **6.6 Satisfaction Factors by 2-Year Expectations (head, other employed, retired)**

- Satisfaction with management team – not significant
- Satisfaction with instructional influence – not significant
- Satisfaction with efficacy – not significant
- Satisfaction with support and benefits – significant (.001): both heads who expect to be retired in 2 years and heads who expect to be in other employment are less satisfied with their support and benefits than heads who expect to remain heads. Head who expect to be in other employment are the least satisfied with support and benefits.
- Satisfaction with autonomy – significant (.000): heads who expect to be in other employment in 2 years are less satisfied with their autonomy than are heads who expect to remain heads or those who expect to be retired in 2 years.

#### **6.7 Satisfaction Factors by Free School Meals (%) in School**

- Satisfaction with management team – not significant
- Satisfaction with instructional influence – not significant
- Satisfaction with efficacy – not significant
- Satisfaction with support and benefits – not significant
- Satisfaction with autonomy – not significant

#### **6.8 Average Hours Worked by Employment Expectations**

- Hours worked by 10 year expectations – not significant
- Hours worked by 5 year expectations – not significant
- Hours worked by 2 year expectations – not significant

There is no relationship between expectations and average hours worked. That is, heads who expect to be in other employment or who expect to be retired do not work more or less hours than those who expect to remain a headteacher in the future.

### **6.9 Age by Employment Expectations**

- Age by 10 year expectations – significant (.000): heads who expect to be retired in 10 years are older than heads who expect to remain heads and heads who expect to have other employment. Heads who expect to be in other employment in 10 years tend to be younger than either heads who expect to remain as heads or those expecting to be retired.
- Age by 5 year expectations – significant (.000): heads who expect to be retired in 5 years are older than heads who expect to remain heads and heads who expect to have other employment.
- Age by 2 year expectations – significant (.000): heads who expect to be retired in 2 years are older than heads who expect to remain heads and heads who expect to have other employment. Heads that expect to remain as heads in 2 years are younger than either those who expect to have other employment or those who expect to be retired.

The pattern here suggests that relatively young heads (under 50 years old) expect to be heads for the next 2 years. 10 years from now, however, the youngest heads expect to be in other employment outside of headship.

### **6.10 Gender by Employment Expectations**

- Gender by 10 year expectations – significant (.030): more female heads expect to be in other employment in 10 years than do male heads. More male heads expect to be retired in 10 years than female heads.
- Gender by 5 year expectations – not significant
- Gender by 2 years expectations – not significant

Because the 10 year expectation patterns for gender mirror the 10 year expectation patterns for age and the population of male heads is older than female heads, it can be assumed that the gender patterns are really age-related rather than gender-related.

### **6.11 School Type by Employment Expectations**

- School type by 10 year expectations – significant (.001): more primary heads and heads of special schools expect to be in other employment in 10 years than do other heads. More secondary heads expect to be retired in 10 years than all other heads.
- School type by 5 year expectations – not significant
- School type by 2 year expectations – significant (.004): more primary heads and secondary heads expect to remain heads in 2 years than other heads. More heads of special schools and heads of combined schools expect to be retired in 2 years than other heads. More heads of special schools expect to be in other employment than all other heads.

### **6.12 Free School Meals (%) by Employment Expectations**

- School type by 10 year expectations – not significant
- School type by 5 year expectations – not significant

- School type by 2 year expectations – not significant

### 6.13 Age by School Type

The relationship between age and school type is significant (.000): primary heads are younger than all other heads.

### 6.14 Average Hours Worked by Leadership Roles

- Strategic leadership and hours worked – not significant
- Leadership of personnel and hours worked – significant (.033): those who work less than the average number of hours per week play a smaller role in leadership of personnel than those who work either average numbers of hours or more than average number of hours.

### 6.15 Satisfaction Factors by Leadership Roles

- Strategic and autonomy – significant (.028): those heads who play a larger role in strategic leadership are less satisfied with their autonomy.
- Personnel and autonomy – not significant
- Strategic and Support and Benefits – not significant
- Personnel and Support and Benefits – not significant
- Strategic and Efficacy – not significant
- Personnel and Efficacy – not significant
- Strategic and Instructional Influence – not significant
- Personnel and Instructional Influence – not significant
- Strategic and Senior Management – not significant
- Personnel and Senior Management – not significant

### 6.16 Recommend Role by Free School Meals (%)

Not Significant

### 6.17 Recommend Role by Age

*Table 84: Heads' Role Recommendation (%)*

Age	Recommendation			
	No	Yes	Not sure	Total
Up to 40 years	4.5	9.7	6.3	7.4
41-45 years	11.9	8.9	13.1	10.9
46-50 years	15.9	15.0	20.5	16.9
51-55 years	41.3	35.4	37.7	37.5
56-60 years	24.9	28.1	20.5	24.9
61-65 years	1.5	2.9	1.9	2.2
Total	100.0	100.0	100.0	100.0

The relationship between recommending the role and age is not significant (.066). In Table 84, however, there is a clear pattern which shows that heads in the average age range (50–60) are the least likely to recommend the job. Younger heads tend to be unsure if they would recommend the job. Older heads (above 60) are most likely to recommend the job.



## 7. Regression Analysis

The idea of this analysis is to ascertain what, if anything, could predict heads' career expectations in 2 years. In order to conduct this analysis, a binary 2-year expectation variable was created, with those who indicated they would remain a head in some capacity and those who would seek other employment outside of headship serving as the two categories. Those who indicated they would be retired in 2 years were excluded from the analysis.

To decide what to include in the regression, variables were correlated with the binary, 2-year expectation variable. Table 85 includes all variables tested. Those marked with X were significantly correlated with 2-year employment expectations.

*Table 85: Binary Variable of 2-Year Employment Expectations of Heads*

Variable	Statistically Significant Correlation with 2-Year Employment Expectations
Level of autonomy	
Confidence in leadership and management abilities	
Confidence in relationship abilities	X
Satisfaction with level of autonomy	X
Satisfaction with support	
Satisfaction with efficacy	
Satisfaction with instructional influence	
Satisfaction with management team support	
Sufficiency of support	X
Sufficiency of material resources	X
General level of concern with role	X
Strategic leadership role	
Leadership of personnel role	X
Average hours worked weekly	
Gender of head	
School type	
Masters degree	
Qualification for Headship	
Percentage of students receiving free school meals	
Location of school	
Attainment level of school	
School size	
Percentage of teacher mobility in 05 and 06	
Satisfaction with PD	X

Those variables that were correlated with 2-year employment expectations were then included in a binary logistic regression analysis, the results of which are shown in Table 86. This analysis indicates that there are a number of variables that are correlated with the employment expectations of heads but most of these are not predictive of expectations. Only satisfaction with levels of autonomy and having sufficient material resources determine a head's expectation to remain in post in 2 years or find other employment. Overall, however, all these variables only account for 7 of the variation in expectation. When the two determinative variables are run in a single model, the two variables account for 6 of the total variation. Thus, while the other variables do contribute to expectations, they contribute very little and are not at all significant in determining heads' expectations.

Table 86: Binary Regression of 2-Year Employment Expectations of Heads

	Variables in the Equation		
	B	Standard Error	Sig.
Satisfaction with level of autonomy	-.181	.056	.001
Leadership of personnel role	.013	.026	.611
Confidence in relationship abilities	-.029	.059	.624
Sufficiency of support	.000	.052	.992
Sufficiency of material resources	.284	.094	.003
General level of concern with role	.006	.023	.794
Satisfaction with PD	-.068	.056	.220
R Squared	.074		

It should be noted that the variables which play no role in 2-year expectations include school demographic variables, personal demographic variables and personal qualifications.

### 7.1 Regression Analysis for Satisfaction with Autonomy

Table 87: Binary Variable of Heads' Satisfaction with Autonomy

Variable	Statistically Significant Correlation with Satisfaction with level of autonomy
Level of autonomy	X
Confidence in leadership and management abilities	
Confidence in relationship abilities	X
Satisfaction with support	X
Satisfaction with efficacy	X
Satisfaction with instructional influence	X
Satisfaction with management team support	X
Sufficiency of support	X
Sufficiency of material resources	X
General level of concern with role	X
Strategic leadership role	X
Leadership of personnel role	
Average hours worked weekly	
Gender of head	
School type	X
Masters degree	
Qualification for Headship	
Percentage of students receiving free school meals	
Location of school	
Attainment level of school	
School size	
Percentage of teacher mobility in 05 and 06	
Satisfaction with PD	X

Given the importance of satisfaction with autonomy to heads' expectations to remain in post, seek other employment or retire, this analysis was conducted to see what, if anything, can

predict satisfaction with autonomy. In order to conduct this analysis, a binary variable was created for satisfaction with autonomy: with those who indicated they were satisfied with their autonomy and those who indicated they were dissatisfied with their autonomy serving as the two categories.

To decide what to include in the regression, variables were correlated with the binary, satisfaction with autonomy variable. Table 87 includes all variables tested. Those marked with X were significantly correlated with satisfaction with autonomy. Those variables that were correlated with satisfaction with autonomy were then included in a binary logistic regression analysis, the results of which are found in Table 88.

*Table 88: Binary Regression of Heads' Satisfaction with Autonomy*

	Variables in the Equation		
	B	Standard Error	Sig.
Degree of autonomy	-.892	.197	.000*
Confidence in relationship abilities	-.008	.061	.889
Satisfaction with support and benefits	.497	.246	.043*
Satisfaction with efficacy	.179	.220	.417
Satisfaction with instructional influence	.087	.250	.727
Satisfaction with management team support	-.041	.143	.774
Sufficiency of support	.257	.053	.000*
Sufficiency of material resources	.157	.091	.084
General level of concern with role	-.092	.024	.000*
Strategic leadership role	.078	.070	.267
School type	-.029	.196	.882
Satisfaction with PD	.154	.053	.003*
R Squared	.450		

This analysis indicates that there are a number of variables that are highly predictive of a heads' satisfaction with their autonomy. Overall, these variables account for 44 per cent of the heads satisfaction with autonomy which is very high. These variables include:

- the degree of autonomy that heads say they have in their position.
- heads' satisfaction with the level of support and benefits they receive.
- the sufficiency of the support heads receive to do their job.
- heads' general level of concern about the role.
- heads' satisfaction with PD opportunities and support.

It is also important to note those variables which play no role in satisfaction with autonomy. These include school demographic variables, personal demographic variables and personal qualifications. Thus, a head's satisfaction with autonomy is a result of conditions within the control of the head, the local authority or the government.

## 7.2 Coping

*Table 89: Heads' Concerns about Coping by Age (%)*

Age	1 Not concerned	2 Somewhat concerned	3 Concerned	4 Very concerned
Up to 40 years	6	16	29	49
41–45 years	1	11	42	46
46–50 years	2	11	36	51
51–55 years	1	13	30	56
56–60 years	1	15	33	51
61–65 years	6	39	33	22

The coping concerns factor involves 6 survey questions:

- Dissatisfaction with space to pursue personal interests
- Concerns about the demanding nature of the job
- Concerns about impact of job on health and well being
- Concerns about emotionally demanding nature of job
- Concerns about impact of job on life outside work
- Concerns about ability to manage my working time

From these survey questions, a new variable was created for the coping concerns factor. This variable was a summated variable, which means that the responses on all six questions were added together for each respondent (the dissatisfaction question was reverse coded first). This summated variable gives a range of 1–24. In order to make this summated variable easier to comprehend, the scale of 1–24 was collapsed into four options. Thus, if the summated score on this factor was 1–6, that becomes 1: not concerned; a summated score of 7–12 becomes 2: somewhat concerned; a summated score of 13–18 becomes 3: concerned and a summated score of 19–24 become 4: very concerned.

Figures 4 and 5 demonstrate the distribution on this coping factor. Figure 4 shows the percentage of heads who are concerned or very concerned about their ability to cope with the job. The trend shows how heads have a generally high level of concern until the last stage of their career when concerns drop off precipitously. In Figure 5, only heads who were very concerned about coping are included, which illustrates that far fewer heads over 60 are very concerned about coping.

Figure 4: Heads Concerned or Very Concerned about Coping (%)

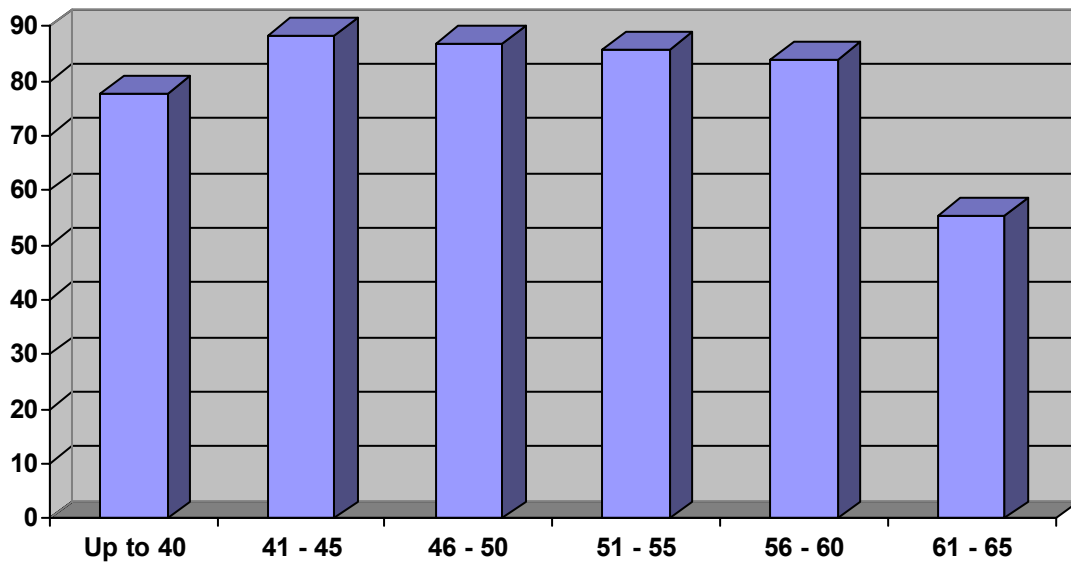
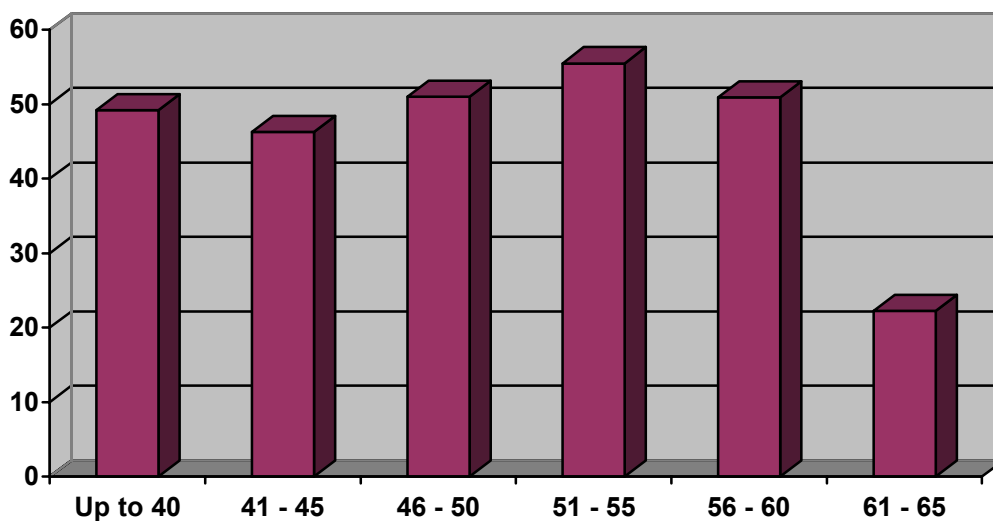


Figure 5: Heads Very Concerned about Coping (%)



### ***School Size and Coping Concerns***

School size and the coping concerns factor are significantly correlated (Pearson correlation =  $-.073$ , sig. =  $.014$ ). Five ways were tried of combining school size into size categories to illustrate the relationship, yet none of them adequately depicted the pattern of correlation. Generally, the relationship is negative: as school size increases, coping concerns decrease. The correlation, however, is only slight ( $.07$ ). Based on the various combinations tried, coping concerns are high for schools enrolling less than 350 students. These then start to decline slightly for schools enrolling above 350 students but rise again when school size gets above about 1,000–1,100.

The significance of school size may be related to the enrolment threshold at which schools are permitted to appoint deputies. It may also be related to feelings of isolation or “having to

do it all". Given that coping is also significant for gender (.020), with females having more concerns about coping, and also school type (.013), with primary heads being more concerned about coping, these aspects are all related: small schools tend to be primary schools and tend to have female heads. Small schools also do not have deputies.

Coping concerns are not significant for the location of the school.

As shown in Table 90, there were three factors related to coping: factor 1 is coping concerns, factor 2 is coping confidence and factor 3 is making a difference.

*Table 90: Coping Factors*

Variable	Factor Loading		
	1	2	3
Satisfaction with space to pursue personal interests	-.624		
Concerns about the demanding nature of the job	.774		
Concerns about impact of job on health and well being	.843		
Concerns about emotionally demanding nature of job	.808		
Concerns about impact of job on life outside work	.883		
Concerns about ability to manage my working time	.685		
Confidence in dealing with stress and pressure		.709	
Confidence in managing myself and my time		.768	
Satisfaction with ability to make a difference to the school			.674
Satisfaction with ability to make a difference to student learning			.629

Variables for each factor were then created and put them into a regression with the significant variables for career expectations at 2 years (head or not head). As indicated by Table 91, none of the new coping factors are significant. This means that concerns about coping, confidence in coping and the ability to make a difference are all not determinative of whether a head intends to remain as a headteacher or seek other employment within 2 years.

*Table 91: Regression of Coping Factors*

		Variables in the Equation					
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1	Coping Concerns	.024	.037	.411	1	.521	1.024
	Coping Confidence	-.060	.104	.330	1	.566	.942
	Ability to make a Difference	-.017	.074	.053	1	.818	.983
	Sufficient Resources	.255	.085	8.878	1	.003	1.290
	Satisfaction with Autonomy	-.966	.224	18.562	1	.000	.381
	Constant	-.727	1.229	.350	1	.554	.483

## 8. Analysis of Teacher Data

Table 92: Teachers' Career Destinations (%)

Destination	Percentage
A classroom teacher	32
A chartered teacher	11
A principal teacher	18
A head of faculty/department	5
A depute headteacher	14
A headteacher	8
A local authority staff member	2
Leaving teaching to take up family responsibilities	1
A career outside of teaching	2
Other	6

Table 93: Teachers' Career Aspirations, 2-3 Years (%)

Aspiration	Percentage
A classroom teacher	40
A chartered teacher	3
A depute head	6
A principal teacher	16
Seek promotion to principal teacher	10
Apply for depute vacancy	8
Apply for headteacher vacancy	3
Apply for local authority vacancy	1
Seek training for school leader position	2
Apply for chartered teacher status	5
Leave teaching for family responsibilities	1
Seek a career outside of education	1
None of the above	5

Table 94: Teachers' Career Priorities (%)

Priority	Not at all important	Not very important	Quite important	Very important
Opportunities to influence others	3	11	47	37
Opportunities to challenge my abilities	1	4	46	48
Encouragement from friends, family, spouse, partner	4	15	41	40
Encouragement from colleagues	2	10	46	40
Opportunity to teach children on a daily basis	1	7	28	64
Potential stressfulness of the position	3	15	40	41
Status in the eyes of the community	21	38	30	10
Opportunity to work directly with children	0	3	24	72
Salary and benefits of the position	2	13	58	26
Geographic location of the position	2	10	48	38
Time for family	2	6	24	68
Reputation of school in which post is available	6	26	45	22
Ethos of school in which position is available	6	4	33	61
Opportunities to help others	1	3	37	59
Opportunities to influence change	1	10	47	42
The PRD process	9	22	46	12

Table 95: Teachers' Career Confidence in Abilities (%)

Ability	Not at all confident	Not very confident	Quite confident	Very confident
Provide strategic focus and direction to colleagues	2	16	59	22
Lead the development of teaching and learning	3	19	52	25
Manage teaching staff	6	24	43	25
Manage other staff	5	18	50	25
Manage school budgets	26	29	31	12
Build relationships with community agencies	4	19	48	28
Deal with stress and pressure	4	18	62	16
Deal with difficult parents	3	16	59	22
Problem solve	1	8	60	31
Manage myself and my time	1	9	52	37

Table 96: Teachers' Career Aspirations Advice Sources (%)

Advice Source	Never	Rarely	Occasionally	Always
My friends	11	23	48	16
A teacher colleague	4	9	52	33
My headteacher	16	20	41	21
My depute headteacher	20	20	37	15
My spouse/partner	9	8	21	58
Other family members	17	26	37	19
My mentor	50	10	13	7
A professional association	57	25	13	1
My coach	66	8	3	1
Other	9	0	2	2

Table 97: Influences on Teachers' Career Aspirations (%)

Influence Sources	Never	Rarely	Occasionally	Always
My headteacher	17	16	44	20
My depute	23	16	39	13
My head of faculty/department	28	13	27	11
My professional reading	11	16	54	15
My professional association	32	31	28	4
Media reporting of education	31	36	28	2
My parent council/ board of governors	55	28	11	1
The Scottish Government	33	32	29	3
My school's parents	32	29	31	4
The local authority	30	27	34	6
Teacher colleagues	5	10	63	20
My family	6	12	35	45

Table 98: Likelihood of Changes in Teachers' Employment Expectations (%)

Likelihood of change	Percentage
Highly unlikely to change	43
Unlikely to change	29
Likely to change	21
Highly likely to change	6



*Table 99: Teachers' Headship Intentions (%)*

<b>Intention</b>	<b>Percentage</b>
Currently applying for posts	1
Have applied and will do so again	2
Have applied but do not envision doing so in the future	4
Have applied and are unsure whether they will do so again	1
Have not applied but intend to do so in the future	6
Have not applied and do not intend to do so	67
Have not applied and are unsure whether they will do so	18

*Table 100: Teachers' Applications for Headship (%)*

<b>Encouragement to Apply</b>	<b>Percentage</b>
No	80
Yes	17

*Table 101: Teachers' Sources of Encouragement to Apply for Headship (No.)*

<b>Source of Encouragement</b>	<b>N= 139*</b>
Current headteacher	66
Head of department	7
Previous headteacher	84
Depute	56
Local authority education officer	56
Teacher colleague or colleagues	99
Another person	66

\* Of 207 potential respondents (= 17% answering "Yes" in Table 100), 139 answered and nominated one or more sources.

*Table 102: Influences on Teachers' Thinking about Headship (%)*

<b>Influence Source</b>	<b>Not at all</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
Observing current headteacher	20	12	26	34
Talking with teacher colleagues	17	13	36	25
Professional reading	26	25	31	11
Observing a previous headteacher	23	12	26	31
Media reporting of education	37	24	23	7
Talking with current headteacher	37	17	20	18
Talking with my previous headteacher	39	18	20	14
Talking with partner/spouse	30	16	22	23
Attending coaching sessions	71	8	6	2
Attending CPD sessions (face to face)	56	16	14	4
Attending CPD sessions (online)	73	8	5	1
Other	10	0	1	4

Table 103: Teachers' Perceptions of Sufficient Resources (%)

Resource	Nowhere near Enough	Some	Enough	More than Enough
Material resources	18	33	40	6
Support with regard to facilities and maintenance	22	40	32	4
Support from parents and the community	6	31	47	12
A staff that is competent and able to meet the needs of students	1	12	50	34
The help required in handling students who may be disruptive	26	39	23	4
Clear understanding of what the school is expected to achieve	3	19	53	23
Staffing to fulfill requirements	16	34	40	7
Support and guidance from the local authority	17	42	33	4

\* Data is missing as not every teacher answered every question.

Table 104: Influences on Teachers' Applications for Headship (%)

Influence	Strongly discourage	Discourage	Encourage	Strongly Encourage
Opportunity to make a difference in the lives of others	2	2	53	37
Level of support received from local authorities	9	19	45	20
Opportunity to effect change in school	2	3	52	35
Accountability to more than one person	16	45	27	5
More varied work than teachers	8	22	49	13
Sufficient level of autonomy	5	17	58	13
Pressures of headship	45	36	10	2
Opportunity to work more closely with parents and community members	4	19	60	11
Impact on personal and family life	46	36	9	3
Opportunity to be professionally challenged	4	11	60	18
Perceived gender bias	15	38	27	5
Perception that vacancies are often 'filled' before advertised	26	54	9	2
Prestige of the position in the community	7	27	51	3
Rigorous nature of selection and interview process	20	41	26	4
Salary and benefits	4	12	58	18
Training and induction procedures	7	26	51	7
Being the sole person at the top	20	40	28	3
Opportunity to shape educational vision for the school	3	7	56	26
Opportunity to contribute to the mission of the church in a faith-based school	34	22	19	8
Lack of direct contact with pupils and their learning	42	46	4	1

Table 105: Teachers' Perceptions of Headship (%)

Perception of Headship	Strongly disagree	Disagree	Agree	Strongly agree
Headteachers have sufficient support from their local authorities	15	43	35	2
Headteachers have to be accountable to too many 'bosses'	2	22	52	20
Headteachers do more meaningful and interesting work than teachers	29	57	9	2
There is not enough autonomy for headteachers	3	34	48	9
The pressures of headship are too stressful	2	15	39	41
There are too many accountability demands by local authorities	1	11	47	38
The role of headteacher intrudes too much on personal and family life	1	13	40	41
There is too much responsibility involved in the role of the headteacher	2	29	35	30
Headteachers experience positive professional challenges	2	14	67	13
Man seem to be more valued as headteachers than women	18	45	22	11
There is sufficient monetary incentive to make the leap from principal teacher or depute head to headteacher	11	34	41	9
Headteachers have prestige in the community	3	24	62	7
Headteacher interview processes are often too demanding, intensive or rigorous	5	42	34	9
Headteachers have good salaries and benefits	3	20	58	14
Recruitment processes for headteachers are inadequate	3	46	35	5
Headteachers have few close relationships with students and staff	7	42	37	9
Headteachers have the opportunity to shape an educational vision for the school	1	6	59	30
Being a headteacher is a lonely job	2	32	45	16
The accountability requirements of national inspections are too demanding	1	17	42	36
Training and induction processes for headteachers are inadequate	1	34	42	10
Headteacher receive sufficient monetary reward for the job and all it entails	9	29	47	9
The position of headteacher is often perceived to be 'filled' prior to advertising	5	43	38	7
Headteachers do not have enough contact with pupils and their learning	2	26	49	19
Headteachers have autonomy over their School Improvement Plan	6	44	40	4
With budgetary requirements, headteachers have autonomy over staffing	11	41	38	4
There is sufficient protected management time to do the job of headteacher	16	36	34	6

Table 106: Teachers' Perceptions of Heads' Weekly Time Commitment (%)

Time Commitment	Percentage
35 hours	1
36-40 hours	4
41-45 hours	12
46-50 hours	21
51-55 hours	18
56-60 hours	18
61-65 hours	9
66-70 hours	7
> 70 hours	7

Table 107: Teachers' Perceptions of Heads' Activity Time Commitments (%)

Activity	None	< 3 hours	3-5 hours	6-10 hours	> 10 hours
Curriculum management	3	28	34	19	6
Development of teaching and learning	4	31	32	17	6
Strategic planning	1	16	37	26	10
Budget and finance	1	19	35	26	10
The school building and fabric	6	48	24	9	2
Absence cover	33	37	15	5	2
Providing RCCT for teaching staff	18	36	14	3	1
Classroom teaching	48	33	8	2	1
Staffing matters	1	37	32	17	4
Matters for parent council/ board of governors	2	47	30	10	2
Relations with external agencies	1	20	37	26	8
Dealing with challenging pupils	3	27	29	22	10
Other	2	1	3	3	3

Table 108: Teachers' Perceptions of Heads' People Time Commitments (%)

People	None	< 3 hours	3-5 hours	6-10 hours	> 10 hours
Classroom teachers	9	50	23	9	3
Principal teachers	3	37	37	13	3
Parents	1	28	42	18	5
Children and family services	5	40	34	12	3
Visitors	1	39	39	13	2
Local authority staff	2	34	36	17	5
Depute (s)	3	9	28	32	19
Senior management/leadership team	2	14	31	30	15
Administrative staff	1	27	35	23	8
Learning support staff	16	62	12	2	1
Pupils	6	40	27	12	7

Table 109: Teachers' Current Appointments (%)

Appointment	Percentage
Depute headteacher	9
Acting depute headteacher	1
Principal teacher	24
Acting principal teacher	2
Chartered teacher	3
Classroom teacher	58

Table 110: Teachers' Time in Current Role (%)

Years	Percentage
< 1 year	4
1–2 years	6
3–5 years	20
6–10 years	20
11–15 years	16
16–20 years	11
21–25 years	8
25+ years	13

Table 111: Teachers' Employment in Schools (%)

Number of Schools	Percentage
1 school	25
2 schools	20
3 schools	17
4 schools	13
More than 4 schools	24

Table 112: Teachers' Time in Post in Current School (%)

Years	Percentage
< 1 year	5
1–2 years	11
3–5 years	28
6–10 years	22
11–15 years	14
16+ years	18

Table 113: Teachers' Employment Basis (%)

Employment	Percentage
Full-time basis	84
Part-time basis	14

Table 114: Teachers' Leadership Roles (%)

Leadership Role	None	Small Role	Moderate Role	Large Role
Developing and providing continuous professional development to colleagues	22	37	27	12
Supporting new staff	17	35	26	19
Hiring new teachers	76	10	7	3
Evaluating new teachers	46	27	15	9
Developing the school schedule	40	33	17	6
Establishing and planning the school budget	74	16	5	2
School improvement planning	21	42	24	9
Establishing school priorities	29	38	21	8
Reviewing teacher practices and curriculum	15	35	31	17
Reviewing student performance data	21	29	27	19

*Table 115: Teachers and the SQH (%)*

<b>Teachers and SQH</b>	<b>Percentage</b>
Currently undertaking SQH	2
Intend, though not currently, undertaking SQH	5
No intention to undertake SQH	73
Unsure about intentions for SQH	15
Was undertaking but did not complete SQH	1

*Table 116: Teachers' Qualifications (%)*

<b>Highest Qualification</b>	<b>Percentage</b>
Bachelors degree	56
Masters degree	16
Doctorate degree	1
Other	21

*Table 117: Teachers' Partnership Status (%)*

<b>Partnership Status</b>	<b>Percentage</b>
Single	15
Partnered	78
Widowed	2
Not disclosed	3

*Table 118: Teachers' Family Care Responsibilities (%)*

<b>Responsibility</b>	<b>Percentage</b>
Sole carer	5
Shared carer	40
No care responsibilities	52

*Table 119: Teachers' Gender (%)*

<b>Gender</b>	<b>Percentage</b>
Male	30
Female	71

*Table 120: Teachers' Ethnicity (%)*

<b>Ethnicity</b>	<b>Percentage</b>
White	99
Mixed	1
Asian	0
Black	0
Other	0

*Table 121: Teachers' Age (%)*

Age	Percentage
25–30 years	7
31–35 years	11
36–40 years	12
41–45 years	10
46–50 years	18
51–55 years	23
56–60 years	16
61+ years	2

*Table 122: Teachers with a Disability (%)*

Teachers with Disability	Percentage
No	90
Yes	3

*Table 123: Disabled Teachers' Type of Disability (number)*

Type of Disability	Number
Deafness or hearing impairment	0
Blindness or vision impairment	0
Condition limiting physical activities	0
Learning disability	0
Learning difficulty	0
Mental health condition	1
Chronic illness	2
Other	3
Not disclosed	3

*Table 124: Impact of Disabled Teachers' Disability (number)*

Disability Impact	Number
No	3
Yes	4

*Table 125: Teachers' Employment Sector (%)*

Sector	Percentage
Primary	37
Secondary	58
Special School	2
Combined School	3

## 9. Disaggregation of Teacher Data

### 9.1 Eventual Career Destination

Teachers were asked about their eventual career destinations. Their responses were analyzed by school sector, gender and age. Only school sector had a significant relationship (.049) to teachers' eventual career destinations.

*Table 126: Teachers' Career Destination by School Type (%)*

Destination	Primary School	Secondary School	Special School	Combined School
Classroom teacher	33	32	10	16
Chartered teacher	10	12	14	13
Principal teacher	19	17	28	22
Head of faculty/ department	5	5	10	13
Depute head	14	14	14	19
Headteacher	4	10	10	6
Local authority staff	2	1	3	3
Leaving for family responsibilities	1	1	0	0
Career outside of education	3	2	3	3
Other	6	6	3	6

The main differences in eventual career destination by school sector are:

- Primary and secondary teachers are more likely than either teachers in special schools or teachers in combined schools to see their career destination as a classroom teacher.
- Teachers in special schools are more likely than teachers in other schools to see their career destination as a principal teacher.
- Teachers in primary schools and teachers in combined schools are less likely than teachers in secondary schools or special schools to see their career destination as a headteacher.

### 9.2 Applying for Headteacher Positions

Teachers were asked whether they had applied for a headteacher post and what their future intentions were about applying. These responses were analysed by school sector, gender and age. Only gender had a significant relationship (.000) with teachers' intentions to apply for a headteacher post.

*Table 127: Teachers' Intentions to Apply for Headship by Gender (%)*

Intention	Male	Female
I am currently applying for posts	2	1
I have applied and will do so again	2	1
I have applied but do not envisage doing so in the future	3	4
I have applied and am unsure if I will do so again	1	1
I have not applied but will do so in the future	6	6
I have not applied and will not do so in the future	66	68
I have not applied and am unsure if I will do so	17	18

The differences by gender in intentions to apply for headteacher posts include:



- Male teachers are slightly more likely to be currently applying for posts than female teachers.
- Male teachers are slightly more likely to have applied for posts and intend to do so again than female teachers.
- Female teachers are slightly more likely to have applied for posts but do not intend to do so again.
- Female teachers are more likely to have not applied and have no intentions to do so.
- Female teachers are slightly more likely to be unsure whether they will apply.

## 10. Factor Analysis of Teacher Data

### 10.1 Importance of factors in making career decisions

Teachers were given 16 career-related statements and asked how important each was in thinking about their careers. 14 of these statements loaded into two factors. In looking at the way these statements group, there are broadly two types of influences. The first is the “potential of the position”: can the teacher make a difference, fit into the school and still maintain some kind of a life? The second is a psycho-emotional influence: will teachers receive the intrinsic and extrinsic support, and encouragement they need to be able to do the job?

*Table 128: Factors Influencing Teachers’ Career Decisions*

Influence	Factor Loadings	
	1	2
Opportunity to work directly with children	.583	
Geographic location of the position	.762	
Time for family	.599	
Reputation of school in which position is available	.788	
Ethos of school in which position is available	.819	
Opportunities to help others	.739	
Opportunities to influence change	.692	
Opportunities to influence others		.729
Opportunities to challenge my abilities		.636
Encouragement from close friends, family, spouse/partner		.767
Encouragement from colleagues		.812
Opportunity to teach children on a daily basis		.591
Potential stressfulness of the position		.677
Status in the eyes of the community		.540
% of Variance Explained by Factor	29.50	26.57

### 10.2 Advice and Influence in Career Decisions

Teachers were asked 22 questions about who they sought advice from in relation to career aspirations and who influenced these aspirations. Three factors emerged concerning advice and influence. What is clear from these factors is that teachers are influenced in their views about their careers by a variety of influences. Teachers, however, seek advice about careers from two distinct groups: first, their families and immediate colleagues; second, their mentors or coaches. The emergence of a mentoring/coaching factor is interesting because very few teachers in their survey responses indicated that they seek advice from mentors or coaches. Apparently those who do are heavily influenced by these people. Given this and the low response for seeking advice from these people, it can be concluded that few actually have access to mentors or coaches.

Table 129: Sources of Advice and Influences on Teachers' Career Aspirations

Influence and Advice	Factor Loadings		
	1	2	3
Influenced in views by headteacher	.543		
Influenced in views by professional reading	.785		
Influenced in views by professional association	.728		
Influenced in views my media reporting of education	.827		
Influenced in views by parent council	.726		
Influenced in views by Scottish Government	.861		
Influenced in views by parents of school	.845		
Influenced in views by local authority	.813		
Influenced in views by teacher colleagues	.743		
Influenced in views by family	.646		
Seeks advice from friends		.721	
Seeks advice from teacher colleagues		.747	
Seeks advice from headteacher		.664	
Seeks advice from family members		.774	
Seeks advice from mentor			.811
Seeks advice from coach			.817
% of Variance Explained by Factor	28.55	15.35	9.95

### 10.3 Influences on Applying for Headship

Teachers were asked about 21 possibilities that could influence them in applying for headship. Two factors emerged from their responses. There are both positive and negative possibilities which heavily influence teachers in whether they would apply for headship. These all loaded into one factor. For purposes of further analysis, negative and positive influences have been considered to be two factors and these are noted in Table 130 (where a statement has both a + and a - sign, it is included in both factors since it could be seen in either light). What is worth noting is the second factor that heavily influences teachers' decisions about applying: they seem to be strongly influenced by an application, selection and induction process that is perceived as rigorous and often biased towards pre-selected candidates.

Table 130: Possibilities Influencing Likelihood of Teachers' Headship Applications

Possibility	Factor Loadings	
	1	2
Opportunity to make a difference to others +	.846	
Level of support received by local authorities +/-	.827	
Opportunity to effect change +	.858	
Accountability to more than one person -	.862	
More varied work than teachers +	.807	
Sufficient level of autonomy +	.806	
Pressures of headship -	.852	
Opportunities to work more closely with parents and community members +	.858	
Impact on personal and family life -	.826	
Opportunity to be professionally challenged +	.850	
Perceived gender bias		.750
Perception that vacancies are often 'filled' before advertised		.686
Rigorous nature of selection and interview process		.663
Training and induction procedures		.635
% of Variance Explained by Factor	50.16	30.21

## 10.4 Teachers Perceptions of Headship

Teachers were provided with 26 statements that could describe headship. They were then asked to indicate the extent to which they agreed or disagreed with these statements. Two perceptions of headship emerged in the factor analysis. The first factor is very much like the first influence factor above: it includes most of the statements, both positive and negative, about the job of headship. Because so many statements loaded in the first factor, it is not presented below in Table 131. For further analysis, two variables have been created: negative perceptions of headship and positive perceptions of headship (similar to the influence factor in Table 130). The second factor is more interesting and clearer. This factor also mirrors the second factor in Table 130: teachers report a very negative impression of the application, selection and induction processes for headship.

*Table 131: Teachers' Perceptions of Headship*

Perception	Factor Loading
	2
Headteacher interview processes are often too demanding, intensive and rigorous.	.768
Recruitment processes for headteachers are inadequate.	.820
Training and induction processes for headteachers are inadequate.	.831
The position of headteacher is often perceived to be 'filled' prior to advertising.	.592
% of Variance Explained by Factor	21.65

## 11. Additional Disaggregation and Correlation Analysis—Weighted

Eleven factors emerged from the teacher survey that are related to perceptions of the headteacher position and influences on teachers' willingness to apply for a position. These factors were then analyzed by cross-tab analysis to ascertain whether there was a significant relationship between school sector, age and gender on these factors. There were no significant relationships between school sector or age and these factors, although there was one significant relationship between gender and the factors (.031): males are more likely to experience positive influences in applying for headship than females. Generally then, these factors impact equally on all teachers except in that one instance.

In addition, an analysis was conducted to see whether these factors were significantly correlated with identifying headship as the eventual career destination. In order to conduct this analysis, a binary variable was created for career destination: those who identified headteacher or depute headteacher as their eventual career destination and those who identified some other career destination. Many of the factors from the teacher survey were significantly correlated with identifying headship as the eventual career destination. These are shown in Table 132. It should also be noted that school sector, gender and age are not correlated with choosing or not choosing headship as the eventual career destination.

*Table 132: Factors Correlated with Headship as Teachers' Career Destination*

Factor	Statistically Significant Correlation with Career Destination as Headteacher
The potential of the position	
Availability of support and encouragement needed to do the job	X
Has positive influences for applying	X
Has negative influences for applying	X
Views of headship influenced by perceptions of others	X
Seeks advice about career from family and colleagues	X
Seeks advice about career from mentor or coach	X
Is influenced in applying by negative perceptions of the application, recruitment and induction process	X
Positive perceptions of the job of head	
Negative perceptions of the job of head	
Negative perception of the application, recruitment and induction processes	
School sector	
Gender	
Age	

An additional analysis was conducted to ascertain the relationship between these factors and teachers applying for head posts. Again, a binary variable was created: those who are currently applying, have applied and will do so again, or have not applied but intend to do so were considered to be applying. All other teachers were considered as a group not applying. Again, gender, age and school sector were not significantly correlated with applying.

*Table 133: Factors Correlated with Teachers' Applications for Headship*

<b>Factor</b>	<b>Statistically Significant Correlation with Application for Headship</b>
The potential of the position	
Availability of support and encouragement needed to do the job	
Has positive influences for applying	X
Has negative influences for applying	X
Views of headship influenced by perceptions of others	
Seeks advice about career from family and colleagues	X
Seeks advice about career from mentor or coach	X
Is influenced in applying by negative perceptions of the application, recruitment and induction process	X
Positive perceptions of the job of head	
Negative perceptions of the job of head	X
Negative perception of the application, recruitment and induction processes	
School sector	
Gender	
Age	

There are some interesting differences in the factors that impact on the decision to apply compared with those that impact on headship as the eventual career destination:

- Availability of support is not correlated with applying, although it is for perceiving headship as a career destination.
- The views of others also do not have an influence on the decision to apply but they do have an influence on headship as a career.
- Negative perceptions of the headteacher role constrain teachers from applying for headship positions but do not prevent them from perceiving the post as an eventual career destination.

### **11.1 Positive Influences for Applying for Headship Factor**

- Opportunity to make a difference
- Level of support received by local authorities
- Opportunity to effect change
- More varied work than teachers
- Sufficient level of autonomy
- Opportunities to work more closely with parents and community members
- Opportunity to be more professionally challenged

### **11.2 Negative Influences for Applying for Headship Factor**

- Level of support received by local authorities
- Accountability to more than one person
- Pressures of headship
- Impact on personal and family life

### **11.3 Positive Perceptions of the Post of Headteacher**

- Headteachers have sufficient support from their local authorities

- Headteachers do more meaningful and interesting work than teachers
- Headteachers experience positive professional challenges
- There is sufficient monetary incentive to make the transition from principal teacher or depute head to headteacher
- Headteachers have prestige in the community
- Headteachers have good salaries and benefits
- Headteachers have the opportunity to shape an educational vision for a school
- Headteacher receive sufficient monetary reward for the job and all it entails
- Headteachers have autonomy over their school improvement plans
- Within budgetary requirements, headteachers have autonomy over staffing

#### **11.4 Negative Perceptions of the Post of Headteacher**

- Headteachers have to be accountable to too many bosses
- There is not enough autonomy for headteachers
- The pressures of headship are too stressful
- There are too many accountability demands by local authorities
- The post of headteacher intrudes too much on personal and family life
- There is too much responsibility involved in the post of headteacher
- Men seem to be more valued as headteachers than women
- Headteachers have few close relationships with students and staff
- Being a headteacher is a lonely job
- The accountability requirements of national inspections are too demanding
- Headteachers do not have enough contact with pupils and their learning

## 12. References

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## 13. Appendices

### 13.1 Teacher Survey

#### Attachment E

### RECRUITMENT OF HEADTEACHERS IN SCOTLAND – TEACHERS’ QUESTIONNAIRE

The aim of the questionnaire is to understand teachers’ aspirations and perceptions of headship.

The questionnaire asks about your:  
Career Aspirations,  
Intentions and Perceptions of Headship, and  
Professional Background.

You were selected at random for participation in this study to represent other teachers with similar backgrounds. You are, however, are under no obligation to participate in the research and if you do agree to participate you are free to withdraw at any time.

Only the research team at the Universities of Cambridge, Glasgow and Edinburgh will have access to your response (see data protection statement below). The research team only has access to un-named GTC numbers and therefore can ensure anonymity of responses. Furthermore, results will be reported in summary or statistical form so that neither individuals nor their schools can be identified.

Your views are very important to the research. Please allow about 15 minutes to complete the questionnaire.

Completed questionnaires should be returned by Friday 3 October to Kevin Lowden at: Department of Educational Studies, University of Glasgow, **St Andrew’s Building, 11 Eldon Street, Glasgow, G3 6NH.**

**Data Protection statement:** The data you provide will be used for research and quality improvement purposes and the raw data will be seen and processed only by staff of the Universities of Cambridge, Glasgow and Edinburgh. The project has been through ethics clearance at the University of Glasgow. This project is administered under the University of Glasgow’s data protection policy guidelines which can be found at: <http://www.gla.ac.uk/RandE/pub/policies/ethics/index.html>

Further information on the research project, including a plain language statement, can be found at [http://www.gla.ac.uk/media/media\\_78635\\_en.pdf](http://www.gla.ac.uk/media/media_78635_en.pdf).

If you have any concerns or comments about this questionnaire, please feel free to call or email:

Peter Gronn

email: [p.gronn@educ.gla.ac.uk](mailto:p.gronn@educ.gla.ac.uk) / phone: 0141 330 4434

V. Darleen Opfer

email: [vdo20@cam.ac.uk](mailto:vdo20@cam.ac.uk) / phone: 01223 767 699

Instructions (Please read carefully)

Please use a pen to complete the questionnaire. Please mark your responses as described. Cross the appropriate box, keeping within the boundary of the box. For example: . Avoid spending too long on each item. If you make a mistake and cross the wrong box, please block out your answer and then cross the correct box.

For example:

Please enter details of your school and local authority in the space provided below.

**Please also enter your GTC number.** We will not use this number to identify you personally. This number is requested so that we can match responses to demographic information.

**Your Full School Name**

Primary, Secondary or Special School? \_\_\_\_\_

Your Local

Authority \_\_\_\_\_

Your GTC Number: \_\_\_\_\_ Your School Number (SEED code) \_\_\_\_\_

**Career Aspirations**

In this section, we would like to find out about your career aspirations including both short-term and long-term intentions and the people and conditions that impact your aspirations.

**1. I see my eventual career destination as ... (Please cross one box only)**

- |  |                          |
|--|--------------------------|
| a. A classroom teacher                                 | <input type="checkbox"/> |
| b. A chartered teacher                                 | <input type="checkbox"/> |
| c. A principal teacher                                 | <input type="checkbox"/> |
| d. A head of faculty/department                        | <input type="checkbox"/> |
| e. A depute headteacher                                | <input type="checkbox"/> |
| f. A headteacher                                       | <input type="checkbox"/> |
| g. A local authority staff member                      | <input type="checkbox"/> |
| h. Leaving teaching to take up family responsibilities | <input type="checkbox"/> |
| i. Seeking a career outside of education               | <input type="checkbox"/> |
| j. Other – Please state _____                          | <input type="checkbox"/> |

**2. Specifically, during the next 2-3 years my career aspirations are to ... (Please cross one box only)**

- |  |                          |
|--|--------------------------|
| a. Remain as a classroom teacher                         | <input type="checkbox"/> |
| b. Remain as a chartered teacher                         | <input type="checkbox"/> |
| c. Remain as a depute head                               | <input type="checkbox"/> |
| d. Remain as a principal teacher                         | <input type="checkbox"/> |
| e. Seek promotion to principal teacher                   | <input type="checkbox"/> |
| f. Apply for a depute headteacher vacancy                | <input type="checkbox"/> |
| g. Apply for a headteacher vacancy                       | <input type="checkbox"/> |
| h. Apply for a local authority staff vacancy             | <input type="checkbox"/> |
| i. Seek training/ mentoring for a school leader position | <input type="checkbox"/> |

- |  |                          |
|--|--------------------------|
| j. Apply for chartered teacher status                | <input type="checkbox"/> |
| k. Leave teaching to take up family responsibilities | <input type="checkbox"/> |
| l. Seek a career outside of education                | <input type="checkbox"/> |
| m. Do none of the above                              | <input type="checkbox"/> |

**3. In thinking about my career, I attach importance to ...**

(Please cross **one** box only in **each** row)

	Not at all Important	Not Very Important	Quite Important	Very Important
a. Opportunities to influence others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Opportunities to challenge my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouragement from close friends, family, spouse/partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encouragement from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunity to teach children on a daily basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Potential stressfulness of the position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Status of the position in the eyes of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Opportunity to work directly with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Salary and benefits of the position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Geographic location of the position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Time for family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Reputation of school in which the position is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The ethos of school in which the position is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Opportunities to help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Opportunities to influence change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. The PRD process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. In relation to my career aspirations, I am confident in my ability to ...**

(Please cross **one** box only in **each** row)

	Not at all Confident	Not Very Confident	Quite Confident	Very Confident
a. Provide strategic focus and direction to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lead the development of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Manage teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Manage other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Manage school budgets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Build relationships with community agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Deal with stress and pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Deal with difficult parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Problem solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Manage myself and my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. In relation to my career aspirations, I normally seek advice from ...**

*(Please cross **one** box only in **each** row)*

	Never	Rarely	Occasionally	Always
a. My friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A teacher colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My depute headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My spouse/partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A professional association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other – Please state _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. When thinking about my future career aspirations, I am influenced by the views of ...**

*(Please cross **one** box only in **each** row)*

	Never	Rarely	Occasionally	Always
a. My headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My depute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My head of faculty/ department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My professional reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My professional association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Media reporting of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My parent council/ board of governors chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The Scottish Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My school's parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The local authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Teacher colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. I regard my expectations about my future employment as ...** *(Please cross **one** box only)*

a. Highly unlikely to change	<input type="checkbox"/>
b. Unlikely to change	<input type="checkbox"/>
c. Likely to change	<input type="checkbox"/>
d. Highly likely to change	<input type="checkbox"/>

## Intentions and Perceptions of Headship

In this section, we would like to find out about your aspirations for the headship specifically. We would also like to understand how you view headship and the people and conditions that impact on your perceptions.

### 8. In relation to a headteacher post ... (Please cross **one** box only)

a.	I am currently applying for posts	<input type="checkbox"/>
b.	I have applied and will do so again	<input type="checkbox"/>
c.	I have applied but do not envisage doing so in the future	<input type="checkbox"/>
d.	I have applied and I am unsure if I will do so again.	<input type="checkbox"/>
e.	I have not applied but will do so in the future	<input type="checkbox"/>
f.	I have not applied and will not do so in the future	<input type="checkbox"/>
g.	I have not applied and am unsure if I will do so	<input type="checkbox"/>

### 9. In the course of my career, I have been encouraged to apply for a headteacher post

NO

YES

(Please cross **one** box only)



If you answered "Yes" to Q9, please go to Q10. If you answered "No" to Q9, please go to Q11.

### 10. I have been encouraged to apply for a headteacher post by ... (Please cross **at least one** box)

a.	My current headteacher	<input type="checkbox"/>
b.	My head of department	<input type="checkbox"/>
c.	My previous headteacher	<input type="checkbox"/>
d.	My depute	<input type="checkbox"/>
e.	A local authority education officer	<input type="checkbox"/>
f.	A teacher colleague or colleagues	<input type="checkbox"/>
g.	Another person	<input type="checkbox"/>

### 11. I have been influenced in my thinking about headship by ...

(Please cross **one** box only in **each** row)

	Not at All	A Little	Some	A Lot	
a.	Observing my current headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Talking with teacher colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	My professional reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Observing my previous headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Media reporting of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Talking with my current headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Talking with my previous headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Talking with partner/spouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Attending coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Attending CPD sessions (face to face)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Attending CPD sessions (on-line)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Other – Please state _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. Please indicate the degree to which your school has sufficient amounts of the following...**

(Please cross **one** box only in **each** row)

	Nowhere near enough	Some	Enough	More than enough
a. Material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Support with regard to facilities and maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Support from parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A staff that is competent and able to meet the needs of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The help required in handling students who September be disruptive or need alternative learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Clear understanding of what the school is expected to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Staffing to fulfill requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Support and guidance from Local Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. From the following list of factors, please indicate the extent to which they would influence you in applying for headship... (Please cross **one** box only in **each** row)**

Factors	Strongly Discourage	Discourage	Encourage	Strongly Encourage
a. Opportunity to make a difference to the lives of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Level of support received from local authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Opportunity to effect change in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accountability to more than one person (i.e. local authority, HMIE, parent council, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. More varied work than teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Sufficient level of autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Pressures of headship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Opportunity to work more closely with parents and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Impact on personal and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Opportunity to be professionally challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Perceived gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Perception that vacancies are often 'filled' before advertised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The requirement in faith-based schools that the head be 'practising'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Prestige of the position in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Rigorous nature of selection and interview processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Salary and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Training and induction procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Being the sole person at the top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Opportunity to shape educational vision for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. The opportunity to contribute to the mission of the church in a faith-based school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Lack of direct contact with pupils and their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14. Please indicate the extent to which you agree with the following statements...**

		Strongly Disagree	Disagree	Agree	Strongly Agree
<i>(Please cross <b>one</b> box only in <b>each</b> row)</i>					
a.	Headteachers receive sufficient support from their local authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Headteachers have to be accountable to too many 'bosses'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Headteachers do more meaningful and interesting work than teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	There is not enough autonomy for headteachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	The pressures of headship are too stressful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	There are too many accountability demands by local authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	The role of headteacher intrudes too much on personal and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	There is too much responsibility involved in the role of the headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Headteachers experience positive professional challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Men seem to be more valued as headteachers than women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	There is sufficient monetary incentive to make the leap from principal teacher or depute head to headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Headteachers have prestige in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	Headteacher interview processes are often too demanding, intensive or rigorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Headteachers have good salaries and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	Recruitment processes for headteachers are inadequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p.	Headteachers have few close relationships with students and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q.	Headteachers have the opportunity to shape an educational vision for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r.	Being a headteacher is a lonely job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s.	The accountability requirements of national inspections are too demanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t.	Training and induction processes for headteachers are inadequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u.	Headteachers receive sufficient monetary reward for the job and all it entails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v.	The position of headteacher is often perceived to be 'filled' prior to advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w.	Headteachers do not have enough contact with pupils and their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x.	Headteachers have autonomy over their School Improvement Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y.	Within budgetary requirements, headteachers have autonomy over staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z.	There is sufficient protected management time to do the job of headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. In an average school week, I think headteachers work... (Please cross one box only)**

a.	35 hours	<input type="checkbox"/>
b.	35 – 40 hours	<input type="checkbox"/>
c.	40 – 45 hours	<input type="checkbox"/>
d.	46 – 50 hours	<input type="checkbox"/>
e.	51 – 55 hours	<input type="checkbox"/>
f.	56 – 60 hours	<input type="checkbox"/>
g.	61 – 65 hours	<input type="checkbox"/>
h.	66 – 70 hours	<input type="checkbox"/>
i.	More than 70 hours	<input type="checkbox"/>

**16. In a typical week, the time I think headteachers devote to the following areas is...**

(Please cross one box only in each row)

Activities	None	Less than 3 hours	3 – 5 hours	6 – 10 hours	More than 10 hours
a. Curriculum management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Development of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Budgeting and finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The school building and fabric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Absence cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Providing RCCT for teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staffing matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Matters for parent council/Board of Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Relations with external agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Dealing with challenging pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other – Please state _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



17. In a typical week, the time I think headteachers devote to working with the following people is ...  
(Please cross **one** box only in **each** row)

Activities	None	Less than 3 hours	3 – 5 hours	6 – 10 hours	More than 10 hours
a. Classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Principal teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Children and Family Services (e.g. social workers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Local authority staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Depute(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Senior management/ leadership team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Administrative staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Professional Background

In this last section we need to find out some of your demographic information for analytical purposes. Please be assured that your information will not be individually reported and will only appear in aggregated statistical form.

18. In my present school, my main post is ... (Please cross **one** box only)

a. A depute headteacher	<input type="checkbox"/>
b. Acting depute headteacher	<input type="checkbox"/>
c. A principal teacher	<input type="checkbox"/>
d. Acting principal teacher	<input type="checkbox"/>
e. A chartered teacher	<input type="checkbox"/>
f. A classroom teacher	<input type="checkbox"/>

19. As of September 2008, I have been in this **TYPE** of staff position for ... (Please cross **one** box only)

a. Less than 1 year	<input type="checkbox"/>
b. 1 – 2 years	<input type="checkbox"/>
c. 3 - 5 years	<input type="checkbox"/>
d. 6 -10 years	<input type="checkbox"/>
e. 11-15 years	<input type="checkbox"/>
f. 16-20 years	<input type="checkbox"/>
g. 21-25 years	<input type="checkbox"/>
h. 25+ years	<input type="checkbox"/>

20. As of September 2008, I have been employed in (including all positions) ...  
(Please cross **one** box only)

- |    |                     |                          |
|----|---------------------|--------------------------|
| a. | 1 school            | <input type="checkbox"/> |
| b. | 2 schools           | <input type="checkbox"/> |
| c. | 3 schools           | <input type="checkbox"/> |
| d. | 4 schools           | <input type="checkbox"/> |
| e. | more than 4 schools | <input type="checkbox"/> |

21. I have been ***in my current position, in my present school*** for ... (Please cross **one** box only)

- |    |                  |                          |
|----|------------------|--------------------------|
| a. | Less than 1 year | <input type="checkbox"/> |
| b. | 1 – 2 years      | <input type="checkbox"/> |
| c. | 3 - 5 years      | <input type="checkbox"/> |
| d. | 6 -10 years      | <input type="checkbox"/> |
| e. | 11-15 years      | <input type="checkbox"/> |
| f. | 16+ years        | <input type="checkbox"/> |

22. Currently, I am employed on a ... (Please cross **one** box only)

- |    |                 |                          |
|----|-----------------|--------------------------|
| a. | Full-time basis | <input type="checkbox"/> |
| b. | Part-time basis | <input type="checkbox"/> |

23. I have the opportunity to provide ***leadership*** in the following activities ...

(Please cross **one** box only in ***each*** row)

- |   | None                     | Small role               | Moderate role            | Large role               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Developing and providing continuous professional development to colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Supporting new staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Hiring new teachers  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Evaluating teachers  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Developing the school schedule   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Establishing and planning the school budget                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. School improvement planning  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Establishing school priorities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Reviewing teaching practices and curriculum                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Reviewing student performance data   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Other – Please state _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

24. In relation to the Scottish Qualification for Headship (SQH) ...

(Please cross **one** box only)

- |    |   |                          |
|----|---|--------------------------|
| a. | I am currently undertaking the SQH                              | <input type="checkbox"/> |
| b. | I am not currently undertaking the SQH, although I intend to    | <input type="checkbox"/> |
| c. | I have no intention of undertaking the SQH                      | <input type="checkbox"/> |
| d. | I am not sure whether I will I undertake the SQH                | <input type="checkbox"/> |
| e. | I was previously undertaking the SQH, but I did not complete it | <input type="checkbox"/> |

25. The highest qualification I have attained is a ... (Please cross **one** box only)

- |                               |                          |
|-------------------------------|--------------------------|
| a. Bachelors degree           | <input type="checkbox"/> |
| b. Masters degree             | <input type="checkbox"/> |
| c. Doctorate degree           | <input type="checkbox"/> |
| d. Other – Please state _____ | <input type="checkbox"/> |

26. My gender is ...

Male

Female

27. My age is ...

(Please cross **one** box only)

- |                |                          |
|----------------|--------------------------|
| a. 25-30 years | <input type="checkbox"/> |
| b. 31-35 years | <input type="checkbox"/> |
| c. 36-40 years | <input type="checkbox"/> |
| d. 41-45 years | <input type="checkbox"/> |
| e. 46-50 years | <input type="checkbox"/> |
| f. 51-55 years | <input type="checkbox"/> |
| g. 56-60 years | <input type="checkbox"/> |
| h. 61+         | <input type="checkbox"/> |

**28. My ethnicity is...**

For Scottish Official Statistics and recommended for Scotland's 2011 Census

**What is your ethnic group?**  
◆ Choose **ONE** section from A to E, then tick **ONE** box which **best describes** your ethnic group or background.

**A White**

Scottish  
 English  
 Welsh  
 Northern Irish  
 British  
 Irish  
 Gypsy/Traveller  
 Polish  
 Any other white ethnic group, please write in  
[ ] [ ]

**B Mixed or multiple ethnic groups**

Any mixed or multiple ethnic groups, please write in  
[ ]  
[ ] [ ]

**C Asian, Asian Scottish or Asian British**

Pakistani, Pakistani Scottish or Pakistani British  
 Indian, Indian Scottish or Indian British  
 Bangladeshi, Bangladeshi Scottish or Bangladeshi British  
 Chinese, Chinese Scottish or Chinese British  
 Other, please write in  
[ ] [ ]

**D African, Caribbean or Black**

African, African Scottish or African British  
 Caribbean, Caribbean Scottish or Caribbean British  
 Black, Black Scottish or Black British  
 Other, please write in  
[ ] [ ]

**E Other ethnic group**

Arab  
 Other, please write in  
[ ] [ ]

**29. I have a disability** **NO**  **YES**   
(Please cross one box only)

If you answered "Yes" to Q27, please go to Q28 and Q29. If you answered "No" to Q27, please go to Q30.

**30. My disability is ... (Please cross one box only)**

- |    |   |                          |
|----|---|--------------------------|
| a. | Deafness or severe hearing impairment   | <input type="checkbox"/> |
| b. | Blindness or severe vision impairment   | <input type="checkbox"/> |
| c. | A condition that substantially limits one or more basic physical activities (such as walking, climbing stairs, lifting or carrying) | <input type="checkbox"/> |
| d. | A learning disability   | <input type="checkbox"/> |
| e. | A learning difficulty (such as dyslexia)  | <input type="checkbox"/> |
| f. | A mental health condition (such as depression or schizophrenia)   | <input type="checkbox"/> |
| g. | A chronic illness (such as cancer, HIV, diabetes, heart disease or epilepsy)  | <input type="checkbox"/> |
| h. | Other   | <input type="checkbox"/> |
| i. | Not disclosed   | <input type="checkbox"/> |

**31. My disability impacts negatively on my career aspirations**

**NO**

**YES**

*(Please cross one box only)*

The following two questions are asked as a measure of work/life balance issues.

**32. Currently, I am ... (Please cross one box only)**

- |    |               |                          |
|----|---------------|--------------------------|
| a. | Single        | <input type="checkbox"/> |
| b. | Partnered     | <input type="checkbox"/> |
| c. | Widowed       | <input type="checkbox"/> |
| d. | Not disclosed | <input type="checkbox"/> |

**33. Currently, I have the following care responsibilities ... (Please cross one box only)**

- |    |   |                          |
|----|---|--------------------------|
| a. | Sole carer (incl. dependent children)   | <input type="checkbox"/> |
| b. | Shared carer (incl. dependent children) | <input type="checkbox"/> |
| c. | No care responsibilities                | <input type="checkbox"/> |

**The research team would like to conduct focus groups with a number of respondents in order to explore some of the issues in more depth. The focus groups will take place before the end of 2008 in a convenient location. If you are interested, please complete the details below so that the research team can get in touch. Your name and contact details will be kept separate from the responses you have given above.**

**As a prospective focus group member, my contact details are:**

Name:

Phone contact:

Email:

**Thank you very much for taking the time to complete this questionnaire. The research will be published in Spring 2009 on the Scottish Government's website.**

## 13.2 Headteacher Survey

### Attachment G

#### RECRUITMENT OF HEAD TEACHERS IN SCOTLAND – HEADTEACHERS’ QUESTIONNAIRE

The aim of the questionnaire is to understand head teachers’ perceptions of their roles, and their personal and professional development needs. The responses to this survey will form a key part of the research project which will be used to inform planning and policy development.

The questionnaire has four sections:

- Career aspirations,
- Influences on career aspirations,
- Experience of headship, and
- School and head teacher background.

We very much hope you will find the time to take part in this important research. You are, however, are under no obligation to participate in the research and if you do agree to participate you are free to withdraw at any time.

Only the research team at the Universities of Cambridge, Glasgow and Edinburgh will have access to your response (see data protection statement below). The research team only has access to un-named GTC numbers and therefore can ensure anonymity of responses. Furthermore, results will be reported in summary or statistical form so that neither individuals nor their schools can be identified.

**Your views are very important to the research. Please allow about 15 minutes to complete the questionnaire.**

**Completed questionnaires should be returned by Friday 3 October to Kevin Lowden at: Department of Educational Studies, University of Glasgow, St Andrew’s Building, 11 Eldon Street, Glasgow, G3 6NH.**

Data Protection statement: The data you provide will be used for research and quality improvement purposes and the raw data will be seen and processed only by staff of the Universities of Cambridge, Glasgow and Edinburgh. The project has been through ethics clearance at the University of Glasgow. This project is administered under the University of Glasgow’s data protection policy guidelines which can be found at: <http://www.gla.ac.uk/RandE/pub/policies/ethics/index.html>

Further information on the research project, including a plain language statement, can be found at [http://www.gla.ac.uk/media/media\\_78635\\_en.pdf](http://www.gla.ac.uk/media/media_78635_en.pdf).

If you have any concerns or comments about this questionnaire, please feel free to call or email:

Peter Gronn  
V. Darleen Opfer

email: [p.gronn@educ.gla.ac.uk](mailto:p.gronn@educ.gla.ac.uk) / phone: 0141 330 4434  
email: [vdo20@cam.ac.uk](mailto:vdo20@cam.ac.uk) / phone: 01223 767 699

**Instructions** *(Please read carefully)*

Please use a pen to complete the questionnaire. Please mark your responses as described. Cross the appropriate box, keeping within the boundary of the box. For example: . Avoid spending too long on each item. If you make a mistake and cross the wrong box, please block out your answer and then cross the correct box.

For example:

Please enter details of your school and local authority in the space provided below.

**Please also enter your GTC number.** We will not use this number to identify you personally. This number is requested so that we can match responses to demographic information.

**Your Full School Name**

Primary, Secondary or Special School? \_\_\_\_\_

Your Local

Authority \_\_\_\_\_

Your GTC Number: \_\_\_\_\_ Your School Number (SEED code) \_\_\_\_\_

**Career Aspirations**

In this section, we would like to find out about your career aspirations including both short-term and long-term intentions.

**1. My headship post is a ...** *(Please cross one box only)*

- |                            |                          |
|----------------------------|--------------------------|
| a. Permanent post          | <input type="checkbox"/> |
| b. Temporary 'acting' post | <input type="checkbox"/> |

**2. I have been a head teacher in my present school for ...** *(Please cross one box only)*

- |                     |                          |
|---------------------|--------------------------|
| a. Less than 1 year | <input type="checkbox"/> |
| b. 1 – 2 years      | <input type="checkbox"/> |
| c. 3 - 5 years      | <input type="checkbox"/> |
| d. 6 -10 years      | <input type="checkbox"/> |
| e. 11 -15 years     | <input type="checkbox"/> |
| f. 16+ years        | <input type="checkbox"/> |

**3. In 2 years, in 5 years and in 10 years I expect to be ...** *(In each column, please cross one box only)*

	In 2 years	In 5 years	In 10 years	
a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A head teacher in my current school
b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A head teacher in another school in this local authority
c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A head teacher in another school in another local authority
d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A head teacher in another school but not in Scotland
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employed in another educational role in a Scottish school
f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employed in another educational role, but not in a Scottish school
g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employed in another role, but not in education
h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unsure of my employment status

i.    Retired

**4. I regard my expectations about my future employment as ...** *(Please cross **one** box only)*

- |                              |                          |
|------------------------------|--------------------------|
| a. Highly unlikely to change | <input type="checkbox"/> |
| b. Unlikely to change        | <input type="checkbox"/> |
| c. Likely to change          | <input type="checkbox"/> |
| d. Highly likely to change   | <input type="checkbox"/> |

**Influences on Career Aspirations**

In this section we would like to find out about the people and conditions that impact on your career aspirations.

**5. When thinking about my future as a head, I am influenced by the views of ...**

*(Please cross **one** box only in **each** row)*

- |  | Never                    | Rarely                   | Occasionally             | Always                   |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. My fellow heads                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. My depute                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. My professional reading                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. My professional association                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Media reporting of education                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. My parent council/ board of governors chair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. The Scottish Government                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. My school's parents                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The local authority                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Teacher colleagues                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. My family                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**6. In regard to my potential future employment, I normally seek advice from ...**

*(Please cross **one** box only in **each** row)*

- |                                    | Never                    | Rarely                   | Occasionally             | Always                   |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. My friends                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A head teacher colleague        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. My depute head teacher          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Teacher(s) in my school         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. My spouse/partner               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Other family members            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. My mentor                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. My coach                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. My professional association     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. My secretary/personal assistant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## Experience of Headship

In this section we would like to find out about your experiences of headship.

7. **Generally speaking, in performing my role as a head I consider that I experience ...** *(Please cross **one** box only)*

a. Complete autonomy	<input type="checkbox"/>
b. Considerable autonomy	<input type="checkbox"/>
c. Some autonomy	<input type="checkbox"/>
d. Very little autonomy	<input type="checkbox"/>
e. No autonomy	<input type="checkbox"/>

8. **I am confident in my ability to ...**

*(Please cross **one** box only in **each** row)*

	Not at all Confident	Not Very Confident	Quite Confident	Very Confident
a. Provide strategic focus and direction to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lead the development of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Manage teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Manage other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Manage school budgets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Build relationships with community agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Deal with stress and pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Work with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Problem solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Manage myself and my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. **In an average school week, I work...** *(If you work Part-time, please respond on a pro rata basis. Please cross **one** box only)*

a. 35 hours	<input type="checkbox"/>
b. 35 – 40 hours	<input type="checkbox"/>
c. 40 – 45 hours	<input type="checkbox"/>
d. 46 – 50 hours	<input type="checkbox"/>
e. 51 – 55 hours	<input type="checkbox"/>
f. 56 – 60 hours	<input type="checkbox"/>
g. 61 – 65 hours	<input type="checkbox"/>
h. 66 – 70 hours	<input type="checkbox"/>
i. More than 70 hours	<input type="checkbox"/>

**10. In a typical week, the time I devote to the following areas is... (Please cross one box only in each row)**

Activities	None	Less than 3 hours	3 – 5 hours	6 – 10 hours	More than 10 hours
a. Curriculum management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Development of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Budgeting and finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The school building and fabric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Absence cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Providing RCCT for teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staffing matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Matters for parent council/ Board of Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Relations with external agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Dealing with challenging pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other – Please state _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11. In a typical week, the time I devote to working with the following people is ...**

(Please cross one box only in each row)

Activities	None	Less than 3 hours	3 – 5 hours	6 – 10 hours	More than 10 hours
a. Classroom Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Principal teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Children and Family Services (e.g., social workers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Local authority staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My Depute(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Senior management/leadership team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Administrative staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. Please indicate how large a role you have in the following school leadership activities.**

*(Please cross **one** box only in **each** row)*

	None	Small role	Moderate role	Large role
a. Developing and providing continuous professional development to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supporting new staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hiring new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Evaluating teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing the school timetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Establishing and planning the school budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Establishing school priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reviewing and/or developing teaching practices and curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Reviewing student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other – Please state _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. Thinking about your job as a head, please indicate how you feel about the different elements of the role identified below...**

*(Please cross **one** box only in **each** row)*

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. The amount of support provided by my school's parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Ability to make a difference to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Amount of class teaching time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accountability demands of local authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunity to mentor teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The esteem in which head teachers are regarded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The amount of support provided to me by my employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The sense of fulfillment that I experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Salary and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Current government policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The opportunities that I have to work closely with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. CPD opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Accountability demands of national inspections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Support from my senior management team/ depute head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. The scope that I have for strategic decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Ability to make a difference to children's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. The space I have to pursue personal interests and hobbies in my own time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. The autonomy I have over my School Improvement Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Within budgetary constraints, the autonomy I have over staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. The protected management time I have to do the job of head teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14. In terms of the different aspects of your role, how concerned are you about the following...**

*(Please cross **one** box only in **each** row)*

	Not Concerned	Somewhat Concerned	Concerned	Very Concerned
a. The demanding nature of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Overall accountability for learning quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Public grading of school performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The impact of the job on my personal health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Possibility that I might be exposed to litigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The emotionally demanding nature of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The impact of the job on my life outside of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My ability to manage my working time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The loneliness of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. Would you recommend the role of head teacher to interested junior colleagues?**

*(Please cross **one** box only)*

**NO YES Not Sure**

**16. Thinking about my professional development opportunities, I am satisfied or dissatisfied with...**

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. The funds and resources available to allow me to take advantage of professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Opportunities to learn from other educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The time that is available for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The match between my professional needs and the opportunities available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. Please indicate the degree to which your school has sufficient amounts of the following...**

*(Please cross **one** box only in **each** row)*

	Nowhere near enough	Some	Enough	More than enough
a. Material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Support with regard to facilities and maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Support from parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A staff that is competent and able to meet the needs of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The help required in handling students who may be disruptive or need alternative learning environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Clear understanding of what the school is expected to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Staffing to fulfill requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Support and guidance from Local Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## School and Head Teacher Background

In this last section we need to collect demographic information about you and your school for analytical purposes. Please be assured that your information will not be individually reported and will only appear in aggregated, statistical form.

**18. Currently, I am employed on a ...** *(Please cross one box only)*

- |                    |                          |
|--------------------|--------------------------|
| a. Full-time basis | <input type="checkbox"/> |
| b. Part-time basis | <input type="checkbox"/> |

**19. As of May 2008, I have been a head teacher for (including all roles – acting and permanent) ...** *(Please cross one box only)*

- |                     |                          |
|---------------------|--------------------------|
| a. Less than 1 year | <input type="checkbox"/> |
| b. 1 – 2 years      | <input type="checkbox"/> |
| c. 3 - 5 years      | <input type="checkbox"/> |
| d. 6 -10 years      | <input type="checkbox"/> |
| e. 11-15 years      | <input type="checkbox"/> |
| f. 16 -20 years     | <input type="checkbox"/> |
| g. 21-25 years      | <input type="checkbox"/> |
| h. 25+ years        | <input type="checkbox"/> |

**20. As of May 2008, I have been a head teacher in (including all roles – acting and permanent)...** *(Please cross one box only)*

- |               |                          |
|---------------|--------------------------|
| a. 1 school   | <input type="checkbox"/> |
| b. 2 schools  | <input type="checkbox"/> |
| c. 3 schools  | <input type="checkbox"/> |
| d. 4 schools  | <input type="checkbox"/> |
| e. 5+ schools | <input type="checkbox"/> |

**21. As of May 2008, I have been a head teacher in (including all roles – acting and permanent)...** *(Please cross one box only)*

- |                         |                          |
|-------------------------|--------------------------|
| a. 1 local authority    | <input type="checkbox"/> |
| b. 2 local authorities  | <input type="checkbox"/> |
| c. 3 local authorities  | <input type="checkbox"/> |
| d. 4+ local authorities | <input type="checkbox"/> |

**22. The highest qualification I have attained is a ...** *(Please cross one box only)*

- |                               |                          |
|-------------------------------|--------------------------|
| a. Bachelors degree           | <input type="checkbox"/> |
| b. Masters degree             | <input type="checkbox"/> |
| c. Doctorate degree           | <input type="checkbox"/> |
| d. Other – Please state _____ | <input type="checkbox"/> |

**23. By which route did you become a head teacher ...** *(Please cross all that apply)*

- |  |                          |
|--|--------------------------|
| a. Scottish Qualification for Headship | <input type="checkbox"/> |
| b. Through an 'acting' position        | <input type="checkbox"/> |
| c. Through a depute head role          | <input type="checkbox"/> |
| d. Other – Please state _____          | <input type="checkbox"/> |

24. My gender is ...

Male

Female

25. My ethnicity is ...

For Scottish Official Statistics and recommended for Scotland's 2011 Census

**What is your ethnic group?**

◆ Choose **ONE** section from A to E, then tick **ONE** box which **best describes** your ethnic group or background.

**A White**

Scottish

English

Welsh

Northern Irish

British

Irish

Gypsy/Traveller

Polish

Any other white ethnic group, please write in

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**B Mixed or multiple ethnic groups**

Any mixed or multiple ethnic groups, please write in


**C Asian, Asian Scottish or Asian British**

Pakistani, Pakistani Scottish or Pakistani British

Indian, Indian Scottish or Indian British

Bangladeshi, Bangladeshi Scottish or Bangladeshi British

Chinese, Chinese Scottish or Chinese British

Other, please write in

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**D African, Caribbean or Black**

African, African Scottish or African British

Caribbean, Caribbean Scottish or Caribbean British

Black, Black Scottish or Black British

Other, please write in

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**E Other ethnic group**

Arab

Other, please write in

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**26. My age is ...**

*(Please cross **one** box only)*

- |    |             |                          |
|----|-------------|--------------------------|
| a. | 25-30 years | <input type="checkbox"/> |
| b. | 31-35 years | <input type="checkbox"/> |
| c. | 36-40 years | <input type="checkbox"/> |
| d. | 41-45 years | <input type="checkbox"/> |
| e. | 46-50 years | <input type="checkbox"/> |
| f. | 51-55 years | <input type="checkbox"/> |
| g. | 56-60 years | <input type="checkbox"/> |
| h. | 61+         | <input type="checkbox"/> |

**27. I have a disability**

*(Please cross **one** box only)*

**NO**

**YES**

If you answered "Yes" to Q27, please go to Q28 and Q29. If you answered "No" to Q27, please go to Q30.

**28. My disability is ...** *(Please cross **one** box only)*

- |    |   |                          |
|----|---|--------------------------|
| a. | Deafness or severe hearing impairment   | <input type="checkbox"/> |
| b. | Blindness or severe vision impairment   | <input type="checkbox"/> |
| c. | A condition that substantially limits one or more basic physical activities (such as walking, climbing stairs, lifting or carrying) | <input type="checkbox"/> |
| d. | A learning disability   | <input type="checkbox"/> |
| e. | A learning difficulty (such as dyslexia)  | <input type="checkbox"/> |
| f. | A mental health condition (such as depression or schizophrenia)   | <input type="checkbox"/> |
| g. | A chronic illness (such as cancer, HIV, diabetes, heart disease or epilepsy)  | <input type="checkbox"/> |
| h. | Other   | <input type="checkbox"/> |
| i. | Not disclosed   | <input type="checkbox"/> |

**29. My disability impacts negatively on my career aspirations**

*(Please cross **one** box only)*

**NO**

**YES**

The following two questions are asked as measures of work/life balance issues

**30. Currently, I am ...** *(Please cross **one** box only)*

- |    |               |                          |
|----|---------------|--------------------------|
| a. | Single        | <input type="checkbox"/> |
| b. | Partnered     | <input type="checkbox"/> |
| c. | Widowed       | <input type="checkbox"/> |
| d. | Not disclosed | <input type="checkbox"/> |

**31. Currently, I have the following care responsibilities ...** *(Please cross **one** box only)*

- |    |   |                          |
|----|---|--------------------------|
| a. | Sole carer (including dependent children)   | <input type="checkbox"/> |
| b. | Shared carer (including dependent children) | <input type="checkbox"/> |
| c. | No care responsibilities                    | <input type="checkbox"/> |

**Thank you very much for taking the time to complete this questionnaire. The research will be published in Spring 2009 on the Scottish Government's website.**



### 13.3 Focus Group Interview Schedule

#### Attachment I

##### Recruitment and Retention of Head Teachers in Scotland

**NB:** It is anticipated that teacher and depute participants will be from a variety of school types and locations, and will encompass a range of ages and experience. Some are expected to be definitely contemplating headship, others possibly, some may be lukewarm and others wavering. The following questions are indicative of the issues to be covered in focus group interviews. Trends evident in the survey results (Attachment E) may require some supplementary questions.

#### *Career trajectory*

1. Let's begin by asking you about leadership... The expression "leadership journey": What do you understand by this term?
2. How many of you see yourselves as being on such a journey?
3. Can we talk about your experiences of leadership to this point in your working lives? As teachers, have your leadership aspirations been consistent or have they changed? Why?

#### *The possibility of headship*

4. How do you see your careers progressing over the next decade or so?
5. Specifically, how many of you may be considering becoming head teachers?
6. Can you tell us why you want to become head teachers? What is the particular appeal of this job?

#### *Readiness for headship*

7. Are any of you preparing yourselves for the role of head teacher? In what ways?
8. How many of you may be turning to other people, such as colleagues, for example, for advice?
9. Securing a head teacher appointment entails applying for an advertised vacancy: Are any of you doing anything to prepare for this?

#### *Awareness of the head teacher role*

10. Are you able to visualise yourselves as head teachers? Why?
11. As leaders, how might being a head teacher differ from what you are doing now?
12. As a head teacher, what do you think you might be able to achieve that you cannot achieve in your present role?
13. What kind of a job is headship: Difficult? Easy? Why? How do you know?

### ***The Future***

14. How many of you may be working to a timetable or time frame to secure a head teacher appointment? Tell us how this works and why are you doing this.
15. How strong is your desire to become heads? Is there anything that might change your minds? If so, what and why?
16. Does anyone want to add anything else?

## 13.4 Teacher (headteacher non-aspirants) Interview Schedule

### Attachment L

#### Recruitment and Retention of Head Teachers in Scotland

**NB 1:** These informants are likely to comprise teachers of varying years of experience, principal teachers and deputes some of whom may have had “acting up” experiences.

**NB 2:** The questions in this schedule were adapted for interviews with teachers expressing an interest in pursuing headship.

#### *Background and current role*

1. How long have you been teaching? Summarise for me the main features of your working life to this point in time.
2. What about your current role: can you describe for me what you do and how long you have been in this role?

#### *Awareness of headship*

3. Suppose you were asked to describe the role of head teacher: What would you say?
4. What about the “profile” of the typical head teacher [*primary or secondary or special*]: What do you see as the distinguishing attributes?
5. Given that currently you have not been a head teacher, where you have obtained: (a) your awareness of the role; (b) your understanding of the profile?

#### *Sense of professional identity*

6. Thinking back to your current role: why did you pursue it?
7. Does your current role represent the summit of your professional ambitions?
8. You have been identified as someone who broadly “fits the profile” of head teacher and as suitable to be appointed: Why do you think that might be?
9. Do you regard this judgment of you as justified?

#### *Disavowal of headship*

10. Given that your colleagues think so highly of you as a potential head teacher, why don't you have headship aspirations?
11. It's correct to say, then, that you do not identify yourself as a head teacher: Is that right?
12. Let's explore a little further why this might be... Here, from the research literature, are some of the typical concerns that influence teachers' decisions about headship. These have been grouped. Do any of them apply in your own case? If so, why?:

[*Systemic factors*]

- central government education policies
- council education policies
- experience of previous application and selection processes
- head teacher role demands

*[School contextual factors]*

- experiences with earlier roles
- modelling by current or previous head teachers
- gender
- ethnicity
- experience of “acting up”

*[Personal factors]*

- sense of personal and professional efficacy
- confidence
- work/life balance
- skills and capabilities

13. Are there any other concerns or considerations that have influenced your decision?

14. Can I be absolutely clear: Are there no circumstances in which you might re-consider your previous decision and apply for a headship vacancy?

***Hypothetical advice***

15. Do you have any advice for your professional association regarding headship?

16. Do you have any advice for the government (central and council) regarding headship?

17. Is there anything you wish to add?

## 13.5 Headteacher Interview Schedule

### Attachment N

#### Recruitment and Retention of Head Teachers in Scotland

**NB:** It is anticipated that head teacher participants will be from a variety of school types and locations, and will encompass a range of ages and experience. The following questions are indicative of the ground to be covered in interviews. There may be additional and unanticipated concerns emerging from the survey results which may need to be followed up in interviews.

#### *Background*

1. How long have you been a head teacher? Is this your first appointment? How many years have you been a head in this school?
2. And prior to becoming a head: what were your previous leadership responsibilities (e.g., principal teacher, depute)?

#### *Becoming a school leader and head teacher*

3. Please think back to when you initially decided to pursue leadership responsibilities: When was that? Why did you want to become a school leader?
4. When, specifically, did you decide that you wanted to be a head teacher?
5. Why do you think that was?
6. Tell me about the circumstances: Was your decision self-generated, for example, or did someone influence your thinking?
7. At the time when you were first appointed, can you recall whether you had particular expectations of headship? What were these?

#### *Experience of headship*

8. Let's look back over your years as a head teacher... Thinking first of all about the expectations you just mentioned, broadly speaking have you been able to meet these? Why? Why not?
9. Turning specifically to what you think you may have accomplished as a head teacher... What things would you point to?
10. Are there things that you would like to have done, but have not been able to?

#### *Specific sources of satisfaction and dissatisfaction*

11. What are the things that give you most satisfaction as a head teacher? Why is this?
12. What about the sources of dissatisfaction in your work: What are these?
13. Here is a list of factors that frequently appear in the research literature as possible sources of satisfaction or dissatisfaction for head teachers. Would you like to

comment briefly on each and indicate whether it is a concern for you, and in what way?:

*[Push Factors]*

- intensive nature of the work
- accountability requirements
- financial rewards
- heightened community expectations
- government policies
- support from employer
- degree of role autonomy
- operational/strategic decision-making balance
- volume of/degree of conflicting demands

*[Pull Factors]*

- work/life balance
- personal health and well-being
- possible alternative employment

14. Are there other factors, not listed there, that are issues of concern for you? What are these? Why?

15. Summing it up... Is this a tough job? Does it cause you to lie awake at night? Why/Why not?

***Career intentions***

16. Turning now to the future... In 5 years time, is it likely that you will still be a head teacher? Why? Why not? [*Answers are expected to elicit three broad responses: staying, departing, wavering or undecided*]

17. [*For those who envisage staying*] Can you envisage any circumstances arising that might cause you to re-think your decision? What might these be and why? [*For those who envisage departing*] What would have to happen for you to change your mind? Why? [*For those wavering/undecided*] What are the particular factors that might tip the balance for you (i.e., to stay or go)?

18. Do you talk to anyone about your professional future? Who do you seek advice from? Why this person/these people?

***Hypothetical possibilities about how to encourage head teacher recruitment***

19. Suppose you were sought out for advice from colleagues contemplating headship... What would your advice to them be? Why?

20. Consider this scenario: you wake up one morning and you decide: "That's it! I've had enough". What would your explanation to you school colleagues be for your sudden departure?

21. If you had the power to change one aspect of your job, what might that be? Why?
22. Do you have any advice for your professional association regarding headship?
23. Do you have any advice for the government (central and council) regarding headship?
24. Do you wish to add anything?

## 13.6 Local Authority Interview Schedule

### Attachment Q

#### Recruitment and Retention of Head Teachers in Scotland

##### *Background and role of interviewee*

1. What is your own role and responsibilities in the authority?
2. What was your own route into the authority? Was it through headship or senior management in schools?
3. Would you consider going back into schools in the future?

##### *Perspectives on Issues for Serving Head Teachers*

4. In what ways have the roles and responsibilities of heads changed, or are in the process of change?
5. What are the accountability demands on heads? What is your view of these?
6. Stress and pressure also appear to be common themes for heads. What do you see as the sources of those?
7. Do you give to heads when it is apparent that they are under stress? What advice do you give them?
8. How is the LA accountable?
9. What are the demands and pressures on local authority staff?
10. How would you describe the triadic relationship between government policies local authority policy and school policy?

##### *Recruitment and Retention*

11. To what extent is head teacher recruitment an issue in this authority?
12. What about head teacher retention?
13. How would you describe trends in recruitment and retention over the last four or five years?
14. Why, in your view, are qualified people not applying for headship positions?
15. What measures are being taken by the authority to recruit heads?
16. How successful are those measures?
17. What is the process of selection and criteria for appointment, and for the non-appointment of some applicants?
18. What role does the authority play in succession planning and capacity building?



19. To what extent are policies on head recruitment allied to teacher recruitment and retention measures?
20. What measures are taken by the authority to talent spot and support depute heads or other prospective leaders?
21. What measures are taken to support and retain serving senior leaders who may be:
  - thinking of giving up or retiring early?
  - looking to move to other authorities?
  - looking to move to other countries?
22. Are there other issues in relation to recruitment and retention you would like to alert us to?

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