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Leading from the Classroom:

The impact of the assistant
headteacher in primary schools

To what extent have assistant headteachers contributed to the leadership of primary schools? What has been the rationale for the appointment of assistant headteachers in primary schools? What leadership activities are assistant headteachers involved in and what impact has this had in their schools?

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Abstract

This research aims to explore the extent to which assistant headteachers have contributed to the leadership of primary schools. Nationally, leadership groups were introduced in September 2000 and a new post of assistant headteacher was created.

The research identifies the rationale for the appointment, examines the variety of leadership activity that assistant headteachers have been involved in and seeks to determine the impact that this has had in their schools. The enquiry focuses on actions that were agreed by the participants to be leadership in nature, as opposed to managerial activity.

The research was conducted over a period of four months, following an initial meeting with the headteachers of fifteen schools in small groups. The process of sharing ideas and engaging in a discourse on leadership theory was found to be professionally developmental.

A logbook was kept over the period of four months. Headteachers or their assistant headteacher (and in some cases both) recorded the leadership activity that the assistant headteacher had been involved in. At the end of the research period the headteachers reported back to the group to confirm the interpretation of data and to make judgements about the impact the appointment of the assistant headteacher had made in their school. It was clear that the assistant headteacher is making a significant contribution to the leadership of their schools.

There is a wide variety in the structure of leadership groups and differences in the roles of the assistant headteacher. Schools have individually created a structure that meets their own unique circumstances.

There is confusion in the system concerning the act of deputising for the headteacher. The distinction between deputy headteacher and assistant headteacher is that assistant headteacher cannot be required to deputise. Yet some schools are appointing assistant headteachers in preference to deputies. It would be useful for schools to receive guidance on expectations, weight of responsibility and decision making for those deputising for the headteacher.

Background to the research

Creation of the post of assistant headteacher

In 1998, the School Teachers' Review Body (STRB) commissioned KPMG Consulting to "explore the key factors differentiating the roles of headteachers, deputies and other teachers with similar senior management responsibilities, and how jobs should be ranked, in a variety of school sizes, types and structures".

The study concentrated on the typical responsibilities of headteachers and deputies in different types and sizes of school. KPMG came to the conclusion that any new pay framework for headteachers should continue to include local scope to recognise the challenges that were specific to the school through pay. They proposed that a formula for differentiating the roles of headteachers should be introduced that recognised both pupil numbers and key stages.

KPMG said that it would be inappropriate to apply their recommended pupil weighting system to deputies or other senior management team members. They found great variation between schools in the structure and roles of senior jobs and considerable differences between the weight of many senior jobs within schools.

STRB's annual report in 1999 proposed a new pay structure for headteachers based on the recommendations from KPMG and having sought the views of various bodies. It was decided that the proposals for deputies and others 'at or just below' that level should be the subject of further consideration.

The report in 2000 was highly significant for the teaching profession. Amongst many other things, it recommended the introduction of the leadership group:

The Government wishes to establish common pay arrangements for headteachers, deputies and other senior teachers who have substantial strategic responsibilities for school leadership. Schools would have the flexibility to create a leadership group appropriate to their needs. In small schools this is unlikely to extend beyond the headteacher and any deputy ... a crucial role in achieving results in schools is played by headteachers and other senior teachers.

The Department for Education and Employment (DfEE) then issued the School Teachers' Pay and Conditions Document (2000). This set out the rationale for leadership groups and introduced the post of assistant headteacher.

It was made clear that the assistant headteacher would have the same professional duties as deputies, except the duty to deputise in the headteacher's absence. They would not be subject to the working time provisions that apply to classroom teachers and there was no requirement to advertise the post nationally.

Initially it was not expected that all assistant headteachers would have passed the 'threshold', but governing bodies "may want to be satisfied that the performance of these teachers is consistent with the national threshold standards". Experienced teachers can

apply for enhanced pay (crossing the threshold). They must produce evidence to show that they meet national standards in:

- knowledge and understanding
- teaching and assessment
- teaching and classroom management
- teaching and monitoring progress
- pupil progress
- wider professional effectiveness – professional development
- wider professional effectiveness – school development
- professional characteristics

Teachers provide evidence to show that they meet the standards. The applications are assessed by the headteacher and verified by an external assessor.

The Department for Education and Skills (DfES, formerly DfEE) asserted:

Effective leadership is crucial in the drive to raise school standards. (The Leadership Guidance for Schools, 2000)

It recognised that headteachers were not the only leaders. The new leadership group was designed to:

- help schools strengthen their whole school leadership
- emphasise the role of the team in school leadership
- provide additional support to schools in clarifying and strengthening roles
- widen the pool of staff with defined leadership roles
- establish a clear career ladder

Professional duties

The assistant headteacher's duty would be to play a major role under the overall direction of the headteacher in:

- formulating the aims and objectives in the school
- establishing the policies through which they shall be achieved
- managing staff and resources to that end
- monitoring progress towards their achievement

In the most recent report (2001) the STRB recognises that many schools are still working on the development of their leadership group within the new structure. It intends to return to the various issues surrounding the establishment of a leadership group in its next report.

Inspection evidence shows that there is a clear link between the quality of leadership, the quality of teaching and the achievement of pupils. The Office for Fair Standards in Education (OFSTED) reported that "Effective leadership is of crucial importance to the quality of education and the standards of achievement in the school".

At the same time, academic research was providing evidence that effective leadership lays at the heart of school improvement. A study commissioned by the National Association of Head Teachers (NAHT) (Day et al, 1998) looked at 12 successful headteachers from a range of settings. It was observed that amongst other things they developed a collaborative culture. Teddlie and Springfield (1993) also found that effective headteachers shared power and this finding was confirmed by Mortimer (1998).

In December 2000, Hay McBer produced a report called *The Lessons of Leadership*. This was a comparison of headteachers and successful senior executives. They concluded that, “There is a direct link between leadership and teacher effectiveness” They also suggest that:

- outstanding practitioners create a context in which others *want* to perform
- highly effective teachers and leaders create a set of conditions in their classes or school which bring out the best in people – whether 4 or 60!
- effective leaders enable people to be brave and they raise aspirations, they reward, they protect and they challenge

Hay McBer suggested that to ensure school improvement there needs to be increased leadership capacity and that the leadership must be of high quality. So how have schools responded to the new opportunities?

Schools appear to be finding leadership designs to suit their own set of unique circumstances. However, it is probably also true to say that there appears to be widespread national inconsistency over the concept of leadership groups and the new role of assistant headteacher. A survey of advertisements placed in *The Times Educational Supplement* (TES) in September 2001 shows a wide range of duties and responsibilities (see Table 1).

Table 1: Number of deputy and assistant headteacher posts advertised in the TES during September 2001

Date	No of deputy headteacher vacancies	No of assistant headteacher vacancies
14 Sept	180	5
21 Sept	134	6

The range of job descriptions for assistant headteacher posts is illustrated below.

Location	Job description
Bradford	<p>To join small supportive community of teachers who work together as a team and are eager to learn from each other and celebrate mutual success.</p> <p>The assistant headteacher appointed would join an established team of headteacher and one other assistant headteacher and would be a class teacher in Key Stage 2 with 10% release time. S/he would be take responsibility for pupil excellence and a negotiable curriculum co-ordination role.</p>
Luton	<p>An enthusiastic teacher to share in the leadership of this school. You will take responsibility for KS2 and Science across the school.</p>
Newham	<p>KS2 co-ordinator and responsibility for the continued development of the curriculum and assessment throughout the school.</p>
Oxford	<p>To complete our newly-created senior management team of headteacher and three assistant headteachers and key stage co-ordinators. The new post holder will share responsibility for the quality of teaching and learning throughout the school but will also be KS1 co-ordinator. This is an exciting opportunity for an experienced KS1 practitioner to develop their career.</p>
Newbury	<p>Due to restructuring of the Senior Management Team the school seeks to appoint two assistant headteachers. One to lead Foundation and KS1, the other to lead KS2.</p>

Barking and Dagenham	<p>This newly-created post is an excellent career opportunity. You will work in close partnership with the headteacher and deputy in continuing to lead forward our hard working, happy and successful school.</p> <ul style="list-style-type: none"> • to play a major role in M&E the curriculum and quality of teaching at KS2 • to work with a strong management team in the development of School Self-Evaluation processes • supernumerary to support classes
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A survey of schools in two local education authorities (LEAs) in the Midlands shows that size of school is not significant and that many small schools have indeed appointed assistant headteachers (See Appendix 1).

Research methodology

It is surprisingly difficult to find out how many schools have appointed assistant headteachers. It is even more difficult to locate them. LEA) advice and inspection departments are unaware. The DfES only have a record of the number of assistant headteachers per authority, but no list of schools. The number given was 5000 as at January 2001 (the only source of reliable data). The NAHT only had data on those assistant headteachers who had become members. The DfES informed NAHT that there were 10,000 assistant headteachers, but this was later adjusted to 7000. The National College for School Leadership (NCSL) does not have a database of assistant headteachers either.

Therefore, the only way of finding them was through LEA personnel departments or networks of headteachers.

Eventually fifteen headteachers were invited to take part in the research. One LEA took a particularly keen interest in the research and provided very useful information. Other headteachers were selected according to lists provided by personnel departments. They represented six different LEAs across the Midlands. Some headteachers were very experienced and reaching retirement and some were newly appointed. They all had four things in common:

1. they were headteachers of primary schools (or junior or infant)
2. they had appointed an assistant headteacher (and in some cases more than one)
3. they were committed to school improvement
4. they were keen to be involved in the research

The headteachers met in small groups initially to exchange information about their schools, consider the national context for leadership groups and discuss some of the current thinking about school leadership. The action research, in which they would engage, was planned in detail at this meeting.

The groups met again towards the end of the spring term to report back, clarify some issues that had arisen and form some judgements about the leadership of their schools.

In the interim period I maintained contact by visiting the schools to meet with the assistant headteachers. I also received the logbooks filled out by headteachers and assistant headteachers and analysed the data.

At the outset the groups came to an agreement about what was understood to be leadership, such as:

- formulating the aims and objectives of the school
- monitoring and evaluating such factors as pupil attainment, the quality of teaching, standards of work, attitudes or behaviour, perceptions of parents
- using this information to plan the development of the school
- setting goals, challenges and targets
- being involved in the professional development of others

- contributing to the development of effective interpersonal relationships and creating the right climate for learning

It was acknowledged that leadership characteristics are displayed and evident continuously. It isn't what you say or what you do that matters it is what you are! Leaders are people whom others wish to follow. It is the leader's personal values that attract followers – not simply status.

Leadership was distinguished from management in the logbooks kept by headteachers, and assistant headteachers. It was agreed that management activity was:

- responding to day-to-day events
- dealing with pastoral matters (unless they are developmental)
- timetabling
- dealing with health and safety issues (unless they are developmental)

A logbook was kept for the period November 2001 to March 2002. Assistant headteachers simply recorded any instances where they felt they had contributed to the leadership of the school. In some cases the headteachers filled in the logbook because they did not wish to burden their assistant headteachers with more bureaucracy. Where both headteachers and assistant headteachers kept a logbook the process became not only a useful way of cross-referencing and verification, but also a means of professional development. They created time to meet together for reflection and discussion on the role of the assistant headteacher.

The research was organised into four time periods:

- Week 1–3 26 November–14 December 01
- Week 4–6 7–25 January 02
- Week 7–9 28 January–22 February 02
- Week 10–11 25 February–8 March 02

Copies of the logbooks were sent at the end of each period of time. This helped in the monitoring of how the research was progressing. The data was analysed and the leadership activity recorded. Since every incident was unique it was necessary to characterise or cluster the activity. (See Appendix 2.)

Findings

The main findings from the research can be highlighted as follows:

- assistant headteachers are playing a significant role in school leadership
- assistant headteachers have been appointed to all sizes of school
- assistant headteachers are often effective leaders because they are exemplary practitioners with credibility and can empathise with colleagues
- schools have adopted creative and flexible leadership groups suited to their own circumstances but able to respond to new challenges
- the appointment of assistant headteachers has enhanced the capacity for leadership in the school. Their skills, knowledge and expertise is making a significant contribution
- not all assistant headteachers are aspiring to headship
- many assistant headteachers do not have an adequate amount of non-contact time

What do assistant headteachers do?

The assistant headteachers were contributing to the overall leadership of their schools in a variety of ways. The logbooks revealed a range of activity external to their classroom:

- strategic and operational planning
- promoting curriculum development
- quality assurance activity
- encouraging the professional development of staff
- giving professional support
- observing teaching
- coaching
- building relationships
- enabling others
- dealing with staffing issues
- involvement in pastoral issues
- improving the learning environment
- dealing with health and safety matters
- extra curricula activities
- analysing school data
- target setting

The list is an aggregation of the activity reported. The collection of leadership activity covers eleven weeks, or approximately one quarter of the academic year. Some activity is seasonal, ie it only happens at a particular time of year.

The assistant headteachers exercised their leadership skills continuously in the many contacts and interactions they had during the school day. The predominant leadership

activities recorded were professional development and support. It was clear that their effectiveness as leaders was based upon the esteem in which their colleagues held them.

It was not possible in such a short time span to measure the impact that the assistant headteachers had in their schools. However, it is clear that they were making a significant contribution. The range of leadership activity displayed in this relatively small sample of primary schools was impressive.

Leadership group structures

Some of the schools in the study were adapting their staffing structures to respond to the changes they were encountering and the challenges they were facing. There was some staffing turbulence even within the short period of the research. There were a variety of responses to staffing options. It seems that some heads and governors have a strong preference for flatter, less hierarchical structures. In these schools, leadership groups are established with a head and one or two assistant headteachers but without a deputy at all. In these cases there are questions about the act of deputising. A distinction must be made between covering for the head, deputising and acting as head. Each carries a different weight of responsibility, decision making and legality.

Roles and responsibilities

The assistant headteachers in the sample had a variety of strengths, interests and prior experience. Their role within the school was customised to meet both the needs of the school but also the capabilities of the individuals. All of the assistant headteachers had been appointed internally.

Influence and impact

The evidence is that assistant headteachers are especially effective because they are exemplary practitioners. They have credibility with colleagues and exercise empathy and understanding. They are well placed to drive forward initiatives and influence changes. This process is two-way. In their role as intermediary they represent the views of colleagues in discussions with the headteacher.

Professional development

This action research created opportunities for professional development. In discussing the role of the assistant headteacher, the headteachers engaged in lively debate about school leadership and school improvement. Frank and honest disclosures about their leadership teams, job descriptions, rates of pay and strategy led to shared understandings. Meetings between headteachers and assistant headteachers to reflect on the entries in the logbooks provided both with valuable feedback that became a useful form of appraisal.

Non-contact time

The knowledge, skills and values of the assistant headteachers have increased the leadership capacity of their schools. However, it is astonishing how the assistant headteachers are able to do as much as they do with such little non-contact time. At least one half-day per week release from class teaching would seem a fair and appropriate allocation of time. However, too much release time could become counter productive since assistant headteachers gain much of their authority from their status as expert practitioners.

The study schools

Every school is unique. The schools in this action research project varied greatly. The intention was to limit the study to large primary schools in the belief that small schools would not have appointed an assistant headteacher. However, as can be seen from Appendix 1, assistant headteachers have been appointed across the whole range of school size. In Lincolnshire, for instance, where there are many small schools (pupil roll under 100) a large number of assistant headteachers have been appointed.

The schools in the study ranged in size from 160–660 (see Appendix 3). The settings included suburbs, the inner city, ring estates, rural market towns and small villages. Some served areas of social deprivation, some served affluent homes with many social advantages, and some catered for a mixture of both. The schools were not failing, neither were they Beacon schools. All of the schools were seeking to improve and regarded themselves as developing. Two of the schools were newly formed following the closure of a junior and an infant school.

Some headteachers had been in post at the school for many years and others had been newly appointed. Some were in their second or even third headship and some were relatively new to the job. All of them were committed and positive and cared deeply for their schools.

The leadership groups also varied (see Table 2). Most schools had a deputy and one assistant headteacher. However, two schools had two assistant headteachers and one school had three. Three of the schools had no deputy.

Table 2: Number of assistant headteachers and deputy headteachers per school

Number of assistant headteachers	Number of deputy headteachers	Number of schools
1	0	2
1	1	9
2	1	2
2	0	1
3	1	1

All of the schools had thought carefully about their leadership group and had decided that the appointment of an assistant headteacher(s) would be desirable. However, the rationale for these decisions varied.

Rationale for an assistant headteacher appointment

Each school had formed a leadership group to meet its own set of needs and circumstances. The rationale for the appointment of assistant headteacher could be categorised into the following six broad categories.

1) Evolution

The post described the kind of role the appointed person already had in school as a senior teacher. This was a natural progression for senior teachers who had been contributing to the leadership of the school in variety of ways.

2) Balance

The newly appointed assistant headteacher provided a better balance to the leadership group. Their experience and skills complimented those of the headteacher and deputy. This was most likely to be seen in primary schools where the headteacher and deputy had Key Stage 2 experience but needed someone in the leadership group with Key Stage 1 expertise.

3) Retention

Sometimes it was necessary to promote the senior teacher to avoid him or her moving on. All of the assistant headteachers in the research were highly regarded by their headteachers.

4) Reinvention

Following the departure of the deputy, it was decided that assistant headteacher best described the role in the school. It is understood that deputy headteachers usually play a full part in the overall leadership of the school in addition to deputising for the headteacher. However, in the lexicon of leadership it could be perceived that deputies deputise and assistants assist. These titles may appear to be a flight of semantics but in some schools they do carry a weight of meaning.

5) Politics

Where relationships with the deputy are not conducive to effective leadership, an ally in an additional member of the leadership group was welcomed.

6) Inheritance

In the changing circumstances of the school, it was necessary to create posts of assistant headteacher. A primary school had been formed following the closure of a junior school and an infant school. Both headteachers had left and a new headteacher was appointed. The two deputies wished to stay but could not be appointed as deputies to the new school because such posts have to be advertised nationally. An internal solution was found by forming two posts of assistant headteacher.

Assistant headteachers in the project

All of the assistant headteachers had been appointed internally, although one school had advertised the post and interviewed other candidates. Most had been team or subject leaders, were exemplary practitioners and respected by their colleagues.

A minority were aspiring to headship (see Table 3).

Table 3: Aspirations for headship

Response to question, "Would you like to be a headteacher?"	Number of assistant headteachers
Yes	6
No	11
Possibly	2

Pay

Assistant headteachers were paid differently. Governors agree an Individual School Range (ISR) for their schools, which is determined by the size and phase of the school. Governors have some flexibility according to local circumstances. Assistant headteachers have a pay range of five points on the leadership pay spine. The lowest point on this range must be more than the highest paid classroom teacher in the school. In the cases studied here two assistant headteachers were paid at point five, a decision made to protect their salaries. It is clear then that some assistant headteachers can earn more than deputy headteachers. (See Table 4.)

Table 4: Pay scales of the assistant headteachers

Pay scales of the assistant headteachers	Number of assistant headteachers
L1	6
L2	6
L3	3
L4	2
L5	2

Time

Only one of the assistant headteachers did not have a class, but the state of the school budget meant that even this teacher became a class teacher after the Easter break. All other assistant headteachers were full-time class teachers with a limited amount of non-contact time. This varied from one day per week to taking time as and when required. (See Table 5.)

Table 5: Amount of non-contact time available to assistant headteachers

Amount of non-contact time	Number of assistant headteachers
no class	1
2½ days per week	1
1 day per week	3
½ day per week	6
none – as and when needed	8

Where assistant headteachers had no non-contact time they said they could take time when it was needed. However, in practice this did not always happen and an irregular allocation of non-contact time was not always the best arrangement for their classes. The preferred option of the majority was to have a regular, predictable time and one half-day per week was considered to be about right. This way a supply teacher would have a

stable, regular commitment and could plan for it. The children and their parents would also find the arrangement more acceptable. One assistant headteacher felt that if contact time with her class was reduced too much this could have an adverse effect on the quality of her teaching.

In general, assistant headteacher roles within their schools depended upon the overall balance of the leadership group. One assistant headteacher had an expertise in financial matters and took responsibility for the school budget. Another had personal, social and health education (PSHE) as a major aspect of her role. Three of the assistant headteachers were also co-ordinators for special educational needs and this work tended to dominate any release time.

Job descriptions

Job descriptions were very varied. Some were broad and general and others were detailed and specific. (See Appendix 4.)

Following a scrutiny of the logbooks it became clear that some assistant headteachers were exceeding the headteacher's stated expectations. Where job descriptions were broad and general they allowed for initiative and created the space to "release the energies and expertise of an outstanding practitioner". Some headteachers felt that detailed job descriptions were only necessary in circumstances where the performance of the assistant headteacher was a concern.

It is clear that headteachers thought it vital that their schools were able to adapt rapidly and that they needed assistant headteachers who were flexible and creative.

Team balance

The appointment of the assistant headteacher added another professional to the leadership group. This created a broader team and increased the range of knowledge and skills. The assistant headteacher role in the school was normally determined by the need to build upon and extend the expertise of the headteacher and deputy.

Empathetic leadership

One of the advantages of the assistant headteacher post within a leadership team is their continuing involvement with their class. As a practitioner they are able to *empathise* with colleagues. They carry added credibility. They act both as intermediary for the headteacher but also as staff representative. Of course, this would also be true of many teaching deputy headteachers.

Leadership activity

The assistant headteachers were contributing to the overall leadership of their schools in a variety of ways. The logbooks revealed a range of activity external to their classroom:

- strategic and operational planning
- promoting curriculum development
- quality assurance activity
- encouraging the professional development of staff
- giving professional support
- observing teaching
- coaching
- building relationships
- enabling others
- dealing with staffing issues
- involvement in pastoral issues
- improving the learning environment
- dealing with health and safety matters
- extra curricula activities
- analysing school data
- target setting

The list is an aggregation of the activity reported. No one assistant headteacher reported everything, and some assistant headteachers would not be expected to be involved in some aspects of leadership. In some cases a particular activity could have been placed in two or more categories. The collection of leadership activity covers eleven weeks, or approximately one quarter of the academic year. Some activity is seasonal, ie it only happens at a particular time of year.

The bar chart in Appendix 5 illustrates the types of leadership that were reported. The incidents of specific leadership activity for each logbook period of three weeks were calculated. The frequency is a measure of the number of schools that recorded those incidents.

It is clear that the assistant headteacher is predominantly contributing to the professional development and support of staff. They also spend a lot of time liaising with parents, governors and external agencies. Many are now engaged in monitoring and evaluation; checking policies, work books, planning, etc. They are also involved in the longer-term strategic planning of the school, as well as dealing with short-term matters. Curriculum development activity is less frequent and this may be because most schools have subject leaders. Observing teaching and coaching does not happen very often, which is probably a measure of the lack of release time the assistant headteachers have during the school day. Most assistant headteachers were involved in taking a leading role in pastoral matters.

Strategic planning

Some assistant headteachers were involved in the long-term planning of the schools. There were four aspects.

1) Curriculum

One assistant headteacher devised a strategic plan for special educational needs:

“The plan needed adjustments but now gives clear direction.” (Headteacher)

Another worked with her headteacher to identify priorities for the school:

“Clear about priorities for the school. Offered input for the direction of the school.” (Assistant headteacher)

2) Financial

In one case the assistant headteacher was required to manage all the financial affairs of the school.

In another, the leadership group met to discuss the state of the budget:

“Discussed possible cut backs to avoid a deficit budget.” (Assistant headteacher)

3) Pastoral

Pastoral strategy was one of the main aspects for one of the assistant headteachers. She was taking a leading role in the Healthy Schools Initiative. She presented the programme to teachers and later to governors. She formed a working party that met on two occasions to audit the current state of the school and plan future development:

“Sparked off a ‘healthy’ debate – lots of positive feedback.” (Assistant headteacher)

4) Personnel

In some cases assistant headteachers were involved in strategic planning on staffing matters:

“Her clear vision of whole school issues is very helpful in this staff shortage situation.” (Headteacher)

Operational planning

Some planning spanned a shorter timeframe and was not so far-reaching. Most assistant headteachers were taking a leading role in planning:

“She led Year R planning. This was an important meeting as the other members of the team are NQTs or new to the school and unfamiliar with school policies and schemes of work.” (Headteacher)

Curriculum development

All schools had subject leaders and they would have been expected to play a major role in curriculum development. However, in smaller schools teachers have multiple responsibilities:

“Led meeting to inform organisation of Early Literacy Strategy.”

“Played a major role in leading a staff meeting that focussed on literacy but looking at standards in general. She naturally knows the right time to say things and backs me up when necessary. She can always be relied upon.”
(Headteacher)

Analysis of data

Three kinds of data were being reported.

1) Analysis of pupil performance

“Compiled and discussed Y2 data and predictions with colleagues and headteacher. Made proposals for targeted work in the spring term.” (Assistant headteacher)

“Prepared and delivered a KS1 report re. KS1 SATs.” (Headteacher)

(In this example, the assistant headteacher produced a brochure for the governors’ strategic committee. Pupil performance was presented as a graph with written analysis to support it.)

2) Analysis of staff training

“Looked at money spent on training/supply for staff and the effects this has had throughout the school.” (Assistant headteacher)

3) Analysis of finance

“I reconciled the budget and produced a budget report plus the last two years governors’ outturn.” (Assistant headteacher)

Target setting

Assistant headteachers not only worked with colleagues in setting targets for learning but also led discussions on the process:

“Analysis of science scores in the performance and assessment document (PANDA). Compiled the co-ordinator’s report. Identified targets for next year.”
(Assistant headteacher)

“She led a staff meeting on target setting. Clear structure and well produced pack of resources to support teachers.” (Headteacher)

Quality assurance

Assistant headteachers were playing a significant role in the maintenance of standards in their schools. This was either by forming policy to ensure consistency of practice or by a process of monitoring to check that existing policy was applied. In some cases work, such as marking or planning, was scrutinised:

“Monitoring of maths planning. Feedback given to staff on how to improve numeracy planning and therefore numeracy teaching and learning.” (Assistant headteacher)

“Checked that we are all using a consistent approach to the screening process.” (Assistant headteacher)

“Conducted a whole school marking/writing trawl with English manager.” (Assistant headteacher)

Professional development and support

Professional development and support were the two major areas of involvement for the assistant headteacher. Development includes staff training and more formal activities and they play a key role in performance management. However, there were numerous reports of supporting colleagues in many incidental ways. This general awareness and concern for others was a strong feature of their work.

“Arranged whole school training day on teaching approaches and learning styles.” (Assistant headteacher)

“Spent time chatting to PSHE co-ordinator about concerns/worries. Tried to reassure her that she’s doing a great job!” (Assistant headteacher)

Observing teaching

There are obvious links with professional development and quality assurance. However, to observe colleagues teaching, assistant headteachers needed to be released from their classes. As has been noted earlier, this was infrequent.

“Lesson observation of a Year 6 teacher. Inspector watched my feedback with the teacher and then discussed it with me. A far more exhausting morning than I would have thought! Very nerve racking as well but also very useful for my development.” (Assistant headteacher)

Coaching

There were some reports of assistant headteachers giving demonstration lessons, but generally coaching was not a prime aspect of the assistant headteacher role.

Building relationships

The assistant headteachers tended to see their many interactions with staff as natural and obvious and therefore not worth recording. However, school improvement depends upon a thriving positive culture and which springs in part from the quality of interpersonal

relationships. Clearly, where the assistant headteacher has the personal characteristics that others respect and value, so their leadership will be more effective.

Many assistant headteachers understood that creating interdependent teams is an important leadership activity:

“She played a crucial role in ensuring staff maintained balanced views on what were potentially harmful events.” (Headteacher)

Enabling others

There were many examples in the logbooks of how assistant headteachers had provided the opportunity and encouragement for staff to grow in confidence and self-esteem. This resulted in greater commitment and enthusiasm.

“Met with lunchtime supervisors to discuss new lunchtime organisation. They had plenty of ideas. Brilliant response.” (Assistant headteacher)

Staffing issues

In some cases the assistant headteachers were involved in discussions involving staffing crises and in some instances actually dealing with them directly:

“Looked at new job descriptions and salary assimilations for teaching assistants. The teaching assistants are not happy with decisions made. This will continue to run.” (Assistant headteacher)

“Discussion with learning support assistant regarding a reduction in hours – needed to listen, offer understanding and then try to re-motivate.” (Assistant headteacher)

Pastoral issues

There were many reports of assistant headteachers taking a leading role in matters concerning pupils. In most cases this involved raising the standard of behaviour:

“Drafted aims for PSHE with regard to behaviour and attitudes in playground.” (Assistant headteacher)

Another assistant headteacher recorded:

“Talked to KS2 in Assembly about their great behaviour this half term. Told them I would issue certificates if they could keep it up next week.”

And then one week later:

“Reported back to children that six names had been added during the week and so no certificates would be issued.”

(The poor behaviour had been due to bad weather and problems with football.)

Issues surrounding the learning environment

A poor learning environment can impede learning. Some assistant headteachers saw it as their role to intervene to raise standards in this area:

“Discussion with classroom assistant about support to be given to a newly qualified teacher on displays. Layout and approach needed to be discussed.”
(Assistant headteacher)

“She formulated a bid for Early Years money to create new doorway and science area.” (Headteacher)

Liaison

Three kinds of liaison were recorded.

1) Liaison with agencies

In most cases the assistant headteacher liaised with the LEA. However, one school had an OFSTED inspection:

“Met with OFSTED team and discussed a potential key issue for our school. As headteacher of infants she was the best person to ‘defend’ the school from this OFSTED challenge.” (Headteacher)

2) Liaison with parents or governors

Meetings with parents or governors were regular events. However, there were instances where this contact was worthy of recording:

“Working with the governors’ curriculum group. Discussing ways of moving the more able pupils forward.” (Assistant headteacher)

“Replied to a parent about curriculum concerns – Hinduism in Year 5.” (Assistant headteacher)

3) Liaison with other schools

Networking with other schools can bring many benefits:

“Visited infant school re: nurture groups” (Assistant headteacher)

“Arranged meeting with school to help plan design and technology.” (Assistant headteacher)

4) Extra-curricula activity

In many ways extra-curricula activity such as concerts and fairs promotes and enriches the life of the school. This was valued and the assistant headteacher was playing a leading role in encouraging staff to participate.

Conclusions

It has not been possible to measure the impact that the assistant headteachers have had in their schools. A much longer period of time is needed for this. It would be interesting to return to the schools in twelve months to see if their contribution to the leadership of their schools has resulted in any school improvement.

However, it is clear that they are making a significant contribution. The range of leadership displayed in this relatively small sample of primary schools is impressive.

Creative evolution

Even during the four months' research period there has been significant turbulence: one assistant headteacher resigned following his appointment to become deputy headteacher of another school. Another was promoted to become deputy headteacher of her own school. In the first school the headteacher has decided to advertise for another assistant headteacher, but in the other school the headteacher has decided not to. In some of the other schools the assistant headteachers are applying for other jobs. Change is imminent. The research shows that the schools are continually adapting and responding to the changes they encounter and the challenges they face.

Leadership groups

It seems that some headteachers and governors have strong preferences for flatter, less hierarchical structures. In these cases, schools may create leadership groups with a headteacher and one or two assistant headteachers and decide not to appoint a deputy at all. There are serious implications for the act of deputising that must be addressed. A distinction ought to be made between covering for the headteacher, deputising and acting as headteacher. Each carries a different weight of responsibility, decision making and legality. The distinction is not clearly understood in some schools.

Roles and responsibilities

The assistant headteachers in the sample had a variety of strengths, interests and prior experience. Their role within the school was customised to meet both the needs of the school and also the capabilities of the individuals. A change of staff could provoke a radical reappraisal of the job description. It would be interesting to conduct similar research into schools where assistant headteachers have been appointed externally. Some headteachers were enthusiastic about continuing professional development and preferred to promote teachers into senior posts internally. Job descriptions for the posts studied were varied but should, I suggest, allow sufficient scope for flexibility and initiative but also provide clarity about expectations and for accountability.

Training

Since all of the assistant headteachers were involved in leading their schools it is essential that leadership training should be made available to them. It must not be assumed however that assistant headteachers are aspiring to headship. Many are not. Programmes of training must reflect the needs of leaders in the classroom. This is recognised by NCSL in the Leadership Development Framework. A national training programme is being designed for subject leaders and middle managers (Leading from the Middle) (see www.ncsl.org.uk/leadership).

Influence and impact

The assistant headteachers studied are especially effective since they *are* exemplary practitioners. They have credibility with colleagues and exercise empathy and understanding. They are best placed to drive forward initiatives and influence changes. This process is two-way. In their role as intermediary they represent the views of colleagues in discussions with the headteacher. The headteachers were agreed that their assistant headteachers were making an impact:

“Her clear vision on whole-school issues is very helpful.”

“We had a useful dialogue that enabled me to understand the extent of the problems facing some SEN assistants.”

“She discussed with a member of staff a reduction in hours, listened, offered understanding and then tried to re-motivate.”

“Christmas events created disruption. There was a need to be sympathetic to the needs of covering staff to ensure all involved felt valued.”

Interpersonal skills

The assistant headteachers exercised their leadership skills continuously in the many contacts and interactions they had during the school day. The predominant leadership activities recorded were professional development and support. Their effectiveness as leaders depended upon the esteem in which their colleagues hold them. As with many leadership positions, personal attributes of integrity, trust, generosity and respect combined with energy, enthusiasm, good humour and understanding are necessary.

Professional development

The action research created opportunities for professional development. The headteachers engaged in lively debate about school leadership and school improvement. Frank and honest disclosures about their leadership teams, job descriptions, rates of pay and strategy were a revelation to a number in the groups. Meeting with their assistant headteacher to reflect on the entries in the logbooks provided valuable feedback that became a useful form of appraisal.

Capacity

The knowledge, skills and values of the assistant headteachers have increased the leadership capacity of their schools. One headteacher felt that having a third person in the senior management team created a sharper focus and meetings were more productive. However, it is astonishing how many of the assistant headteachers were able to do as much as they did with such little non-contact time. At least one half-day per week release from their classes would seem to be a fair and appropriate allocation of time. However, too much release time could become counter productive as the quality of the assistant headteachers teaching, and their credibility as classroom practitioners, may suffer. I suggest that non-contact time should be regular and predictable so that the replacement teacher could plan for the time and the children (and their parents) would more readily adjust to the arrangement.

Database

There are no clear records of the make-up of leadership groups in schools. A database would not only provide useful information for research but could be helpful for school networks.

Deputy headteachers

This research was limited to the role of the assistant headteacher. Many of the findings might equally apply to deputies. However, there were some schools in the sample where the deputy was not fully contributing to school leadership and the appointment of the assistant headteacher has compensated for this. In most cases, the assistant headteachers broadened and extended the skills and knowledge base. The main differences being:

- the post of deputy must be advertised nationally
- deputies are required to deputise
- deputies are paid more than assistant headteacher in the same school

Recommendations

Certain recommendations follow naturally from these conclusions:

- the act of deputising should be clarified
- there should be appropriate training for deputies and assistant headteachers who are not aspiring to headship
- training for assistant headteachers should address interpersonal skills, values and attitudes and emotional intelligence
- a minimum of 10 per cent non-contact time should be made available for assistant headteachers to enable them to offer professional support to colleagues, for instance through observation of classroom practice and coaching activity
- ways to establish a database of school leadership groups should be explored

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- Mrs D Mackey – Headteacher, Imperial Avenue Infant School, Leicester

Above all I must pay tribute to the headteachers and their assistant headteachers who participated in the research. Their enthusiastic support, dedication and professionalism were a source of inspiration. It was a pleasure meeting and working with them.

Schools

Bournebrook C of E Primary School
Fillongley
Warwickshire

Brocks Hill Primary School
Oadby
Leicester

Brookhill Leys Junior School
Eastwood
Nottinghamshire

Camp Hill Primary School
Nuneaton
Warwickshire

English Martyrs Primary School
Rugby
Warwickshire

Greenfield Primary School
Countesthorpe
Leicestershire

Heymann Primary School
West Bridgford
Nottingham

Kirkby Woodhouse Primary School
Kirkby-in-Ashfield
Nottinghamshire

Sawley Infant and Nursery School
Sawley
Derbyshire

Shipston-on-Stour Primary School
Shipston-on-Stour
Warwickshire

Stafford Leys Primary School
Stafford Leys
Leicester Forest East
Leicester

Swallowdale Primary School
Melton Mowbray
Leicestershire

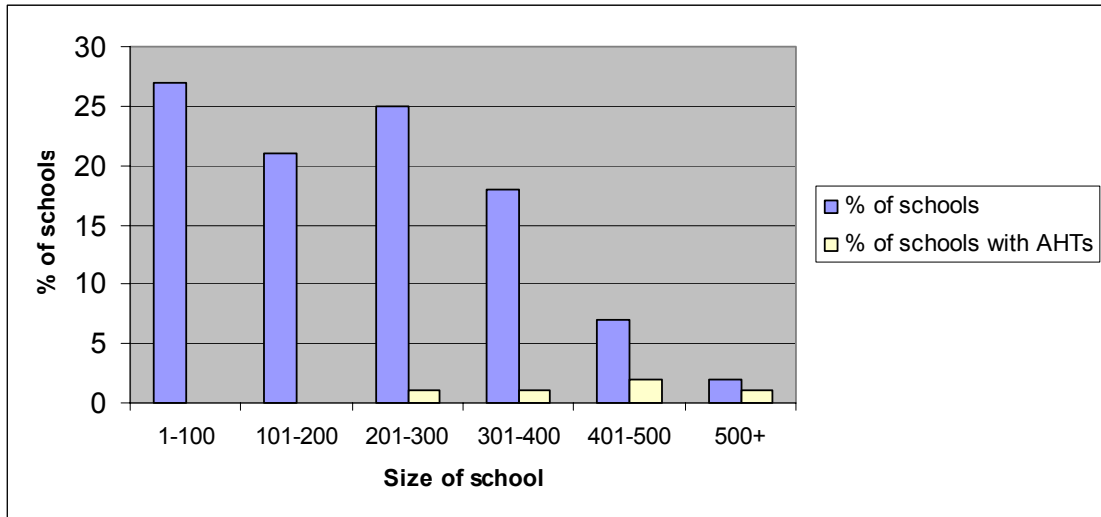
The National Church of England Junior School
Grantham
Lincolnshire

Tysoe C of E Primary School
Tysoe
Warwickshire

Wembrook Primary School
Nuneaton
Warwickshire

Appendix 1: Distribution of assistant headteacher by size of school in Leicestershire, September 2001

Number of pupils on roll	Total number of schools (%)	Total number of schools with assistant headteachers (%)
1-100	62 (27%)	1 (0%)
101-200	49 (21%)	1 (0%)
201-300	56 (25%)	2 (1%)
301-400	40 (18%)	3 (1%)
401-500	16 (7%)	5 (2%)
500+	5 (2%)	2 (1%)



Appendix 2: Categories of leadership recorded

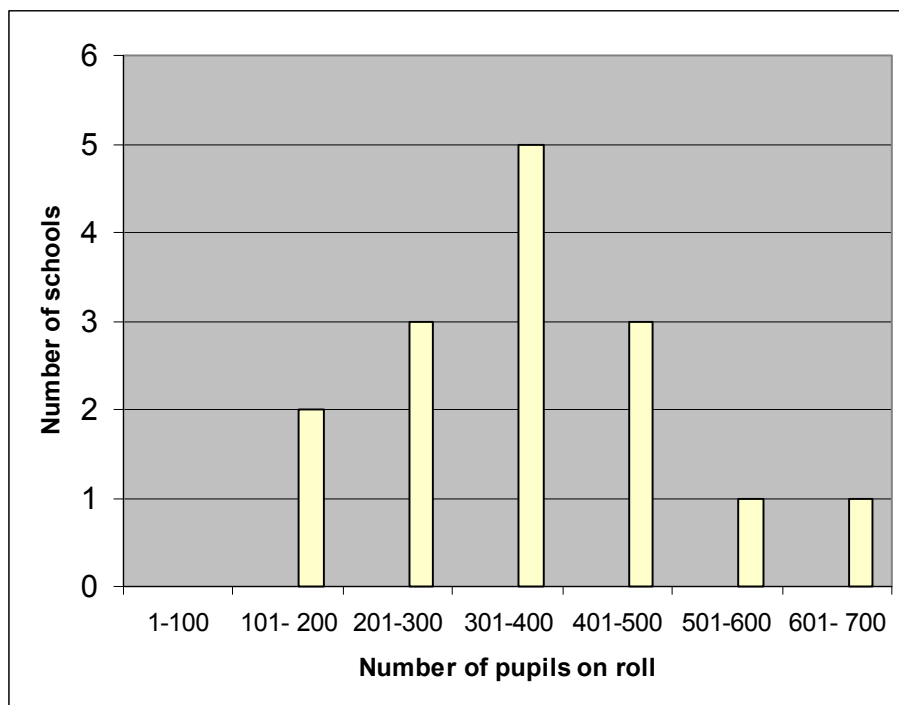
Categories				
Strategic Planning	Curriculum			
	Financial			
	Pastoral			
	Personnel			
Operational Planning				
Curriculum Development				
Analysis of data	Pupil performance			
	Training			
	Finance			
Target Setting				
Professional Development				
Professional Support				
Staffing	Recruitment			
	Conditions of employment			
Liaison	Agencies			
	Parents / Govs			
	Other schools			
Extra Curricula Activity / Promoting School				
Observing Teaching / Feedback				
Demonstration lesson / Coaching				
Pastoral / PSHE				
Health and Safety Issues				
Learning Environment				

Building Relationships/Team Culture				
Enabling others				
Quality Assurance	Form policy			

Appendix 3: Comparison of size of schools in the action research

Number of pupils on roll*	Number of schools
1-100	0
101-200	2
201-300	3
301-400	5
401-500	3
501-600	1
601-700	1

* Includes nursery places



Appendix 4: Examples of job descriptions for the post of assistant headteacher

Primary School Role Description

Structured against the five key areas of leadership and management identified in TTA National Standards for Headteachers.

A. Strategic direction and development of the school - as a team with the governing body to develop a strategic view for the school in its community and analysing and planning for its future needs and further development within the local, national and international context by:

Leading by example and embodying for pupils, staff, governors and parents, the **vision, purpose and leadership** of the school by:

- providing an example of the school aims in practice
- maintaining a high profile in the school during the school day
- constructing and regularly reviewing the aims of the school
- encouraging good relationships
- providing an open door for staff, children, parents and the community

Creating an **ethos and providing a vision and direction**, which secure effective teaching, successful learning and achievement by pupils, including improvement in their spiritual, moral, cultural, mental and physical development, preparing them for opportunities responsibilities and experiences of adult life; securing the commitment of parents and the wider community to the vision and direction of the school by:

- maintaining a high quality, well resourced school environment
- ensuring that pupils' work is displayed with care and respect
- ensuring that the curriculum supports and develops independence and responsibility
- recognising and celebrating the day to day successes of staff and children in the school
- involving parents as partners in their children's education
- providing effective day to day management of the school
- ensuring a safe and secure environment
- encouraging staff and children to play a part in community life
- securing, maintain and improve the highest possible quality of teaching
- embracing and increasing understanding of all cultures, religions and groups represented in the school

Creating and implementing a **strategic plan**, underpinned by sound financial planning, with priorities and targets for ensuring high standards, effective teaching and school improvement by:

- constructing, consulting on, implementing and evaluating an Educational Development Plan which embodies the aims of the school, has clear targets and addresses priorities within the finances available to the school

Ensuring that all involved in the school are committed to its **aims** and motivated to achieving them through relevant **objectives and targets** by:

- implementing the school's Performance Management policy and identifying relevant targets for improvement

Ensuring that **management, finance, organisation and administration** of the school supports its vision and aims by:

- evaluating the work of the school against its vision and aims, celebrating successes and identifying targets for improvement

Ensuring that **policies and practices** take account of all relevant data, inspection and research findings by:

- regular review of policies and procedures to ensure they are effective and up to date, relating future targets to inspection, performance review and results

Monitoring, evaluating and reviewing the effects of policies, priorities and targets in practice and taking action if necessary.

B. Teaching and learning – working as a team with the governing body to secure, sustain, monitor and evaluate effective teaching and learning and high standards of achievement; using benchmarks and setting targets for improvement by:

- creating and maintaining an **environment and code of behaviour** that promotes and secures good teaching, effective learning and high standards of behaviour and discipline by:

TEAM

- providing an example in all professional activities, behaviour and relationships.
- maintaining a high profile around the school
- ensuring that relevant policies and procedures (e.g. in teaching and learning, behaviour, anti-bullying, health and safety) are maintained, implemented and evaluated
- maintaining high expectations of behaviour in pupils and staff
- ensuring that a pro-active management style results in clear feedback to pupils and staff on standards and expectations
- responding to issues and incidents raised by staff, children and parents

INDIVIDUAL

- setting an example of high quality teaching and management of behaviour in teaching
- acting as "first port of call" for teachers, children and parents in behaviour matters for Key Stage 2

Determining, organising and implementing the **curriculum and its assessment**; monitor and evaluate them to identify and act on areas for improvement by:

TEAM

- ensuring that the curriculum and its assessment meets the needs of the children and national and local requirements
- undertaking the regular observation of lessons throughout the school
- undertaking at least termly a scrutiny of teachers' planning and assessment
- regularly reviewing the curriculum and organisation to ensure efficient, effective and high quality curriculum for all
- arranging a whole school scrutiny of children's work, linked to the priorities identified in the EDP
- monitoring targets and comparing with actual attainment to establish value added
- identifying areas for improvement, targeting individuals and groups, arranging support and resources, identifying EAL issues and linking developments to the EDP

INDIVIDUAL

- monitoring the performance of the teachers in KS 2
- managing planning meetings in KS 2
- organising, administering and analysing the results of QCA optional tests for Y3/4/5
- arranging transfer and induction meetings, transfer of records etc KS1/KS2, KS2/KS3

Ensuring that improvements in **literacy, numeracy and ICT** are priority targets for all pupils, including those with SEN by:

TEAM

- monitoring of targets for literacy and numeracy
- monitoring literacy and numeracy action plans
- locating and targeting additional support in response to identified need
- identifying performance management targets in response to analysis of results, observations of teaching and school targets
- continue to identify needs for training and development in ICT

INDIVIDUAL

- monitoring of individual and group targets for literacy and numeracy in KS2
- identifying performance management targets in response to analysis of results, observations of teaching and school targets

Ensuring that effective, appropriate **tutorial support** is available to pupils and ensuring that pupils develop **study skills** for effective learning and increased **independence** by:

TEAM

- encouraging children to take responsibility for their own actions and learning
- maintaining a high profile around the school

- ensuring rules and procedures are followed
- monitoring of teaching to ensure that independence and study skills are fostered
- ensuring that support programmes and work at home develop independence and study skills
- encouraging and acting upon information from parents and children

INDIVIDUAL

- encouraging study skills and independence in KS2

Monitoring and evaluating the **quality of teaching and standards** of achievement of all pupils in order to set and meet challenging, realistic targets for improvement by:

TEAM

- implementing the school's policy for Performance Management
- ensuring the implementation of the monitoring and evaluation policy
- setting and monitoring progress towards targets for pupils and teachers and acting on any signs of underachievement or cause for concern
- using targets to promote a culture of continuous improvement
- promoting classroom observation as the key to improvement of teaching and raising of standards

INDIVIDUAL

- supporting the identification of relevant targets for children (KS2)

Creating and promoting positive strategies for developing **good race relations** and dealing with racial harassment by:

TEAM

- embracing and increasing understanding of all cultures, religions and groups represented in the school
- developing, implementing and monitoring relevant policies and statements
- monitoring day to day practice in working in a multicultural community
- ensuring that systems for reporting incidents are in place and being used
- using opportunities such as assemblies and celebrations to support and inform race relations
- arranging translations where relevant

Developing effective links with the community, business and industry by:

TEAM

- making, maintaining and using relevant links with the local community, business and industry

Creating and maintaining an **effective partnership with parents** to support pupils' achievement and personal development by:

TEAM

- providing an open door for staff, children, parents and the community
- arranging for staff to meet parents at least twice a year
- arranging meetings for parents to discuss the arrangements for assessment and testing and to inform them of the curriculum and other issues of interest
- arranging and participating in celebrations and special events
- arranging translations where relevant
- being available whenever possible for parents and children
- identifying further opportunities for parents to play a part in the life of the school

INDIVIDUAL

- supporting and contributing to appropriate curriculum events for parents of KS2 children
- promoting residential visits for children in KS2

C. Leading and managing staff – working as a team with the governing body in leading, motivating, supporting, challenging and developing staff to secure improvement by:

Maximising the contribution of staff to school improvement and ensuring that constructive relationships are formed between staff and pupils by:

TEAM

- promoting an ethos of care and support for others
- maintaining and supporting good relationships
- providing a good example in these areas
- being available and open to discussions on matters of concern to staff
- supporting the decisions of the SMT

Planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities by:

- drafting, consulting on and constructing the Education Development Plan for the school
- monitoring staff statements and action plans, and using these to inform the EDP
- ensuring that relationships within the school remain constructive and positive

Implementing and sustaining effective systems for managing staff performance, incorporating appraisal and targets for teachers, including targets relating to pupil achievement by:

- implementing the school's policy on Performance Management

Motivating and enabling all staff to carry out their roles to the highest standard, through high quality professional development based on the assessment of needs by:

- constructing and regularly reviewing job descriptions and management responsibilities
- arranging for regular meetings for staff and consulting on the agendas and programmes
- arranging and attending regular senior management team meetings
- identifying needs, arranging and monitoring staff training

Leading professional development through example, drawing on other sources of expertise where appropriate by:

- locating sources of funding for training and sources of relevant training
- identifying needs for and attending shared training for the SMT

INDIVIDUAL

- identification of school training needs – KS2
- LSA timetables

Understanding the expectations of others, including SENCOs and subject managers and ensure that trainee and NQTs are properly trained, monitored, supported and assessed.

Sustaining their own motivation and that of other staff by: ensuring that professional duties are fulfilled as specified in the Terms and Conditions of Service of Teachers.

D. Efficient and effective deployment of staff and resources – working as a team with the governing body in deploying resources efficiently and effectively to meet specific objectives in line with the strategic plan and financial context by:

Working with governors and senior colleagues to **recruit** staff of the highest quality.

Working with senior colleagues to **deploy and develop all staff** effectively in order to improve the quality of education provided by:

TEAM

- establishing effective recruitment procedures managing the appointment of new staff

Setting appropriate **priorities for expenditure**, allocating funds and ensuring effective administration and control by:

TEAM

- drafting, consulting on and constructing the Education Development Plan for the school

INDIVIDUAL

- allocating and monitoring the KS2 budget

Managing and organising **accommodation** efficiently and effectively to meet the needs of the curriculum and **Health and Safety** regulations

Managing, monitoring and reviewing the **range, quality, quantity and use of all available resources** in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money

E. Working as a team to provide accountability for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, local employers and the local community by:

Providing information, objective advice and support to the governing body to enable it to meet its responsibilities by:

INDIVIDUAL

- presenting key stage reports as required

Creating and developing an organisation in which all staff recognise their **accountability** for the success of the school

TEAM

- supporting the governors in writing their annual report to parents
- preparing for and participating in the visits from LEA advisers and other inspectors
- evaluating the effectiveness of plans, procedures and policies - e.g. the EDP Performance Management, teaching and learning, health and safety
- evaluating and reporting on results, targets, performance and other indicators of the success of the school and its improvement
- promoting a positive profile for the school in the media, including the publication of achievements

Presenting a coherent and accurate account of **the school's performance** in a form appropriate to a range of audiences, including governors, the LEA, the community, OFSTED and others, to enable them to play their part effectively.

Ensuring that **parents and pupils** are well informed about the curriculum, attainment and progress, and about how they can contribute to achieving the school's targets for improvement by:

TEAM

- maintaining an open door for children, parents, carers and the community
- establishing a timetable for the writing of annual reports to parents
- ensuring that any comments or complaints are acted upon
- providing information on the curriculum in written form and at curriculum events
- sharing targets with parents and explaining how they can help in achieving them
- circulating an annual questionnaire for parents and analysing and acting on the outcomes

Primary school

1.00 Name:

2.00 Post Held: Assistant Headteacher

3.00 Salary: Leadership Scale points 1-5

4.00 General Duties:

The education and welfare of a class of children in accordance with the requirements of the Conditions of Employment of School Teachers and to share in the corporate responsibility for the well being and discipline of all pupils.

To have due regard to the requirements of the following:
the National Curriculum
the school's aims and values
the school's curriculum policies and schemes of work
the policies of the Governing Body
policies and guidance of the local authority

5.00 Assistant Headteacher

This is a very significant post in the leadership of our School and was created from April 1st 2001. The rationale of the post is to lead in-house efforts to improve the range and quality of teaching and learning.

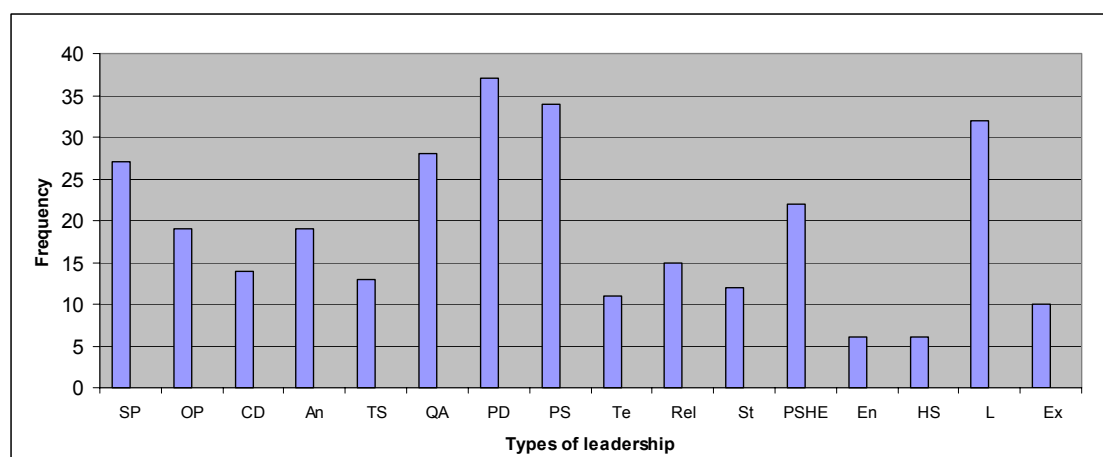
Specific functions of the post will include the following:

- 5.1 Together with the Deputy Headteacher to serve as a member of the Leadership Group.
- 5.2 Performance Management. To be linked with 5 colleagues in the process of annual performance review and target setting
- 5.3 Teacher Mentor. To share in the responsibility of mentoring NQT or newly appointed teaching staff
- 5.4 Policy Development. In consultation with colleagues to develop and implement a school-wide policy on Teaching and Learning.
- 5.5 OFSTED Action Plan. To take the lead in at least one aspect of the School's current OFSTED Action Plan. Logically this will be an issue which is primarily linked to teaching and learning and classroom practice
- 5.6 To take the lead in the planning and coordination of the school's annual "theme week" as an important vehicle for curriculum enhancement/enrichment.
- 5.7 To share with the headteacher responsibility for reporting to and Servicing the needs of the Governing Body's curriculum group.

6.00 This job description may only be amended after discussion with you. It is subject to annual review as part of the school's Performance Management cycle.

Appendix 5: Range and frequency of leadership activity recorded by assistant headteachers in 15 primary schools November 2001 – March 2002

Activity	Code	Frequency
Strategic planning	SP	27
Operational planning	OP	19
Curriculum development	CD	14
Analysis of data	An	19
Target setting	TS	13
Quality assurance	QA	28
Professional development	PD	37
Professional support	PS	34
Teaching – observation coaching	Te	11
Relationships	Rel	15
Staffing	St	12
Pastoral	PSHE	22
Environmental – health and safety	En	6
Liaison	L	32
Extra-curricula activity	Ex	10



Other Research Associate reports

- Alison Banks et al *Two heads better than one? Building a cross-phase school of the future*
- Patricia Brown *The first 100 days: An enquiry into the first 100 days of headship in a failing school*
- Moyra Evans *Open windows: Becoming an e-learning school*
- Trish Franey *Working smarter together: The development of an enquiry team across twelve schools*
- Alison Kelly *Team talk: Sharing leadership in primary schools*
- Steve Kenning *The intelligent gaze: Leadership, lead learners and the concept of individual growth – a reflective enquiry*
- Richard Parker *Passion and intuition: The impact of life history on leadership*

These reports are available on the NCSL web site www.ncsl.org.uk/researchassociates