

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Independent Study into School Leadership

Technical Report

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

This report has been prepared for and only for the Department for Education and Skills (DfES) in accordance with our terms of reference and for no other party and/or purpose. We do not accept or assume any liability or duty of care for any other purpose or to any other person to whom this report is shown or into whose hands it may come save where expressly agreed by our prior consent in writing. Proposals, tenders, reports together with working papers and similar documents, whether interim or final and other deliverables submitted by PricewaterhouseCoopers LLP, contain methodologies, models, pricing information and other materials and work product, which are proprietary and confidential to PricewaterhouseCoopers LLP, or which have been provided to PricewaterhouseCoopers LLP by third parties who may have made such information available on foot of confidentiality agreements, either written, implied, or under the law of confidence. PricewaterhouseCoopers LLP clearly identifies all such proposals, tenders, reports and other deliverables as protected under the copyright laws of the United Kingdom and other countries. Such documents, presentations and materials are submitted on the condition that they shall not be disclosed outside the recipient's organisation, or duplicated, used or disclosed in whole or in part by the recipient for any purpose other than that for which they were specifically procured, pursuant to our engagement letter. In the event that, pursuant to a request which the DfES has received under the Freedom of Information Act 2000, it is required to disclose any information contained in this report or any deliverable prepared by us, it will notify PwC promptly and consult with PwC prior to disclosing such information. The DfES agrees to pay due regard to any representations which PwC may make in connection with such disclosures and the DfES shall apply any relevant exemptions which may exist under the Act to such information.

© Crown Copyright 2007

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education and Skills.

Contents

Part A: Introduction	A1
Part B: Methodology	B1
Part C: Literature review	C1
Part D: Qualitative fieldwork	D1
Part E: Focus group.....	E1
Part F: Stakeholder consultation	F1
Part G: Survey findings.....	G1

Independent Review of School Leadership

Technical Report Part A: Introduction

1. This Technical Report, which should be read together with the Final Report of the Independent Review of School Leadership, outlines in detail the methodology used and detailed evidence from each phase of the research including: a literature review, qualitative findings from 50 school visits, in-depth stakeholder consultation, focus groups with teachers and support staff and a school survey of more than 3,500 school leaders and associated leadership teams. In summary:
 - The review of existing literature and current policy thinking was carried out in order to provide contextual background to the review, draw on lessons from elsewhere and to inform the qualitative school visits phase of the research;
 - The stakeholder consultation involved interviews, written submissions and the establishment of a study reference group which met twice during the course of the review. This phase of the research was intended to garner the views of a wide range of key stakeholders on issues surrounding school leadership and wider leadership issues from elsewhere in the public and private sectors;
 - The qualitative school visits served to examine various issues from the perspective of senior leaders in schools and governors, including school leaders' roles and responsibilities, work-life balance, leadership styles, recruitment and retention, succession planning and pay and reward;
 - The focus groups phase of the research examined many of the same issues from the perspective of teachers and support staff in schools; and
 - Finally, the quantitative survey collected data from school leadership teams and governors on key leadership issues, testing the findings from the school site visits and providing robust results for informing policy recommendations.
2. The technical report that follows provides the detailed evidence base for the findings and recommendations outlined in the Final Report, demonstrating the key evidence emerging from the various phases of the research.

Independent Review of School Leadership

Technical Report - Part B: Methodology

Contents

Introduction	B1
Literature review	B1
Stakeholder consultation	B1
Qualitative fieldwork	B3
Quantitative survey	B5
Focus groups	B10
Part B: Annexes – Topic Guides & Questionnaires.....	B12

Introduction

1. This part of the technical report outlines, in detail, the various strands of the study and indicates, where appropriate, the individual tasks and groups of individuals who participated in this research. The following provides a list of the research activities that were undertaken and are discussed in greater detail below:
 - Literature review;
 - Qualitative fieldwork;
 - Focus groups with teachers and support staff;
 - Stakeholder consultation; and
 - Quantitative survey.
2. This methodology section also includes eleven annexes containing the research instruments which were designed, piloted and agreed with the DfES prior to commencing the fieldwork.

Literature review

3. The literature review formed a key part of this study. The study team undertook a review of existing research and current policy-thinking on effective school leadership with comparative lessons on leadership in both the private and other public sectors. The overall aim of this review was to provide a brief contextual background to the study and to assist the study team in informing the school visits phase.
4. We examined a wide range of the most relevant documents (over 120 in total) and have drawn on a number of different literature sources which examine leadership in the private and public sectors. During the stakeholder interviews, we encouraged members of the Workforce Agreement Monitoring Group (WAMG) and the Reference Group to share existing literature with the study team. Approximately one-third of the documents reviewed examined leadership outside the education sector. The literature review is structured under the following headings:
 - The changing landscape – an overview of relevant social and policy trends;
 - Leadership in the public and private sectors;
 - Selected issues relating to school leadership;
 - Models of school leadership;
 - Emerging principles of leadership; and
 - Conclusions and the way forward.

Stakeholder consultation

Interviews and meetings

5. The stakeholder consultation phase included in-depth interviews and consultation with the following key groups:
 - Representatives from the Department for Education and Skills (DfES);
 - Individual interviews with members of WAMG;
 - Other unions (National Association of Headteachers and National Union of Teachers);
 - The School Teachers' Review Body (STRB);
 - The National College for School Leadership (NCSL);
 - National Governors Association (NGA);
 - Commission for Racial Equality (CRE);
 - Ofsted;
 - Members of the London Leadership Challenge;
 - Ten Local Authorities;
 - Other heads of educational institutions (including further education and higher education);

- The Centre for Excellence in Leadership;
 - Former headteachers;
 - Children's Trusts;
 - Extended Schools Cluster Managers; and
 - Private sector organisations (CBI, IOD and private businesses).
6. The majority of these interviews were conducted by senior members of the research team and all interviews were recorded and transcribed for analytical purposes.

Workforce Agreement Monitoring Group (WAMG)

7. The project team also attended several meetings of WAMG in order to present and discuss the findings of this research. The membership of WAMG is as follows:
- Association of School and College Leaders (ASCL);
 - Association of Teachers and Lecturers (ATL);
 - General Trade Union (GMB);
 - National Assembly for Wales;
 - National Association of Schoolmasters Union of Women Teachers (NASUWT);
 - National Employers' Organisation for School Teachers (NEOST);
 - Professional Association of Teachers (PAT);
 - Training and Development Agency for Schools (TDA);
 - Transport and General Workers Union (TGWU); and
 - UNISON.

Reference Group

8. The study team established a Reference Group which met twice during the course of the project. The first session with this group was held on 21st July 2006 and the second was held on 13th October 2006. The Reference Group comprised the following organisations:
- National Union of Teachers (NUT);
 - National Assembly for Wales;
 - National Association of Head Teachers (NAHT);
 - Business in the Community (BiTC);
 - Catholic Education Service for England and Wales (CES);
 - Children's Workforce Development Council (CWDC);
 - Church of England Education Division;
 - Confederation of Children's Services Managers (Confed);
 - Foundation and Aided Schools National Association (FASNA);
 - 4 Children;
 - Head Teachers & Industry (HTI);
 - Implementation Review Unit (IRU);
 - London Leadership Strategy;
 - Local Government Association (LGA);
 - National Governors Association (NGA);
 - National Confederation of Parent Teachers Association (NCPTA); and
 - Training and Development Agency (TDA).

Written submissions

9. PwC invited written submissions from members of WAMG and the Reference Group. The following organisations submitted written submissions to the review team:
- Association of School and College Leaders (ASCL);
 - Foundation and Aided Schools National Association (FASNA);
 - Implementation Review Unit (IRU);

- National Association of Headteachers (NAHT);
- National Association of Schoolmasters Union of Women Teachers (NASUWT);
- National College for School Leadership (NCSL); and
- National Union of Teachers (NUT).

Qualitative fieldwork

10. This phase of the research involved visiting 50 schools throughout England and Wales. Schools were selected on the basis of a range of characteristics and distinguishing features including school phase, governance, urban/rural and location. During these visits a range of stakeholders were interviewed, including:

- The headteacher;
- Other members of the Senior Leadership Team including those with Qualified Teacher Status (QTS) and senior support staff;
- Governors;
- Teachers and support staff; and
- Members of the Parent Teachers' Association (PTA).

11. The composition of the interviews is set out in the table below.

Interviewees	Number interviewed	% of total
Headteacher	55	17%
Deputy head	48	15%
Other members of SLT	40	13%
Class-based teacher (non-SLT)	37	12%
Support staff	16	5%
Multi-agency workers	7	2%
Governing Body members	72	23%
PTA members	44	14%
Total	319	100%*

* Total does not sum to 100% due to rounding

12. The characteristics of the schools visited are presented in the table below.

Characteristics of the case study schools

Phase of education	
Primary	19
Secondary	24
Special	2
Pupil Referral Unit	2
Nursery	3
Total	50
Governance	
Community	31
Voluntary Aided	6
Voluntary Controlled	2
Foundation	4
Academies	2
Welsh establishment	5
Total	50

Urban/rural	
Urban	38
Rural	12
Total	50
Location (GOR)	
NE	2
NW	6
SE (including London)	11
SW	6
WM	6
EM	1
Y&H	5
E of E	8
Wales	5
Total	50

School size	
< 100 pupils	5
> 100 & < 500 pupils	20
> 500 & < 1000 pupils	13
> 1000 pupils	12
Total	50
Ofsted rating*	
Excellent / outstanding	12
Very good / very effective	20
Good / effective	12
Satisfactory	1
Total	45
Other characteristics of some of the schools selected	
Co-located children's centres	2
Full service extended schools	10
Trust Pathfinder School	2
Federations	3
Leading Edge schools	2
Leadership Beyond a Single Institution	2
Academies	2
Joint / co-headship schools	4
Executive headship	1
Total	28

*Ofsted ratings used are those available from the latest Ofsted inspections undertaken in each of the schools we visited. Ofsted data are only available for schools located in England.

Quantitative survey

Overview

13. The aim of the quantitative survey was to collect data on school leadership issues, including roles and responsibilities and pay and conditions, from school leadership teams. The specific objectives of the survey were to:
 - Provide more robust results for informing policy recommendations; and
 - Provide opportunities to test out the most significant findings emerging from the qualitative work.
14. The survey targeted four key groups and these were as follows:
 - The headteacher;
 - Members of the Senior Leadership Team with Qualified Teacher Status (QTS);
 - Members of the Senior Leadership Team drawn from senior support staff; and
 - Members of the Governing Bodies.
15. The survey was distributed to 3,750 schools in England and Wales. All schools received a pack that included four questionnaires, pre-paid business reply envelopes and a covering letter explaining the background to the study. The letter requested that the headteacher distribute the questionnaires to two members of the senior leadership team, (one with QTS and one who was a member of the senior support staff), and to someone from their Governing Body. The schools in Wales received their questionnaires and letters in both English and Welsh.
16. We also provided an electronic data collection option to all schools in the form of an e-survey. The DfES, on behalf of the PwC study team, sent an email to 3,375 schools in England with a hyperlink to the e-survey so that individuals could complete the survey online at their convenience. PwC issued the email notification and hyperlink to the 375 schools in Wales. Responses were submitted to a secure database only accessible by the PwC study team. Welsh translations of the email were also sent to the schools in Wales. The e-survey was also available in both English and Welsh.

Administration

17. The survey was distributed and launched on the 16th October in England and 17th October in Wales. The following response maximisation techniques were used:
 - Reminder emails to all schools after two weeks, except schools where a full set of responses had been achieved; and
 - Reminder calls to school staff, for example school secretaries and headteachers' personal assistants, after three weeks.
18. The overall sample frame of schools selected was skewed to include a larger than proportionate number of secondary schools in an effort to ensure that a sufficient number of returns would be obtained to allow sub-group analysis. If the sample had been selected representatively, then there would have been a small number of non-primary schools drawn for inclusion in the research and therefore analysis of such sub-groups would have been statistically unreliable.
19. The sample was selected to include a range of schools across phase, size, type (a broad selection of schools with co-located children's centres, full service extended schools, leading edge, federation, potential trust schools, and specialist schools) and geographic location. Size of school was determined according to the total number of pupils in the school (<200 pupils, 200-599, 600+ pupils).

20. Those schools that had been inspected by Ofsted in the nine months preceding this survey have been excluded from the sample. Information on schools inspected, and to be inspected is available on the Ofsted website.

Sample structure and response rates

21. The overall sample structure and associated responses are indicated in the table below. The first column details the target number of schools required in each type and the second column shows the actual number of schools who received a questionnaire pack split by school phase/type.

Quantitative Sample Frame							
School phase / type	Target number of schools required (n=)	Actual number of schools who received a questionnaire pack (n=)	Participants response – Headteachers (n=)	Participants response – Governing Body (n=)	Participants response – SLT- Qualified Teacher Status (n=)	Participants response – SLT-Senior support staff (n=)	Schools response – overall (n=)
Primary	353	1552	597	248	531	79	680
Secondary	352	1551	482	201	432	192	565
Academies	27	27	8	5	5	5	9
PRU	6	174	66	22	25	7	38
Nursery	6	222	39	17	45	19	83
Special	6	227	70	31	52	27	82
Missing	0	0	22	7	18	7	54
Grand total	750	3753	1286	531	1107	336	1511

22. As four questionnaires were sent to each school, the table above provides a breakdown of participants' responses by group and school phase/type. The final column details the number of schools who responded. On average we received two responses per school. 'Missing' refers to completed questionnaires which were either returned with the DfES/School Identification number removed or the number had been entered incorrectly on the on-line survey. Without this number we had no other way of identifying the school.

Questionnaire design and piloting

23. There were three separate questionnaires based around the topic guides used for the qualitative school site visits and these were informed by the feedback and preliminary findings from the school visits. In addition, PwC and DfES created a set of research questions (based around the terms of reference) on which the survey would collect information. In this way, the survey not only built on the findings of the school visits but it enabled further exploration of new and important themes.

24. Due to the overall tight timeframe, the questionnaires were piloted face-to-face in 10 schools in September 2006. The table below indicates the number of individuals who took part in the pilot by school type/phase.

Group	Primary	Secondary	Special	PRU	Nursery	Total
Headteacher	4	3	1	1	1	10
SLT (QTS)	2	3	2	0	1	8
SLT (non-QTS)	1	0	0	2	0	3
Governing Body members	1	0	0	1	0	2
Total	8	6	3	4	2	23

25. The questionnaires were well received in the ten schools, eliciting many positive comments. The final draft of the questionnaire incorporated the comments and suggestions made by individuals in the pilot schools.
26. The final questionnaires have a common set of questions which all respondents answered. There was also a specific set of questions which focused on the key group to which the participant belonged. Some schools with smaller leadership teams asked other staff with leadership responsibilities to complete the questionnaires. The majority of questions were close-ended with up to five open-ended questions in each of the surveys.

Maximising participation

27. PwC has used the techniques outlined below to maximise the respondent participation (response rate):
 - Piloting of the survey (discussed above) in the 2006 Autumn term;
 - Designing a layout and format for the questionnaire which makes it easy to complete;
 - All question wording and instructions are easy to follow and understand;
 - Providing pre-paid business reply envelopes within survey packs;
 - Allowing respondents to complete a paper-based copy of the survey or online via a secure website;
 - Following up respondents through the use of an email reminder and by telephoning schools; and
 - Use of existing channels to promote the survey, e.g. National College of School Leadership, National Governors Association, Teachernet and the teacher associations.
28. In addition, PwC included a question in the survey seeking permission to share respondents' non-anonymised responses with the Department on a confidential basis for research and analysis purposes only.

Ensuring reliability and validity of the sample

29. The following methods were used to ensure the validity and reliability of findings from this strand:
 - Piloting the methodology;
 - Gaining informed consent from the relevant staff members of each school; and
 - Coding open-ended questions in a consistent way and ensuring that the coding system was peer reviewed.

Analysis

30. In order to undertake analysis of the data set, responses to each of the questions were coded and a selection of quotations were used to represent the range of comments made for the open-ended questions. The statistical analysis is mainly descriptive (describing patterns in the data). Some of the areas of analysis have involved creating taxonomies and classifying the data according to existing and emergent types of leadership models.
31. The first requirement of the data analysis was to assess the representativeness of the data returns against the number of schools in England from the DfES database. The tables below show that the profile of the survey returns is broadly similar to the original sample frame in terms of school phase/type and size. However, when compared to the number of schools in the DfES database the difference was such that weighting was necessary to correct this. This is discussed further below.

Questionnaire packs sent out and the response by school phase/type compared to the total schools in England from DfES database - percentages

School type / phase	Questionnaire packs sent out	Questionnaires returned	Number of schools in England from DfES data base
Primary	41%	45%	74%
Secondary	41%	37%	16%
Academies	1%	1%	0%
PRU	5%	3%	2%
Nursery	6%	5%	2%
Special	6%	5%	6%
Missing	-	4%	-
Total	100%	100%	100%

Questionnaire packs sent out and the response by school size/type compared to the total schools in England from DfES database – percentages

School	Questionnaire packs sent out	Questionnaires returned	Number of schools in England from DfES data base
<200	39%	30%	41%
200-599	30%	33%	45%
600+	30%	34%	13%
Missing	-	3%	1%
Total	100%	100%	100%

* Total does not sum to 100% due to rounding

Data weighting

32. The tables below show details of the profile of the original sample frame of schools in England as supplied by DfES.

Total schools in England from DfES database (excluding records not selected for sampling due to incomplete information) - raw numbers (note: numbers in individual cells, except totals, have been rounded)

School Size	Primary	Secondary	Academies	Nursery	PRU	Special	Not applicable	Total
<200	7000	440	0	450	410	1301	0	9601
200-599	10200	490	3	0	10	20	0	10723
600+	210	2850	10	0	0	0	0	3070
Missing	100	10	10	0	40	0	50	210
Total	17510	3790	23	450	460	1321	50	23604

Total schools in England from DfES database (excluding records not selected due to incomplete information) - percentages

School Size	Primary	Secondary	Academies	Nursery	PRU	Special	Not applicable	Total
<200	30%	2%	0%	2%	2%	6%	0%	41%
200-599	43%	2%	0%	0%	0%	0%	0%	45%
600+	1%	12%	0%	0%	0%	0%	0%	13%
Missing	0%	0%	0%	0%	0%	0%	0%	1%
Total	74%	16%	0%	2%	2%	6%	0%	100%

33. The following tables detail the profile of those who responded to the survey by size and establishment type, again in both raw numbers and percentages.

Total in survey – raw numbers

School Size	Primary	Secondary	Academies	Nursery	PRU	Special	Not applicable	Total
<200	505	24	0	145	67	161	0	902
200-599	678	268	1	0	3	19	0	969
600+	172	842	6	0	0	0	0	1020
Missing	0	4	16	0	6	0	50	76
Total	1355	1138	23	145	76	180	50	2967

Total in survey – percentages

School Size	Primary	Secondary	Academies	Nursery	PRU	Special	Not applicable	Total
<200	17%	1%	0%	5%	2%	5%	0%	30%
200-599	23%	9%	0%	0%	0%	1%	0%	33%
600+	6%	28%	0%	0%	0%	0%	0%	34%
Missing	0%	0%	1%	0%	0%	0%	2%	3%
Total	46%	38%	1%	5%	3%	6%	2%	100%

34. The difference in the profiles can be explained by the facts that:

- There is no final control over response rates; and
- Sample selected for inclusion was, in agreement with the DfES, deliberately skewed to select a lower proportion of primary and higher proportions of secondary, Academies, nursery, PRU and special establishments than would otherwise be expected.

35. Thus, in order to correct the profile of the achieved sample in relation to that of the original population of schools, the following weights were used.

School Size	Primary	Secondary	Academies	Nursery	PRU	Special	Not applicable
<200	1.7	2.3		0.4	0.8	1.0	
200-599	1.9	0.2	0.4		0.3	0.2	
600+	0.2	0.4	0.3				
Missing		0.3	0.1		0.8		0.1

36. These weights are calculated by multiplying each record by the appropriate number to correct it back to its original proportion in the population/sample frame. Thus, for example, primary schools with 200 – 599 pupils constitute 43% of the total population of schools but only 22% of the final achieved sample. In order to correct representation of the 'weight' of the views from respondents in this group, it is necessary to multiply them by a factor of 1.9 (calculated by dividing 43% by 23%). Similarly, secondary schools with 600+

pupils represent 12% of the population but 28% of the final sample. Thus a corrective weight of 0.4 is applied to each record with this profile.

37. The use of these weights, derived from the size and establishment type, ensures that, as far as possible, data used for analysis are corrected to be representative of the original population data supplied, while allowing for more robust analysis of smaller groups.

Focus groups

Research tools design

38. Focus group research provides an excellent forum in which to test attitudes and opinions across a homogenous group of people. PwC designed the topic guides for use in the focus groups. To maintain consistency and facilitate the integration of findings into our report, the topic guide was based largely around the themes covered in the topic guides used in the school visits and the wider school survey.

Recruitment

39. The following points summarise our approach to recruiting teachers and support staff for participation in focus groups:
- Sample of schools selected within target areas in both urban and rural settings;
 - Headteachers telephoned and sent letters with posters for display in school staffroom - each school also received a follow-up telephone call;
 - A commercially available database of teachers' contact numbers was purchased and recruited via the in-house call centre;
 - The support of teachers was sought to recruit support staff; and
 - All those recruited were sent an invitation and received a reminder call the evening before the focus group.

Focus group structure

40. Focus groups were conducted in five locations throughout England and Wales with two focus groups undertaken in each location (one for teachers and one for support staff). A total of ten groups were facilitated. The table below summarises the focus group structure:

Group	Geography	School type	Participants
1	North	Bristol	Support staff
2	North	Bristol	Teachers
3	Midlands	Manchester	Support staff
4	Midlands	Manchester	Teachers
5	South West	London	Support staff
6	South West	London	Teachers
7	South East	Birmingham	Support staff
8	South East	Birmingham	Teachers
9	Wales	Cardiff	Support staff
10	Wales	Cardiff	Teachers

41. The following table outlines the number of participants in the focus groups by school type/phase.

School type	Support staff	Teachers
Nursery	5	0
Primary	22	15
Secondary	17	16
Special	1	2
External role	1	4
Total	46	37

Analysis and reporting

42. All focus groups were recorded and transcribed for analytical purposes. The group discussions were analysed using the Content Analysis approach which involves mapping views and opinions gathered across groups to the main topics set out for discussion. The findings from the focus group research have been integrated into the Final Report and are set out in Part E of this technical report.

Part B: Annexes – Topic Guides and Questionnaires

Annex 1: Topic Guide: Senior Leadership TeamB13

Annex 2: Topic Guide: GovernorsB16

Annex 3: Topic Guide: Parents Teachers AssociationB19

Annex 4: Topic Guide: Teacher and Support Staff Focus GroupsB20

Annex 5: Topic Guide: StakeholdersB22

Annex 6: Headteacher Questionnaire - England.....B24

Annex 7: Headteacher Questionnaire – WalesB38

Annex 8: Senior Leadership Team – Qualified Teacher Status & Senior Leadership Team –
 Non-Qualified Teacher Status – Questionnaire – EnglandB51

Annex 9: Senior Leadership Team – Qualified Teacher Status & Senior Leadership Team –
 Non-Qualified Teacher Status – Questionnaire – WalesB63

Annex 10: Governing Body Questionnaire – EnglandB74

Annex 11: Governing Body Questionnaire – WalesB84

Annex 1: Topic Guide: Senior Leadership Team

Independent Study on School Leadership

YOUR SCHOOL	
Your school	<ol style="list-style-type: none"> 1. How would you describe your school please? (e.g. phase, type, governance, etc) 2. How long have you been in your current position? And as a leader in total? 3. Please describe the structure of your school in terms of the full range of services you offer, including any extended services. 4. To what extent are multi-agency teams active in your school? 5. Do you have any collaborative or partnership arrangements with other schools? If so, what are these? 6. Have you any other partnership arrangements with any other external organisations in your area? If so, what are these? 7. What is the single greatest challenge you face as a leader in your school?
ROLES AND RESPONSIBILITIES	
Roles and responsibilities	<ol style="list-style-type: none"> 8. How would you describe the model of leadership that applies in your school? How, if at all, has this changed over the last five years? 9. Can you please outline the different roles that you fulfil as a leader in your school? 10. What are the roles and functions of the leadership team in your school? 11. What are the specific roles and responsibilities of the non-teaching leaders and staff who support the leadership team? <i>Probe re non-teaching staff on the leadership team and support staff e.g. bursars school managers etc</i> 12. What contribution do you think the non-teaching leaders and support staff make to the SLT? Do their current numbers meet the needs of your school? 13. Are you aware of any new, non-traditional leadership roles and responsibilities which are emerging in your local authority or nationally? 14. How are new Government policies such as <i>Every Child Matters</i> affecting school leadership roles in your school? 15. In your view, is there any evidence that new leadership and governance models require new or enhanced roles for support staff? 16. Do you think there are models of school leadership which are better suited to specific school contexts? <i>For example, federations, trusts, all-age schools, Academies with single sponsorship, full or extended service schools?</i> 17. How do you think the role of the school leader is likely to change over the next five years?
Governance	<ol style="list-style-type: none"> 18. How would you describe the structure of governance in your school? 19. In your view, what models of governance best support effective leadership? 20. Do you feel that your school has more independence than before? 21. How does increased school independence influence the effectiveness of school leaders? 22. To what extent does increased independence for schools impact on the effectiveness of: <ul style="list-style-type: none"> ➤ school leaders ➤ recruitment of school leaders ➤ performance management of school leaders ➤ pay and reward of school leaders
Management	<ol style="list-style-type: none"> 23. In what way is performance managed in the SLT? 24. What arrangements do you have in place to: <ul style="list-style-type: none"> ➤ Manage staff ➤ Manage school finances and other resources 25. How would you describe industrial relations in your school?
Remodelling	<ol style="list-style-type: none"> 26. In what ways do you think the new remodelling plan for the school team reflects/supports:

	<ul style="list-style-type: none"> ➤ The practice of leadership? ➤ Empowerment of staff? ➤ Improved standards for pupils? <p>27. What are the likely implications of the review of staffing structures for your school?</p> <p>28. Have you identified any gaps in terms of people or skills your school leadership team? How will you address those?</p> <p>29. What direction or support is available to you when making or planning changes to your school structure (e.g. LAs/NRT)? Have you used any of these? What has been their impact?</p> <p>30. With regard to the recent national agreements in what way will you seek to manage workloads of your staff? <i>E.g. 10% PPA time for teachers</i></p> <p>31. In what ways do you think the new remodelling plan for the school team reflects/supports:</p> <ul style="list-style-type: none"> ➤ The practice of leadership? ➤ Empowerment of staff? ➤ Improved standards for pupils?
Teaching/external commitments	<p>32. What percentage of your time would you say is spent teaching?</p> <p>33. What percentage of your time is spent observing lessons?</p> <p>34. And what percentage of your time would you say you spend out of the school on other business? <i>E.g., working as a SIP and supporting system-wide improvement</i></p>
PAY AND CONDITIONS	
Reward systems and structures	<p>35. How are school leaders rewarded in your school?</p> <p>36. To what extent does the current system of rewards, terms and conditions etc meet needs and/or expectations?</p> <p>37. In your opinion, is the present structure of pay and reward adequate in terms of:</p> <ul style="list-style-type: none"> ➤ Distinguishing between: <ul style="list-style-type: none"> ▪ different levels/roles ▪ leadership in different types of school ▪ different geographical locations d) socio-economic factors e.g. schools in deprived areas? ➤ Recognition of individual performance? ➤ Recruiting/retaining key members of staff? <p>38. Do budgetary constraints impact on the ability of the school to reward people?</p> <p>39. Is there sufficient flexibility in current reward structures and other terms and conditions to enable the school to be managed effectively? If so, how is this used?</p> <p>40. To what extent do current reward systems provide an incentive for school leaders to progress to higher levels?</p> <p>41. What are the processes for determining reward for school leaders and how well do these work?</p> <p>42. What, if any, rewards and incentives are available to you in taking on additional responsibilities as a leader?</p> <p>43. How would you describe your work-life balance? How could this be improved?</p>
Recruitment and succession	<p>44. What are the factors which most influence recruitment and retention of leaders in schools? <i>Probe on reward, work-life balance, content of work and personal challenge, working environment and relations with colleagues, structure of the Board of Governors and location</i></p> <p>45. What are the planning arrangements in relation to recruitment and succession in your school/your LA?</p> <p>46. In your opinion, to what extent are new Government policies impacting on recruitment and retention of school leaders?</p> <p>47. In your view, do some leadership and governance models ensure more effective succession planning/transition to new leaders than others?</p>

CAREER FRAMEWORK	
Qualifications and training	<p>48. Are there particular training programmes and qualifications that are, in your view, more consistent with effective school leadership? <i>Probe re qualifications for non-teaching LT members.</i></p> <p>49. Are there specific qualifications which are essential for effective school leadership in certain school types e.g. <i>primary, secondary, special, Academies, extended schools etc?</i></p> <p>50. Do you have any other HR issues regarding your SLT?</p>
On-going professional learning	<p>51. What ongoing professional development activities, including mentoring/coaching, are available to you as a leader? Which of these have you found most useful?</p> <p>52. What, if any, formal (accredited) leadership training did you undertake prior to your first leadership role?</p> <p>53. In your opinion, what are the implications of new policy contexts for CPD for school leaders? <i>E.g. Every Child Matters/Transformation of 14-19/Extended Schools etc</i></p>
Prior career experience/career trajectory	<p>54. What career stages/leadership opportunities support the development of (effective) leaders? <i>Probe for non-teacher LT members.</i></p> <p>55. Do different school types require different career experiences? <i>E.g. primary/secondary/special/Academies</i></p> <p>56. In your experience, which of your career experiences has proved most valuable for your current role?</p>
Professional networks	<p>57. In what, if any, professional networks or groups are you involved?</p> <p>58. Do you receive any external support from other sources? <i>For example, LA, primary consultant leader, School Improvement Partners, an executive head professional association</i></p> <p>59. In your view, what types of networks/collegial groups are most effective in supporting school leaders in their leadership role?</p> <p>60. What support do leaders need to maximise the support from professional networks?</p>
Conclusion	
	<p>61. Is there anything else you would like to add on the future of school leadership?</p>

Annex 2: Topic guide - Governors

Independent Study on School Leadership

YOUR SCHOOL	
Your school	<ol style="list-style-type: none"> 1. Please provide a brief description of the structure of your Board of Governors. 2. Can you please describe the nature of your interactions with the senior leadership team in the school? 3. Do you have any collaborative partnership arrangements with other schools? If so, what are these? 4. Have you any other partnership arrangements with any other external organisations in your area? If so, what are these? 5. What are the main challenges your Board faces in this school context?
ROLES AND RESPONSIBILITIES	
Roles and responsibilities	<ol style="list-style-type: none"> 6. How would you describe the model of leadership that applies in your school? How, if at all, has this changed over the last five years? 7. What are the roles and functions of the leadership team in your school? What are the specific roles and responsibilities of the non-teaching leaders and staff who support the leadership team? <i>Probe re non-teaching staff on the leadership team and support staff e.g. bursars school managers etc</i> 8. What contribution do you think the non-teaching leaders and support staff make to the SLT? Do their current numbers meet the needs of your school? 9. In your opinion, what are the new leadership roles and responsibilities which are emerging (a) in your local authority (b) nationally? 10. How do these roles differ from 'traditional roles' (deputy/head of department/subject leader/KS leader)? 11. How are new Government policies such as <i>Every Child Matters</i> impacting on traditional and emerging school leadership roles in your school? In the wider LA? 12. In your view, is there any evidence that different and emerging leadership and governance models require new or enhanced roles for support staff?
Managing staff	<ol style="list-style-type: none"> 13. How would you describe the way in which performance is managed among the SLT? 14. What systems/arrangements are in place to: <ul style="list-style-type: none"> ➤ Manage school finances ➤ Manage other resources ➤ Manage staff 15. In what way have the skills and competencies necessary for effective and efficient management practices been developed? <i>Probe re qualifications and training</i> 16. How would you describe industrial relations in the school?
Remodelling	<ol style="list-style-type: none"> 17. In what ways are you engaged with the remodelling agenda? 18. What are the likely implications of the review of staffing structures for your school? 19. Have you identified any gaps in your school leadership team? How will you address those? 20. What support is available to you when making or planning changes to your school structure (e.g. LAs/NRT)? Have you used any of these? 21. What, if any, impact has the approach of your LA had on your school structure in terms of leadership? 22. With regard to the recent national agreements in what ways will the workloads of school staff be managed? 23. In what ways do you think the new remodelling plan for the school team reflects/supports:

	<ul style="list-style-type: none"> ➤ The practice of leadership? ➤ Empowerment of staff? ➤ Improved standards for pupils?
RECRUITMENT AND SUCCESSION	
	<p>24. What are the factors which most impact on recruitment and retention of leaders in schools? Probe on reward, work-life balance, content of work and personal challenge, working environment and relations with colleagues, and location.</p> <p>25. What are the planning arrangements in relation to recruitment and succession in your school/your LA?</p> <p>26. In your opinion, to what extent are new policy contexts impacting on the recruitment and retention of school leaders?</p> <p>27. Is there evidence, in your view, that some leadership and governance models ensure more effective succession planning/transition to new leaders? What are the factors that support recruitment, retention and succession planning for different school leadership posts and different school contexts?</p>
PAY AND CONDITIONS	
Reward systems and structures	<p>28. To what extent does the current system of rewards, incentives, contractual arrangements and conditions of employment meet school leaders' needs and/or expectations?</p> <p>29. In your opinion, is the present structure of reward adequate in terms of:</p> <ul style="list-style-type: none"> ➤ Distinguishing between a) different levels/roles b) leadership in different types of school c) different geographical locations d) socio-economic factors e.g. schools in deprived areas? ➤ Recognition of individual performance? ➤ Recruiting/retaining key members of staff? <p>30. To what extent do reward systems provide the right differentials between leadership and other teaching roles in the school?</p> <p>31. Do budgetary constraints impact on the ability of the school to reward people?</p> <p>32. Is there sufficient flexibility in current reward structures and other terms and conditions to enable the school to be managed effectively? If so, how is this used?</p> <p>33. To what extent do current reward systems provide an incentive for school leaders to progress to higher levels?</p> <p>34. What are the processes for determining reward within the school and how well do these work?</p> <p>35. How are senior support staff rewarded in your establishment?</p> <p>36. In your opinion, are the pay conditions/rewards systems adequate for assistant and deputy heads?</p> <p>37. What, if any, rewards and incentives are available for those taking on additional responsibilities as a leader?</p> <p>38. How would you describe the work-life balance of leaders in the school? How could this be improved (if necessary)?</p>
EFFECTIVE MODELS	
New and emerging models of leadership	<p>39. Are there models of school leadership which are better suited to specific school contexts? For example, federations, trusts, all-age schools, Academies with single sponsorship, full or extended service schools?</p> <p>40. How do you think the role of the school leader is likely to change over the next five years?</p>

<p>Governance</p>	<p>41. How would you describe the model of governance in your school?</p> <p>42. What models of governance best support effective school leadership? <i>Probe re contexts</i></p> <p>43. Do you feel that your school does have increased autonomy and to what extent does this impact on the effectiveness of school leaders?</p> <p>44. What impact do governance structures have on the recruitment and retention of leaders for new and emerging school models? <i>For example sponsors/trusts/federations/extended schools/all-age academies</i></p> <p>45. To what extent does increased autonomy impact on the effectiveness of:</p> <ul style="list-style-type: none"> ➤ Recruitment of school leaders? ➤ Performance management of school leaders? ➤ Pay and reward of school leaders? <p>46. What are the implications of increased autonomy for school leaders?</p> <p>47. Is there anything else you would like to add on the future of school leadership?</p>
-------------------	---

Annex 3: Topic guide: Parent Teacher Association

Independent Study on School Leadership	
YOUR SCHOOL	
Your school	<ol style="list-style-type: none"> 1. Please provide a brief outline of your activities as a PTA in supporting the school leadership team. 2. Can you please describe the nature of your interactions with a) the senior leadership team in the school b) the Board of Governors? 3. Do you have any collaborative or partnership arrangements with other schools in your area? If so, what are these? 4. Have you any other partnership arrangements with any other external organisations in your area? If so, what are these? 5. What are the main challenges faced by your PTA in supporting the school leadership team?
SCHOOL LEADERSHIP	
Roles and responsibilities	<ol style="list-style-type: none"> 6. What are the roles and functions of the leadership team in your school? <i>Probe re non-teaching staff on the leadership team</i> 7. What are the main challenges facing school leaders in this school? 8. How would you say the leadership of the school has changed over the last five years? 9. How is this likely to change over the next five years?
	<ol style="list-style-type: none"> 10. Can you please outline your views on the following issues in relation to leadership in your school (e.g. current practice, need for development etc): <ul style="list-style-type: none"> ➤ Staff training needs (and specifically school leaders) ➤ The roles of support staff (and specifically in supporting the school leadership team) ➤ Staff work-life balance ➤ Performance management in the school ➤ Succession planning ➤ Pay and conditions for school leaders
Conclusion	<ol style="list-style-type: none"> 11. Is there anything else you would like to add on the issue of school leadership?

Annex 4: Topic guide: Teacher and Support Staff Focus Groups

INTRODUCTION	
Introduction	<ul style="list-style-type: none"> • Explain background and purpose of project • Explain use of tape-recorder and assure confidentiality • Introductions
ROLES AND RESPONSIBILITIES	
Roles and responsibilities	<ol style="list-style-type: none"> 1. What is the main challenge you face as a teacher / member of support team at present? 2. What do you consider to be the main challenge facing school leaders at present? 3. Could you describe the model of leadership in place in your school? <i>Probe on elements such as:</i> <ul style="list-style-type: none"> ➤ structure of leadership team (traditional / new, members with a teaching / non-teaching background) ➤ roles and responsibilities of school leaders ➤ principles / behaviours of school leaders ➤ contextual influences (i.e. school characteristics and circumstances such as school type, location, rising numbers / falling numbers) 4. Do you think there are models of leadership that are better suited to specific school contexts(type, size, management, those offering extended services)? 5. How, if at all, has the model of leadership changed in your school over the last 5 years? <i>Probe on:</i> <ul style="list-style-type: none"> ➤ nature of changes ➤ impact of changes on effectiveness of leadership in school ➤ impact of Government policies such as Every Child Matters, Workforce Re-modelling, Review of Staffing Structures, and the 14-19 reforms ➤ impact of changes on teachers / support staff (e.g PPA time) 6. Do you think the role of school leaders is likely to change over the next few years? If so, in what way? 7. What contribution do you think teachers / support staff such as yourselves make to the leadership of a school? 8. Has this contribution changed over the last five years? If so, in what way? 9. Do you think there should be enhanced roles for teaching / support staff with regard to school leadership? If so, what should these roles be? 10. Do you feel that the leadership team consults you enough / gives you enough say in how the school should be led / taken forward?
Management	<ol style="list-style-type: none"> 11. What interaction do you have with the leadership team in your school? <i>Probe on:</i> <ul style="list-style-type: none"> ➤ nature of interaction (meetings, classroom observation, formal / informal) ➤ amount of interaction ➤ level of interaction (head teacher, other members of SLT) 12. How satisfied are you with the interaction you have? <i>Probe for reasons behind satisfaction / dissatisfaction)</i> 13. What can school leaders do to best support and empower teachers and support staff? 14. In what way is the performance of teachers / support staff managed in your school? <i>Probe on:</i> <ul style="list-style-type: none"> ➤ involvement of Headteacher / other members of the SLT ➤ nature of process – formal / informal ➤ frequency of process ➤ satisfaction with process and reasons for this

CAREER FRAMEWORK	
Leadership aspirations	15. Do you have aspirations of becoming a school leader? Why / Why not? (<i>Probe on enablers / barriers such as reward, work life balance, content of work, degree of challenge and responsibility, less contact/classroom time, self-confidence, management skills required</i>) 16. How do you think school leaders could most effectively encourage teachers / members of support team to progress to leadership roles?
Pay and conditions	17. In your opinion, is the current structure of pay and reward sufficient to encourage teachers/support staff to seek leadership positions?
Succession planning	18. In your opinion, what are the other incentives/disincentives for teachers/support staff to become a school leader?
Qualifications and training	19. Are there any training programmes and qualifications that you think would be particularly useful to you in order to secure promotion? 20. What are they and why are they useful?
On-going professional learning	21. What ongoing professional development activities would best support you as a teacher / member of support staff in order to progress up the career ladder?
Professional networks	22. In what, if any, professional networks or groups are you involved? 23. In your view, what types of networks are most effective in supporting teachers / support staff in their role?
CONCLUSION	
	24. Is there anything else you would like to add on the future of school leadership?

Annex 5: Topic guide: Stakeholders

INTRODUCTION	
	<ul style="list-style-type: none"> • Introductions • Background to project • Project aims and objectives • Use of tape
ROLES AND RESPONSIBILITIES	
Roles and responsibilities	<ol style="list-style-type: none"> 1. What are the three main challenges currently facing school leaders at present? 2. What are the different roles that headteachers currently fulfil? How, if at all, have these changed over the last five years? And, how are they likely to change over the next five years? 3. Likewise how, if at all, have the roles and functions of the whole school leadership team changed over the last five years? <i>Probe re non-teaching staff on the leadership team and support staff e.g. bursars school managers etc</i> 4. And over the next five? 5. What contribution do you think the non-teaching leaders and support staff make to the SLT? Are current staffing levels of these groups meeting the needs of schools? 6. How are new policies (e.g. Every Child Matters) impacting on traditional and emerging school leadership roles in schools? 7. In your view, is there any evidence that different and emerging leadership and governance models require new or enhanced roles for support staff? 8. How effective are these models in your opinion? E.g. raising standards 9. Are there models of school leadership which are better suited to specific school contexts? <i>For example, federations, trusts, all-age schools, Academies with single sponsorship, full or extended service schools?</i>
Models of leadership and governance	<ol style="list-style-type: none"> 10. How would you describe the models of governance that apply in England and Wales? How, if at all, have these changed over the last five years? 11. How are these models likely to change over the next five years? 12. What models of governance best support effective school leadership? Probe re contexts. 13. Do you think that schools have more independence than before? 14. How does increased school independence influence the effectiveness of school leaders? 15. To what extent does increased independence impact on the effectiveness of: <ul style="list-style-type: none"> ➤ Recruitment of school leaders? ➤ Performance management of school leaders? ➤ Pay and reward of school leaders? 16. What are the implications of increased independence for school leaders?
Management	<ol style="list-style-type: none"> 17. What are the main sources of external support for school leaders? <i>For example, LA, primary consultant leader, School Improvement Partners, an executive head, professional association</i> 18. In your view, what types of networks are most effective in supporting school leaders in their leadership role?
Remodelling	<ol style="list-style-type: none"> 19. In what different ways have school leaders engaged with the remodelling agenda? 20. What are the likely implications of the review of staffing structures for school leadership?
PAY AND CONDITIONS	
Reward systems and structures	<ol style="list-style-type: none"> 21. To what extent does the current system of rewards, incentives, contractual arrangements and conditions of employment meet school leaders' needs and/or expectations? 22. In your opinion, is the present structure of reward adequate in terms of:

	<ul style="list-style-type: none"> ➤ Distinguishing between a) different levels/roles b) leadership in different types of school c) different geographical locations d) socio-economic factors e.g. schools in deprived areas? ➤ Recognition of individual performance? ➤ Recruiting/retaining key members of staff? <p>23. Is there sufficient flexibility in current reward structures and other terms and conditions to enable schools to be managed effectively? If so, how is this used?</p> <p>24. To what extent do current reward systems provide an incentive for school leaders to progress to higher levels?</p> <p>25. What are the issues associated with work-life balance for school leaders?</p>
Recruitment and succession	<p>26. In what ways do schools and local authorities approach planning in relation to recruitment and succession?</p> <p>27. What are the factors which most impact on recruitment and retention of leaders in schools? <i>Probe on reward, work-life balance, content of work and personal challenge, working environment and relations with colleagues and location.</i></p> <p>28. Does this vary for different school leadership posts? And different school contexts?</p> <p>29. In your opinion, to what extent are new policy contexts impacting on the recruitment and retention of school leaders?</p> <p>30. What impact do governance structures have on the recruitment and retention of leaders for new and emerging school models? <i>For example sponsors/trusts/federations/extended schools/all-age academies?</i></p>
CAREER FRAMEWORK	
Qualifications and training	<p>31. Are there particular training programmes and qualifications that are, in your view, more consistent with effective school leadership? <i>Probe re qualifications for non-teaching leadership team members.</i></p> <p>32. Are there specific qualifications which are essential for effective school leadership in certain school types e.g. primary, secondary, special, Academies, extended schools etc?</p> <p>33. In your opinion, what, if any, are the main strategic skills and other skills needs in school leadership teams?</p> <p>34. In your opinion, how will new policy contexts inform continuing professional development for school leaders?</p>
Prior career experience/career trajectory	<p>35. What career stages/leadership opportunities support the development of (effective) leaders? <i>Probe for non-teacher leadership team members.</i></p> <p>36. Are there key leadership and career opportunities which are common to all effective school leaders? <i>Probe for non-teacher leadership team members.</i></p> <p>37. Do different school types require different career experiences? <i>primary/secondary/special/Academies</i></p>
Professional networks	<p>38. What are the main sources of external support for school leaders? <i>For example school improvement partner, local authority consultant, executive</i></p> <p>39. What do you think of the opportunities for headteachers to take on a role themselves as external support for another school?</p> <p>40. In your view, what types of networks/collegial groups are most effective in supporting school leaders in their leadership role?</p>
OTHER	
	<p>41. Are there any lessons which can be learnt from other sectors in terms of school leadership? And leadership models?</p> <p>42. Is there anything else you would like to add on the future of school leadership?</p>

Annex 6: Headteacher Questionnaire - England

DfES No.: _____

SECTION 1: YOU AND YOUR SCHOOL

Q1a. As of **1 September 2006**, how many years have you been a Headteacher in **this** school?

..... year(s)

Q1b. As of **1 September 2006**, how many years have you been a Headteacher **in total**?

..... year(s)

Q2. As of **1 September 2006**, how many years in total have you been teaching?

.....year(s).

Q3. Does your school offer extended services? The core offer of extended services the government wants all schools to provide access to by 2010 comprises: a varied menu of study support activities; 8am-6pm year round childcare; parenting support; swift and easy referral to specialist support services; and community use of schools facilities such as sports, arts and ICT. **(Tick one only)**

Yes, we provide the full core offer of extended services	1		Go to Q4
--	---	--	----------

Yes, we provide some services	2		Go to Q4
-------------------------------	---	--	----------

No	3		Go to Q5
----	---	--	----------

Q4. On a scale of 1 to 5 where 1 is not at all effective and 5 is very effective, how effective do you think these extended services **will be** in terms of each of the following? **(Circle one in each row only)**

	Not at all effective	Not very effective	Neither/nor	Quite effective	Very effective
Improving pupils' achievement	1	2	3	4	5
Improving pupils' well-being	1	2	3	4	5
Improving pupils' motivation	1	2	3	4	5
Improving pupils' behaviour	1	2	3	4	5
Creating an effective transition from home to school and assisting parents to go to work	1	2	3	4	5

Q5 How would you describe your collaborative arrangements with another school/other schools? (Tick one only)			
Hard governance federation (joint governing body)	1		Go to Q6
Soft governance federation (own governing body and joint governance committee with delegated powers)	2		Go to Q6
Soft federation (own governing body and joint governance committee without delegated powers)	3		Go to Q6
Loose, informal collaboration	4		Go to Q6
No collaboration	5		Go to Q7a
Other (please specify)	6		Go to Q6

Q6 What is the biggest benefit for your school from this collaboration? (Tick one only)			
Better entitlement for 14-19 year olds	1	Shared services, e.g., bursar	8
Better strategic leadership	2	Smoother transition of pupils from feeder schools	9
Development of own staff from supporting other schools	3	Training and development for support staff	10
Improved curriculum	4	Training and development for teachers	11
Improvement in behaviour	5	There are no benefits	12
More extended services	6	Other (please specify)	13
More sports and arts activities	7		

Q7a Do you have any collaboration with other external organisations? (Tick one only) (These external organisations do not include other schools)			
Yes	1		Go to Q7b
No	2		Go to Q8a

Q7b What are these collaborations? (Tick all that apply)			
Career services e.g., Connexions	1		
Childcare providers	2		
Further Education	3		
Health and social care providers/professionals	4		
Higher Education	5		
Other training providers	6		
The business community	7		
The voluntary sector/not-for-profit organisations	8		
Other (please specify)	9		

SECTION 2: ROLES AND RESPONSIBILITIES

Now we would like to ask you some questions on your roles and responsibilities and the structure of your senior leadership team.

Q8a. On average, how many hours, if any, do you spend teaching per week in timetabled lessons? **(Please write in actual hours)**

.....hour(s)

Q8b. On average, how many hours, if any, do you spend teaching per week covering lessons? **(Please write in actual hours)**

.....hour(s)

Q9a. On average, which **five** take up most of your time as a headteacher over the school year? **(Tick five only)**

		Q9a Tick five only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools as a School Improvement Partner (SIP) or Primary Strategy Consultant)	2	
Curriculum planning and development	3	
Directing extended services	4	
Finance	5	
Implementing new ideas/initiatives	6	
Management of support staff	7	
Management of teachers	8	
Responsibility for pupils' well-being	9	
School improvement planning	10	
SEN (special educational needs)	11	
Staff recruitment and retention	12	
Strategic vision	13	
Teaching	14	
Timetabling	15	
Working with the LA (Local Authority)	16	

Q9b In your opinion, which three should be your most important activities as a Headteacher over the school year? [Note: this question is not a subset of Q9a, so, you can tick three different options if required] (Tick three only)		
		Q9b Tick three only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools as a School Improvement Partner (SIP) or Primary Strategy Consultant)	2	
Curriculum planning and development	3	
Directing extended services	4	
Finance	5	
Implementing new ideas/initiatives	6	
Management of support staff	7	
Management of teachers	8	
Responsibility for pupils' well-being	9	
School improvement planning	10	
SEN (special educational needs)	11	
Staff recruitment and retention	12	
Strategic vision	13	
Teaching	14	
Timetabling	15	
Working with the LA (Local Authority)	16	

Q10a Which three aspects of your role as Headteacher give you the most satisfaction? (Tick three only)					
Developing staff	1		Regular teaching commitment	7	
Helping other schools improve	2		Seeing children achieve	8	
Improving results	3		Setting strategic vision	9	
Introducing new ideas	4		Working with individual pupils	10	
Involvement in extra curricular activities	5		Other (please specify)	11	
Meeting school improvement targets	6				

Q10b In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?

--

Q11a As a Headteacher do you currently have any external roles? **(Tick one only)**

Yes	1	Go to Q11b
No	2	Go to Q12a

Q11b As a Headteacher what other external roles do you have? **(Tick all that apply)**

Executive head	1	
School improvement partner	2	
Consultant leader	3	
Other (<i>please specify</i>)	4	

Q11c What proportion of your working time would you say that you spend on these external roles on average per year? [Note: Although you may **not** spend time each month on these roles please average the total amount of time over the year] **(Tick one only)**

0-20%	1	
21-40%	2	
41-60%	3	
61-80%	4	
81-100%	5	

Q11d On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school? **(Tick one only)**

Not at all beneficial	1	
Not very beneficial	2	
Neither/Nor	3	
Quite beneficial	4	
Very beneficial	5	

SECTION 3: PAY AND CONDITIONS

Q12a. Can you please indicate your current salary band? (Tick one only)		
Less than £40,000	1	
£40,000-£49,999	2	
£50,000-£59,999	3	
£60,000-£69,999	4	
£70,000-£79,999	5	
£80,000-£89,999	6	
£90,000-£99,999	7	
£100,000+	8	

Q12b. In your opinion do you think that the following should be recognised in the pay structure for the senior leadership team? (Tick one only in each row)				
	Yes		No	
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status	1		2	
Different phase of school	1		2	
Different locations	1		2	
Different socio-economic factors	1		2	
Individual performance	1		2	
Meeting targets in school improvement plan	1		2	
Specialist skills, e.g., finance, HR, etc.	1		2	

Q12c Is there anything else that you think should be recognised in the pay structure for the senior leadership team?

Q13. For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following.....? (Tick one only)				
	Yes		No	
To recruit leaders with QTS	1		2	
To recruit leaders without QTS	2		2	

Q14. On a scale of 1 to 5 where 1 is very inflexible and 5 is very flexible, how flexible, in practice, are the current reward structures and other terms and conditions **in your school?** **(Tick one only)**

Very inflexible	1	
Inflexible	2	
Neither/nor	3	
Flexible	4	
Very flexible	5	

Q15. Which **one** of the following incentives would you find most attractive? **(Tick one only)**

Car	1	Support in external roles	6
Gym membership	2	Work some school hours at home	7
Private health insurance	3	None	8
Season tickets/travel costs	4	Other (please specify)	9
Secondments/sabbaticals	5		

Q16. On a scale of 1 to 5 with 1 being very poor and 5 being very good how would you describe your work-life balance? **(Tick one only)**

Very poor	1	
Poor	2	
Neither/nor	3	
Good	4	
Very Good	5	

Q17a. Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible? **Please give up to three examples only**

Resp1.
Resp2.
Resp3.

Q17b What are the barriers, if any, to delegating these responsibilities? **(Tick one only for each item)**

	Resp. 1	Resp.2	Resp. 3
Legal requirements on head	1	1	1
Lack of skilled/trained staff	2	2	2
Lack of support from the Governing Body	3	3	3
Can't match reward to delegation	4	4	4
Small school, so delegation is not a realistic option	5	5	5
Other (please specify)	6	6	6

Q18. Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive? **(Tick one in each row only)**

	Not at all supported	Not very supported	Neither/nor	Quite supported	Completely supported
From your personal support networks, e.g., coaching/mentoring, support from another colleague	1	2	3	4	5
From your professional support network, e.g. Unions, NCSL, etc.	1	2	3	4	5

Q19a. Thinking about the type of professional development you have experienced as a Headteacher, over the past three years what training have you received? **(Tick all that apply)**

Q19b. Which **one** of these courses did you find most useful? **(Tick one only)**

	Q19a Tick all that apply	Q19b Tick one only
Leadership Programme for Serving Heads		
NPQH (National Professional Qualification for Headship)		
Headteacher induction		
New Visions		
Leading from the Middle		
Local Authority Training		
Headship support network training		
Other please specify		
None		

Q19c. Which one factor has the most influence on keeping you in your post? (Tick one only)				
Contact with pupils	1		Reward	11
Content of work	2		Success of the school	12
Location of the school	3		Support from the Governing Body	13
Making a contribution to the community	4		The structure of the leadership team in the school	14
Personal challenge	5		Training and self-development opportunities	15
Personal autonomy	6		Work/life balance	16
Potential for professional advancement	7		Working environment, e.g., quality of buildings etc	17
Regular teaching commitment	8		Other (please specify)	18
Relationship with colleagues	9			
Reputation of the school	10			

SECTION 4: GOVERNANCE

Q20a. On a scale of 1 to 5 where 1 is very ineffective and 5 is very effective, how effective do you think the governing body is in your school? (Tick one only)		
Very ineffective	1	
Quite ineffective	2	
Neither	3	
Quite effective	4	
Very effective	5	

Q20b. Why do you say that?

SECTION 5: STAFFING STRUCTURES

Q21a. Including you, how many members of staff are on your senior leadership team?

..... member(s)

Q21b. How many members of the senior leadership team are non-Qualified Teacher Status?

..... member(s)

Q21c. How would you describe **THE COMPOSITION** of your senior leadership team? (Please indicate the **number** of each of the following who are a member of your Senior Leadership Team).

write in number		write in number	
Chief executive		Office Manager	
Executive headteacher		Special Educational Needs Co-ordinator	
Headteacher		Key Stage Manager	
Co-headteacher		Advanced Skills Teacher	
Deputy headteacher		Extended school manager	
Assistant headteacher		Phase co-ordinator	
Head of Department		ICT co-ordinator	
Children's Centre Manager		Others (please specify)	
Bursar			

Q22. Does your school have a SIP (School Improvement Partner) (**Tick only one**)

Yes	1		Go to Q23
No	2		Go to Q24

Q23. On a scale of 1 to 5 with 1 being not at all effective and 5 being very effective how effective is your SIP (School Improvement Partner)? (**Tick one only**)

Not at all effective	1		
Not very effective	2		
Neither/nor	3		
Quite effective	4		
Very effective	5		

Q24. Please indicate the position of <u>the person</u> who <u>mostly</u> manages the following on a <u>day-to-day</u> basis. (Tick one only in each section)		
Q24a Curriculum		
Head	1	
Deputy head	2	
Assistant head	3	
Other (please specify)	4	
Q24b Performance and development of teachers		
Head	1	
Deputy head	2	
Assistant head	3	
Other (please specify)	4	
Q24c Performance and development of support staff		
Head	1	
Deputy head	2	
Assistant head	3	
Other (please specify)	4	
Q24d SEN (Special Educational Needs)		
Head	1	
Deputy head	2	
Assistant head	3	
SENCO (Special Educational Needs Co-ordinator)	4	
Other (please specify)	5	
Q24e Extended Services		
Head	1	
Deputy head	2	
Assistant head	3	
Other (please specify)	4	
Q24f School Budget		
Head	1	
Deputy head	2	
Assistant head	3	
Bursar	4	
Other (please specify)	5	

Q25. Distributed leadership involves sharing roles and responsibilities amongst leaders at all levels of an organisation. Based on this definition and using the following scale, to what extent is leadership distributed in your school? **(Tick one only)**

Not at all distributed	1		Go to Q28
Not very distributed	2		Go to Q26
Somewhat distributed	3		Go to Q26
Very distributed	4		Go to Q26
Totally distributed	5		Go to Q26

Q26. On a scale of 1 to 5 with 1 being not at all effective and 5 being very effective, how effective is distributed leadership in your school? **(Tick one only)**

Not at all effective	1		
Quite ineffective	2		
Neither	3		
Quite effective	4		
Very effective	5		

Q27a. Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year? [Note: Please exclude increases due to normal pay increases and answer with regard to the impact of distributed leadership only] **(Tick one only)**

Yes	1		
No	2		
Not applicable	3		

Q27b. Why do you say that? **(Tick one only)**

Higher salaries	1		
Cost neutral – increase has been offset by savings elsewhere	2		
No pay increase	3		
No pay increase but less teaching time	4		
Other (please specify)	5		

Q28 Have you identified any gaps in terms of expertise in your school leadership team? **(Tick one only)**

Yes	1		Go to Q29
No	2		Go to Q31

Q29. What is the main gap that you have identified? (Tick one only)			
Business development	1	Finance	6
Change management	2	Management of support staff	7
Communication skills	3	Management of teachers	8
Curriculum	4	SENCO (special educational needs co-ordinator)	9
Development and management of extended services	5	Other (please specify)	10

Q30 How will you address or how have you addressed this gap? (Tick all that apply)		
Additional training for self	1	
Additional training for members of the Senior Leadership Team	2	
Additional training for other staff	3	
Additional recruitment of staff with QTS	4	
Additional recruitment of specialist support staff	5	
The DfES should be addressing these gaps for us	6	
Do not have the financial resources to do anything	7	
Other (please specify)	8	

Q31. In your opinion, what should the composition of your senior leadership team look like in 5-10 years? (Tick only one)			
Same as it is now	1		Go to Q33
Some changes required	2		Go to Q32
Complete change in structure	3		

Q32. What is the most important change you could make in terms of personnel or improving team's skills to achieve this new composition?

Q33. Are there any other comments you would like to make regarding the future of school leadership?

SECTION 6: ETHNICITY

Q34. Which of these ethnic groups do you consider yourself belonging to? (Tick one only)			
White		Black or Black British	
White British	1	Caribbean	12
White Irish	2	African	13
Any other White background (please specify)	3	Any other Black background (please specify)	14
Mixed		Chinese or Other ethnic group	
White and Black Caribbean	4	Chinese	15
White and Black African	5	Any other ethnic group (please specify)	16
White and Asian	6		
Any other mixed background (please specify)	7		
Asian or Asian British			
Indian	8		
Pakistani	9		
Bangladeshi	10		
Any other Asian background (please specify)	11		

Thank you very much for taking the time to complete this survey. Your responses are very important to the survey and we really appreciate your time and co-operation.

The Research & Analysis Division of the Department for Education and Skills would like to carry out further analysis of your responses to this questionnaire. This analysis will be used to guide future policy-making into educational leadership. All responses will be kept confidential and no individual, class or school will be identified in the reporting of results. The data will be processed in accordance with the Data Protection Act 1998. If you do not wish for your responses to be shared with the DfES, other than in an anonymised manner please tick the following box:

Annex 7: Headteacher Questionnaire - Wales

School Identification No.: _____

SECTION 1: YOU AND YOUR SCHOOL

Q1a. As of **1 September 2006**, how many years have you been a Headteacher in **this** school?

..... year(s)

Q1b. As of **1 September 2006**, how many years have you been a Headteacher **in total**?

..... year(s)

Q2. As of **1 September 2006**, how many years in total have you been teaching?

.....year(s).

Q3 How would you describe your **collaborative arrangements** with another school/other schools? **(Tick one only)**

Hard governance federation (joint governing body)	1		Go to Q4
Soft governance federation (own governing body and joint governance committee with delegated powers)	2		Go to Q4
Soft federation (own governing body and joint governance committee without delegated powers)	3		Go to Q4
Loose, informal collaboration	4		Go to Q4
No collaboration	5		Go to Q5a
Other (please specify)	6		Go to Q4

Q4 What is the biggest benefit for your school from this collaboration? **(Tick one only)**

Better entitlement for 14-19 year olds	1	Smoother transition of pupils from feeder schools	8
Better strategic leadership	2	Training and development for support staff	9
Development of own staff from supporting other schools	3	Training and development for teachers	10
Improved curriculum	4	There are no benefits	11
Improvement in behaviour	5	Other (please specify)	12
More sports and arts activities	6		
Shared services, e.g., bursar	7		

Q5a Do you have any collaborations with other external organisations? (Tick one only) (These external organisations do not include other schools)			
Yes	1		Go to Q5b
No	2		Go to Q6a

Q5b What are these collaborations? (Tick all that apply)			
Career services e.g., Connexions	1		
Childcare providers	2		
Further Education	3		
Health and social care providers/professionals	4		
Higher Education	5		
Other training providers	6		
The business community	7		
The voluntary sector/not-for-profit organisations	8		
Other (please specify)	9		

SECTION 2: ROLES AND RESPONSIBILITIES

Now we would like to ask you some questions on your roles and responsibilities and the structure of your senior leadership team.

Q6a. On average, how many hours, if any, do you spend teaching per week in timetabled lessons? (Please write in actual hours)
.....hour(s)

Q6b. On average, how many hours, if any, do you spend teaching per week covering lessons? (Please write in actual hours)
.....hour(s)

Q7a. On average, which five take up most of your time as a headteacher over the school year? (Tick five only)		
		Q7a Tick five only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools)	2	
Curriculum planning and development	3	
Finance	4	
Implementing new ideas/initiatives	5	
Management of support staff	6	
Management of teachers	7	

Responsibility for pupils' well-being	8	
School improvement planning	9	
SEN (special educational needs)	10	
Staff recruitment and retention	11	
Strategic vision	12	
Teaching	13	
Timetabling	14	
Working with the LA (Local Authority)	15	

Q7b In your opinion, which **three should** be your most important activities as a Headteacher over the school year? [Note: this question is not a subset of Q7a, so, you can tick three different options if required] (**Tick three only**)

		Q7b Tick three only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools)	2	
Curriculum planning and development	3	
Finance	4	
Implementing new ideas/initiatives	5	
Management of support staff	6	
Management of teachers	7	
Responsibility for pupils' well-being	8	
School improvement planning	9	
SEN (special educational needs)	10	
Staff recruitment and retention	11	
Strategic vision	12	
Teaching	13	
Timetabling	14	
Working with the LA (Local Authority)	15	

Q8a Which three aspects of your role as Headteacher give you the most satisfaction? (Tick three only)					
Developing staff	1		Regular teaching commitment	7	
Helping other schools improve	2		Seeing children achieve	8	
Improving results	3		Setting strategic vision	9	
Introducing new ideas	4		Working with individual pupils	10	
Involvement in extra curricular activities	5		Other (please specify)	11	
Meeting school improvement targets	6				

Q8b In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?

Q9a As a Headteacher do you currently have any external roles? (Tick one only)		
Yes	1	Go to Q9b
No	2	Go to Q10a

Q9b As a Headteacher what other external roles do you have? (Tick all that apply)		
Executive head	1	
Consultant leader	2	
Other (<i>please specify</i>)	3	

Q9c What proportion of your working time would you say that you spend on these external roles on average per year? [Note: Although you may not spend time each month on these roles please average the total amount of time over the year] (Tick one only)		
0-20%	1	
21-40%	2	
41-60%	3	
61-80%	4	
81-100%	5	

Q9d On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school? **(Tick one only)**

Not at all beneficial	1	
Not very beneficial	2	
Neither/Nor	3	
Quite beneficial	4	
Very beneficial	5	

SECTION 3: PAY AND CONDITIONS

Q10a. Can you please indicate your current salary band? **(Tick one only)**

Less than £40,000	1	
£40,000-£49,999	2	
£50,000-£59,999	3	
£60,000-£69,999	4	
£70,000-£79,999	5	
£80,000-£89,999	6	
£90,000-£99,999	7	
£100,000+	8	

Q10b. In your opinion do you think that the following should be recognised in the pay structure for the senior leadership team? **(Tick one only in each row)**

	Yes		No	
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status	1		2	
Different phase of school	1		2	
Different locations	1		2	
Different socio-economic factors	1		2	
Individual performance	1		2	
Meeting targets in school improvement plan	1		2	
Specialist skills, e.g., finance, HR, etc.	1		2	

Q10c Is there anything else that you think should be recognised in the pay structure for the senior leadership team?

Q11. For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following.....? **(Tick one only)**

	Yes		No	
To recruit leaders with QTS	1		2	
To recruit leaders without QTS	1		2	

Q12. On a scale of 1 to 5 where 1 is very inflexible and 5 is very flexible, how flexible, in practice, are the current reward structures and other terms and conditions **in your school?** **(Tick one only)**

Very inflexible	1	
Inflexible	2	
Neither/nor	3	
Flexible	4	
Very flexible	5	

Q13. Which **one** of the following incentives would you find most attractive? **(Tick one only)**

Car	1	Support in external roles	6
Gym membership	2	Work some school hours at home	7
Private health insurance	3	None	8
Season tickets/travel costs	4	Other (please specify)	9
Secondments/sabbaticals	5		

Q14. On a scale of 1 to 5 with 1 being very poor and 5 being very good how would you describe your work-life balance? **(Tick one only)**

Very poor	1	
Poor	2	
Neither/nor	3	
Good	4	
Very Good	5	

Q15a. Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible? **Please give up to three examples only**

Resp1.
Resp2.
Resp3.

Q15b What are the barriers, if any, to delegating these responsibilities? (Tick one only for each item)			
	Resp. 1	Resp.2	Resp. 3
Legal requirements on head	1	1	1
Lack of skilled/trained staff	2	2	2
Lack of support from the Governing Body	3	3	3
Can't match reward to delegation	4	4	4
Small school, so delegation is not a realistic option	5	5	5
Other (please specify)	6	6	6

Q16. Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive? (Tick one in each row only)					
	Not at all supported	Not very supported	Neither/nor	Quite supported	Completely supported
From your personal support networks, e.g., coaching/mentoring, support from another colleague	1	2	3	4	5
From your professional support network, e.g. Unions.	1	2	3	4	5

Q17a. Thinking about the type of professional development you have experienced as a Headteacher, over the past three years what training have you received? (Tick all that apply)		
Q17b. Which one of these courses did you find most useful? (Tick one only)		
	Q17a Tick all that apply	Q17b Tick one only
NPQH (National Professional Qualification for Headship)		
Professional Headship Induction Programme in Wales		
Senior Leadership Modules, in Wales		
Local Authority Training		
Other please specify		
None		

Q18. Which one factor has the most influence on keeping you in your post? (Tick one only)					
Contact with pupils	1		Reward	11	
Content of work	2		Success of the school	12	
Location of the school	3		Support from the Governing Body	13	
Making a contribution to the community	4		The structure of the leadership team in the school	14	
Personal challenge	5		Training and self-development opportunities	15	
Personal autonomy	6		Work/life balance	16	
Potential for professional advancement	7		Working environment, e.g., quality of buildings etc	17	
Regular teaching commitment	8		Other (please specify)	18	
Relationship with colleagues	9				
Reputation of the school	10				

SECTION 4: GOVERNANCE

Q19a. On a scale of 1 to 5 where 1 is very ineffective and 5 is very effective, how effective do you think the governing body is in your school? (Tick one only)		
Very ineffective	1	
Quite ineffective	2	
Neither	3	
Quite effective	4	
Very effective	5	

Q19b. Why do you say that?

SECTION 5: STAFFING STRUCTURES

Q20a. Including you, how many members of staff are on your senior leadership team?
 member(s)

Q20b. How many members of the senior leadership team are non-Qualified Teacher Status?
 member(s)

Q20c. How would you describe **THE COMPOSITION** of your senior leadership team? (Please indicate the **number** of each of the following who are a member of your Senior Leadership Team).

write in number		write in number	
Chief executive		Special Educational Needs Co-ordinator	
Executive headteacher		Key Stage Manager	
Headteacher		Advanced Skills Teacher	
Co-headteacher		Phase co-ordinator	
Deputy headteacher		ICT co-ordinator	
Assistant headteacher		Others (please specify)	
Head of Department			
Bursar			
Office Manager			

Q21. Please indicate the position of **the person** who **mostly** manages the following on a **day-to-day** basis. (Tick one only in each section)

Q21a Curriculum		
Head	1	
Deputy head	2	
Assistant head	3	
Other (please specify)	4	
Q21b Performance and development of teachers		
Head	1	
Deputy head	2	
Assistant head	3	
Other (please specify)	4	
Q21c Performance and development of support staff		
Head	1	
Deputy head	2	

Assistant head	3	
Other (please specify)	4	
Q21d SEN (Special Educational Needs)		
Head	1	
Deputy head	2	
Assistant head	3	
SENCO (Special Educational Needs Co-ordinator)	4	
Other (please specify)	5	
Q21e School Budget		
Head	1	
Deputy head	2	
Assistant head	3	
Bursar	4	
Other (please specify)	5	
Q22. Distributed leadership involves sharing roles and responsibilities amongst leaders at all levels of an organisation. Based on this definition and using the following scale, to what extent is leadership distributed in your school? (Tick one only)		
Not at all distributed	1	Go to Q25
Not very distributed	2	Go to Q23
Somewhat distributed	3	Go to Q23
Very distributed	4	Go to Q23
Totally distributed	5	Go to Q23

Q23. On a scale of 1 to 5 with 1 being not at all effective and 5 being very effective, how effective is distributed leadership in your school? (Tick one only)		
Not at all effective	1	
Quite ineffective	2	
Neither	3	
Quite effective	4	
Very effective	5	

Q24a. Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year? [Note: Please exclude increases due to normal pay increases and answer with regard to the impact of distributed leadership only] (Tick one only)		
Yes	1	
No	2	
Not applicable	3	

Q24b. Why do you say that? (Tick one only)		
Higher salaries	1	
Cost neutral – increase has been offset by savings elsewhere	2	
No pay increase	3	
No pay increase but less teaching time	4	
Other (please specify)	5	

Q25 Have you identified any gaps in terms of expertise in your school leadership team? (Tick one only)		
Yes	1	Go to Q26
No	2	Go to Q28

Q26. What is the main gap that you have identified? (Tick one only)			
Business development	1	Management of support staff	7
Change management	2	Management of teachers	8
Communication skills	3	SENCO (special educational needs co-ordinator)	9
Curriculum	4	Other (please specify)	10
Finance	5		
Development and management of community focussed school	6		

Q27 How will you address or how have you addressed this gap? (Tick all that apply)		
Additional training for self	1	
Additional training for members of the Senior Leadership Team	2	
Additional training for other staff	3	
Additional recruitment of staff with QTS	4	
Additional recruitment of specialist support staff	5	
The Welsh Assembly Government/DfES should be addressing these gaps for us	6	
Do not have the financial resources to do anything	7	
Other (please specify)	8	

Q28. In your opinion, what should the composition of your senior leadership team look like in 5-10 years? (Tick only one)		
Same as it is now	1	Go to Q30
Some changes required	2	Go to Q29
Complete change in structure	3	

Q29. What is the most important change you could make in terms of personnel or improving team's skills to achieve this new composition?

Q30. Are there any other comments you would like to make regarding the future of school leadership?

SECTION 6: ETHNICITY

Q31. Which of these ethnic groups do you consider yourself belonging to? (Tick one only)			
White		Black or Black British	
White British	1	Caribbean	12
White Irish	2	African	13
Any other White background (please specify)	3	Any other Black background (please specify)	14
Mixed		Chinese or Other ethnic group	
White and Black Caribbean	4	Chinese	15
White and Black African	5	Any other ethnic group (please specify)	16
White and Asian	6		
Any other mixed background (please specify)	7		
Asian or Asian British			
Indian	8		
Pakistani	9		
Bangladeshi	10		
Any other Asian background (please specify)	11		

Thank you very much for taking the time to complete this survey. Your responses are very important to the survey and we really appreciate your time and co-operation.

The Research & Analysis Division of the Department for Education and Skills and the Welsh Assembly Government for schools in Wales would like to carry out further analysis of your responses to this questionnaire. This analysis will be used to guide future policy-making into educational leadership. All responses will be kept confidential and no individual, class or school will be identified in the reporting of results. The data will be processed in accordance with the Data Protection Act 1998. If you do not wish for your responses to be shared with the DfES, other than in an anonymised manner please tick the following box:

Annex 8: Senior Leadership Team – Qualified Teacher Status & Senior Leadership Team – Non-Qualified Teacher Status – Questionnaire - England

DfES No. : _____

SECTION 1: YOU AND YOUR SCHOOL

Q1. Please indicate which of the following you are: (Please tick one only)

Senior Leadership Team – Qualified Teacher Status (QTS)	1	
Senior Leadership Team – Non-Qualified Teacher Status (non-QTS)	2	

Answer only if Senior Leadership Team – Qualified Teacher Status (coded 1 in Q1)

Q2. How many years have you been a Teacher in this school and total years as a Teacher?

(Write in number of years)

..... year(s) in this school

..... year(s) in total as a teacher

Q3. Which of the following best describes your position? (Tick the ONE below which best describes your position)

Advanced Skills Teacher	1	Head of Department	10
Assistant Headteacher	2	Human Resource Manager	11
Bursar	3	Key Stage Manager	12
Business Manager	4	Office Manager	13
Children’s Centre Manager	5	Premises Manager	14
Deputy Headteacher	6	SENCO	15
Director of Community Liaison	7	Other (please specify)	16
Director of Inclusion	8		
Extended school manager	9		

Q4. How many years have you been in the Senior Leadership Team in this school? (Write in number of years)

..... year(s)

Q5. Have you been on any other Senior Leadership Team? (Tick one only)

Yes	1	Go to Q6
No	2	Go to Q7

Q6. How many years were you on the previous Senior Leadership Team? (Write in number of years)

..... year(s)

Q7. Does your school offer extended services? The core offer of extended services the government wants all schools to provide access to by 2010 comprises: a varied menu of study support activities; 8am-6pm year round childcare; parenting support; swift and easy referral to specialist support services; and community use of schools facilities such as sports, arts and ICT. (Tick one only)			
Yes, we provide the full core offer of extended services	1		Go to Q8
Yes, we provide some services	2		Go to Q8
No	3		Go to Q9a

Q8. On a scale of 1 to 5 where 1 is not at all effective and 5 is very effective, how effective do you think these extended services will be in terms of each of the following? (Circle one in each row only)					
	Not at all effective	Not very effective	Neither/nor	Quite effective	Very effective
Improving pupils' achievement	1	2	3	4	5
Improving pupils' well-being	1	2	3	4	5
Improving pupils' motivation	1	2	3	4	5
Improving pupils' behaviour	1	2	3	4	5
Creating an effective transition from home to school and assisting parents to go to work	1	2	3	4	5

SECTION 2: ROLES AND RESPONSIBILITIES

Now we would like to ask you some questions on your roles and responsibilities and the structure of your senior leadership team.

Q9a. On average, how many hours, if any, do you spend teaching per week in timetabled lessons? **(Write in actual hours)**

.....hour(s)

Q9b. On average, how many hours, if any, do you spend teaching per week covering lessons? **(Write in actual hours)**

.....hour(s)

Q10a. On average, which five take up most of your time over the school year? (Please tick five only)		
		Q10a Tick five only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools as a School Improvement Partner (SIP) or Primary Strategy Consultant)	2	
Curriculum planning and development	3	
Directing extended services	4	
Finance	5	
Implementing new ideas/initiatives	6	
Management of premises	7	
Management of support staff	8	
Management of teachers	9	
Office management	10	
Responsibility for pupils' well-being	11	
School improvement planning	12	
SEN (special educational needs)	13	
Staff recruitment and retention	14	
Strategic vision	15	
Teaching	16	
Timetabling	17	
Working with LAs (Local Authorities)	18	
Other (please specify)	19	

Q10b In your opinion, which **three** should be your most important? [Note: this question is not a subset of Q10a, hence you can tick three different options if required] (**Tick three only**)

		Q10b Tick three only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools as a School Improvement Partner (SIP) or Primary Strategy Consultant)	2	
Curriculum planning and development	3	
Directing extended services	4	
Finance	5	
Implementing new ideas/initiatives	6	
Management of premises	7	
Management of support staff	8	
Management of teachers	9	
Office management	10	
Responsibility for pupils' well-being	11	
School improvement planning	12	
SEN (special educational needs)	13	
Staff recruitment and retention	14	
Strategic vision	15	
Teaching	16	
Timetabling	17	
Working with LAs (Local Authorities)	18	
Other (please specify)	19	

Q11 What **three** aspects of your role give you the most satisfaction? [Note: If the options are not relevant to you please add your own options at "other" (code 12). (**Tick three only**)

Contributing to strategic vision	1	Regular teaching commitment	8
Deputising for Headteacher	2	Improving results	9
Developing staff	3	Seeing children achieve	10
Helping other schools improve	4	Working with individual pupils	11
Introducing new ideas	5	Other (please specify)	12
Involvement in extra curricular activities	6		
Meeting school improvement targets	7		

Q12 In the **first term of the new academic year (2006-2007)** what is the biggest challenge you face in improving your school?

--

Q13a Do you currently have any external roles? **(Tick one only)**

Yes	1		Go to Q13b
No	2		Go to Q14

Q13b As a member of the Senior Leadership Team what other external roles do you have? **(Tick all that apply)**

School improvement partner	1	
Consultant leader	2	
Other (please specify)	3	

Q13c What proportion of your working time would you say that you spend on these external roles on average per year? [Note: Although you may **not** spend time each month on these roles please average the total amount of time over the year] **(Tick one only)**

0-20%	1	
21-40%	2	
41-60%	3	
61-80%	4	
81-100%	5	

Q13d. On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school? **(Tick one only)**

Not at all beneficial	1	
Not very beneficial	2	
Neither/Nor	3	
Quite beneficial	4	
Very beneficial	5	

SECTION 3: PAY AND CONDITIONS

Q14. Can you please indicate your current salary band? (Tick one only)		
Less than £30,000	1	
£30,000-£39,999	2	
£40,000-£49,999	3	
£50,000-£59,999	4	
£60,000-£69,999	5	
£70,000-£79,999	6	
£80,000-£89,999	7	
£90,000-£99,999	8	
£100,000+	9	

Q15a. In your opinion do you think that the following should be recognised in the pay structure for the Senior Leadership team? (Tick one only in each row)				
	Yes		No	
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status	1		2	
Different phase of school	1		2	
Different locations	1		2	
Different socio-economic factors	1		2	
Individual performance	1		2	
Linked to the school improvement plan	1		2	
Specialist skills, e.g., finance, HR, etc.	1		2	

Q15b Is there anything else that you think should be recognised in the pay structure for the senior leadership team?

Q16. For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following.....? (Tick one only)				
	Yes		No	
To recruit leaders with QTS	1		2	
To recruit leaders without QTS	1		2	

Q17. On a scale of 1 to 5 where 1 is very inflexible and 5 is very flexible, how flexible, in practice, are the current reward structures and other terms and conditions in your school? (Tick one only)		
Very inflexible	1	
Inflexible	2	
Neither/nor	3	
Flexible	4	
Very flexible	5	

Q18. Which one of the following incentives would you find most attractive? (Tick one only)			
Car	1	Support in external roles	6
Gym membership	2	Work some school hours at home	7
Private health insurance	3	None	8
Season tickets/travel costs	4	Other (please specify)	9
Secondments/sabbaticals	5		

Q19. On a scale of 1 to 5 with 1 being very poor and 5 being very good how would you describe your work-life balance? (Tick one only)		
Very poor	1	
Poor	2	
Neither/nor	3	
Good	4	
Very Good	5	

Q20a. What responsibilities currently in your job description would you delegate if possible? Please give up to three examples
Resp1.
Resp2.
Resp3.

Q20b What are the barriers if any to delegating these responsibilities? (Tick one only for each example)			
	Resp 1	Resp 2	Resp 3
Lack of skilled/trained staff	1	1	1
Lack of support from the Governing Body	2	2	2
Can't match reward to delegation	3	3	3
Small school, so delegation is not a realistic option	4	4	4
Other (please specify)	5	5	5

Q21. Thinking about both your personal and professional support networks. On a scale of 1 to 5 where 1 is not at all supported and 5 is being completely supported, how would you rate the level of support you receive? (Tick one in each row only)					
	Not at all supported	Not very supported	Neither/nor	Quite supported	Completely supported
From your personal support networks, e.g., coaching/mentoring, support from another colleague at your school or another school	1	2	3	4	5
From your professional support network, e.g., Unions, NCSL, etc.	1	2	3	4	5

Q22a. Thinking about the type of professional development you have experienced, over the past three years what training have you received? (Tick all that apply)		
Q22b. Which one of these courses did you find most useful? (Tick one only)		
	Q22a Tick all that apply	Q22b Tick one only
NPQH (National Professional Qualification for Headship)	1	1
Leading from the Middle	2	2
Local Authority Training	3	3
Other (please specify)	4	4
None	5	5

Q23. Which one factor has the most influence on keeping you in your post? (Tick one only)				
Contact with pupils	1	Reward	11	
Content of work	2	Success of the school	12	
Location of the school	3	Support from the Governing Body	13	
Making a contribution to the community	4	The structure of the leadership team in the school	14	
Personal challenge	5	Training and self-development opportunities	15	
Personal autonomy	6	Work/life balance	16	
Potential for professional advancement	7	Working environment, e.g., quality of buildings etc	17	
Regular teaching commitment	8	Other (please specify)	18	
Relationship with colleagues	9			
Reputation of the school	10			

Q24a. Do you want to become a Headteacher? (Tick one only)		
Yes, in the next 5 years	1	Go to Q25
Yes, but not in the next 5 years	2	Go to Q24b
No	3	Go to Q24b
Not applicable	4	Go to Q24b

Q24b What is the biggest disincentive to becoming a Headteacher?

SECTION 4: STAFFING STRUCTURES

Q25. Does your school have a SIP (School Improvement Partner) (Tick one only)

Yes	1		Go to Q26
No	2		Go to Q27

Q26. On a scale of 1 to 5 with 1 being not at all effective and 5 being very effective how effective is your SIP (School Improvement Partner)? (Tick one only)

Not at all effective	1		
Not very effective	2		
Neither/nor	3		
Quite effective	4		
Very effective	5		

Q27. Distributed leadership involves sharing roles and responsibilities amongst leaders at all levels of an organisation. Based on this definition and using the following scale, to what extent is leadership distributed in your school? (Tick one only)

Not at all distributed	1		Go to Q29
Not very distributed	2		Go to Q28
Somewhat distributed	3		Go to Q28
Very distributed	4		Go to Q28
Totally distributed	5		Go to Q28

Q28. On a scale of 1 to 5 with 1 being not at all effective and 5 being very effective, how effective is distributed leadership in your school? (Tick one only)

Not at all effective	1		
Not very effective	2		
Neither	3		
Quite effective	4		
Very effective	5		

Q29. In your opinion, what should the composition of your Senior Leadership Team look like in 5-10 years? (Tick only one)

Same as it is now	1		Go to Q31
Some changes required	2		Go to Q30
Complete change in structure	3		

Q30. What is the most important change you would make in terms of personnel or improving team's skills to achieve this new composition?

Q31. Are there any other comments you would like to make regarding the future of school leadership?

SECTION 5: ETHNICITY

Q32. Which of these ethnic groups do you consider yourself belonging to? **(Tick one only)**

White		Black or Black British	
White British	1	Caribbean	12
White Irish	2	African	13
Any other White background (please specify)	3	Any other Black background (please specify)	14
Mixed		Chinese or Other ethnic group	
White and Black Caribbean	4	Chinese	15
White and Black African	5	Any other ethnic group (please specify)	16
White and Asian	6		
Any other mixed background (please specify)	7		
Asian or Asian British			
Indian	8		
Pakistani	9		
Bangladeshi	10		
Any other Asian background (please specify)	11		

Thank you very much for taking the time to complete this survey. Your responses are very important to the survey and we really appreciate your time and co-operation.

The Research & Analysis Division of the Department for Education and Skills would like to carry out further analysis of your responses to this questionnaire. This analysis will be used to guide future policy-making into educational leadership. All responses will be kept confidential and no individual, class or school will be identified in the reporting of results. The data will be processed in accordance with the Data Protection Act 1998. If you do not wish for your responses to be shared with the DfES, other than in an anonymised manner please tick the following box:

Annex 9: Senior Leadership Team – Qualified Teacher Status & Senior Leadership Team – Non-Qualified Teacher Status – Questionnaire - Wales

School Identification No. : _____

SECTION 1: YOU AND YOUR SCHOOL

Q1. Please indicate which of the following you are: (Please tick one only)

Senior Leadership Team – Qualified Teacher Status (QTS)	1	
Senior Leadership Team – Non-Qualified Teacher Status (non-QTS)	2	

Answer only if Senior Leadership Team – Qualified Teacher Status (coded 1 in Q1)

Q2. How many years have you been a Teacher in this school and total years as a Teacher? (Write in number of years)

..... year(s) in this school
 year(s) in total as a teacher

Q3. Which of the following best describes your position? (Tick the ONE below which best describes your position)

Advanced Skills Teacher	1	Human Resource Manager	10
Assistant Headteacher	2	Key Stage Manager	11
Bursar	3	Office Manager	12
Business Manager	4	Premises Manager	13
Children’s Centre Manager	5	SENCO (special educational needs co-ordinator)	14
Deputy Headteacher	6	Other (please specify)	15
Director of Community Liaison	7		
Director of Inclusion	8		
Head of Department	9		

Q4. How many years have you been in the Senior Leadership Team in this school? (Write in number of years)

..... year(s)

Q5. Have you been on any other Senior Leadership Team? (Tick one only)

Yes	1	Go to Q6
No	2	Go to Q7a

Q6. How many years were you on the previous Senior Leadership Team? (Write in number of years)

..... year(s)

SECTION 2: ROLES AND RESPONSIBILITIES

Now we would like to ask you some questions on your roles and responsibilities and the structure of your senior leadership team.

Q7a. On average, how many hours, if any, do you spend teaching per week in timetabled lessons? **(Write in actual hours)**

.....hour(s)

Q7b. On average, how many hours, if any, do you spend teaching per week covering lessons? **(Write in actual hours)**

.....hour(s)

Q8a. On average, which five take up most of your time over the school year? (Please tick five only)		
		Q8a Tick five only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools)	2	
Curriculum planning and development	3	
Finance	4	
Implementing new ideas/initiatives	5	
Management of premises	6	
Management of support staff	7	
Management of teachers	8	
Office management	9	
Responsibility for pupils' well-being	10	
School improvement planning	11	
SEN (special educational needs)	12	
Staff recruitment and retention	13	
Strategic vision	14	
Teaching	15	
Timetabling	16	
Working with LA (Local Authorities)	17	
Other (please specify)	18	

Q8b In your opinion, which **three** should be your most important? [Note: this question is not a subset of Q8a, hence you can tick three different options if required] **(Tick three only)**

		Q8b Tick three only
Accountability (implementing the school's strategy and providing sufficient information for the governing body and others to monitor effectively the school's achievement and progress)	1	
Acting as an external consultant (e.g., to other schools)	2	
Curriculum planning and development	3	
Finance	4	
Implementing new ideas/initiatives	5	
Management of premises	6	
Management of support staff	7	
Management of teachers	8	
Office management	9	
Responsibility for pupils' well-being	10	
School improvement planning	11	
SEN (special educational needs)	12	
Staff recruitment and retention	13	
Strategic vision	14	
Teaching	15	
Timetabling	16	
Working with LA (Local Authorities)	17	
Other (please specify)	18	

Q9 What **three** aspects of your role give you the most satisfaction? [Note: If the options are not relevant to you please add your own options at "other" (code 11). **(Tick three only)**

Contributing to strategic vision	1	Meeting school improvement targets	7
Deputising for Headteacher	2	Regular teaching commitment	8
Developing staff	3	Seeing children achieve	9
Helping other schools improve	4	Working with individual pupils	10
Improving results	5	Other (please specify)	11
Introducing new ideas	6		
Involvement in extra curricular activities			

Q10 In the **first term of the new academic year (2006-2007)** what is the biggest challenge you face in improving your school?

--

Q11a Do you currently have any external roles? **(Tick one only)**

Yes	1		Go to Q11b
No	2		Go to Q12

Q11b As a member of the Senior Leadership Team what other external roles do you have? **(Tick all that apply)**

Consultant leader	1	
Other (please specify)	2	

Q11c What proportion of your working time would you say that you spend on these external roles on average per year? [Note: Although you may **not** spend time each month on these roles please average the total amount of time over the year] **(Tick one only)**

0-20%	1	
21-40%	2	
41-60%	3	
61-80%	4	
81-100%	5	

Q11d. On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school? **(Tick one only)**

Not at all beneficial	1	
Not very beneficial	2	
Neither/Nor	3	
Quite beneficial	4	
Very beneficial	5	

SECTION 3: PAY AND CONDITIONS

Q12. Can you please indicate your current salary band? **(Tick one only)**

Less than £30,000	1	
£30,000-£39,999	2	
£40,000-£49,999	3	
£50,000-£59,999	4	
£60,000-£69,999	5	
£70,000-£79,999	6	
£80,000-£89,999	7	
£90,000-£99,999	8	
£100,000+	9	

Q13a. In your opinion do you think that the following should be recognised in the pay structure for the Senior Leadership team? **(Tick one only in each row)**

	Yes		No	
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status	1		2	
Different phase of school	1		2	
Different locations	1		2	
Different socio-economic factors	1		2	
Individual performance	1		2	
Linked to the school improvement plan	1		2	
Specialist skills, e.g., finance, HR, etc.	1		2	

Q13b Is there anything else that you think should be recognised in the pay structure for the senior leadership team?

--

Q14. For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following.....? **(Tick one only)**

	Yes		No	
To recruit leaders with QTS	1		2	
To recruit leaders without QTS	1		2	

Q14. On a scale of 1 to 5 where 1 is very inflexible and 5 is very flexible, how flexible, in practice, are the current reward structures and other terms and conditions in your school? (Tick one only)		
Very inflexible	1	
Inflexible	2	
Neither/nor	3	
Flexible	4	
Very flexible	5	

Q15. Which one of the following incentives would you find most attractive? (Tick one only)			
Car	1	Support in external roles	6
Gym membership	2	Work some school hours at home	7
Private health insurance	3	None	8
Season tickets/travel costs	4	Other (please specify)	9
Secondments/sabbaticals	5		

Q16. On a scale of 1 to 5 with 1 being very poor and 5 being very good how would you describe your work-life balance? (Tick one only)		
Very poor	1	
Poor	2	
Neither/nor	3	
Good	4	
Very Good	5	

Q17a. What responsibilities currently in your job description would you delegate if possible? Please give up to three examples
Resp1.
Resp2.
Resp3.

Q17b What are the barriers if any to delegating these responsibilities? (Tick one only for each example)			
	Resp 1	Resp 2	Resp 3
Lack of skilled/trained staff	1	1	1
Lack of support from the Governing Body	2	2	2
Can't match reward to delegation	3	3	3
Small school, so delegation is not a realistic option	4	4	4
Other (please specify)	5	5	5

Q18. Thinking about both your personal and professional support networks. On a scale of 1 to 5 where 1 is not at all supported and 5 is being completely supported, how would you rate the level of support you receive? (Tick one in each row only)					
	Not at all supported	Not very supported	Neither/nor	Quite supported	Completely supported
From your personal support networks, e.g., coaching/mentoring, support from another colleague at your school or another school	1	2	3	4	5
From your professional support network, e.g., Unions	1	2	3	4	5

Q19a. Thinking about the type of professional development you have experienced, over the past three years what training have you received? (Tick all that apply)		
Q19b. Which one of these courses did you find most useful? (Tick one only)		
	Q19a Tick all that apply	Q19b Tick one only
NPQH (National Professional Qualification for Headship)	1	1
Local Authority Training	2	2
Other (please specify)	3	3
None	4	4

Q20. Which one factor has the most influence on keeping you in your post? (Tick one only)				
Contact with pupils	1	Reward	11	
Content of work	2	Success of the school	12	
Location of the school	3	Support from the Governing Body	13	
Making a contribution to the community	4	The structure of the leadership team in the school	14	
Personal challenge	5	Training and self-development opportunities	15	
Personal autonomy	6	Work/life balance	16	
Potential for professional advancement	7	Working environment, e.g., quality of buildings etc	17	
Regular teaching commitment	8	Other (please specify)	18	
Relationship with colleagues	9			
Reputation of the school	10			

Q21a. Do you want to become a Headteacher? (Tick one only)		
Yes, in the next 5 years	1	Go to Q22
Yes, but not in the next 5 years	2	Go to Q21b
No	3	Go to Q21b
Not applicable	4	Go to Q21b

Q21b What is the biggest disincentive to becoming a Headteacher?

SECTION 4: STAFFING STRUCTURES

Q22. Distributed leadership involves sharing roles and responsibilities amongst leaders at all levels of an organisation. Based on this definition and using the following scale, to what extent is leadership distributed in your school? **(Tick one only)**

Not at all distributed	1		Go to Q24
Not very distributed	2		Go to Q23
Somewhat distributed	3		Go to Q23
Very distributed	4		Go to Q23
Totally distributed	5		Go to Q23

Q23. On a scale of 1 to 5 with 1 being not at all effective and 5 being very effective, how effective is distributed leadership in your school? **(Tick one only)**

Not at all effective	1		
Not very effective	2		
Neither	3		
Quite effective	4		
Very effective	5		

Q24. In your opinion, what should the composition of your Senior Leadership Team look like in 5-10 years? **(Tick one only)**

Same as it is now	1		Go to Q26
Some changes required	2		Go to Q25
Complete change in structure	3		

Q25. What is the most important change you would make in terms of personnel or improving team's skills to achieve this new composition?

--

Q26. Are there any other comments you would like to make regarding the future of school leadership?

--

SECTION 5: ETHNICITY

Q27. Which of these ethnic groups do you consider yourself belonging to? (Tick one only)			
White		Black or Black British	
White British	1	Caribbean	12
White Irish	2	African	13
Any other White background (please specify)	3	Any other Black background (please specify)	14
Mixed		Chinese or Other ethnic group	
White and Black Caribbean	4	Chinese	15
White and Black African	5	Any other ethnic group (please specify)	16
White and Asian	6		
Any other mixed background (please specify)	7		
Asian or Asian British			
Indian	8		
Pakistani	9		
Bangladeshi	10		
Any other Asian background (please specify)	11		

Thank you very much for taking the time to complete this survey. Your responses are very important to the survey and we really appreciate your time and co-operation.

The Research & Analysis Division of the Department for Education and Skills and the Welsh Assembly Government for schools in Wales would like to carry out further analysis of your responses to this questionnaire. This analysis will be used to guide future policy-making into educational leadership. All responses will be kept confidential and no individual, class or school will be identified in the reporting of results. The data will be processed in accordance with the Data Protection Act 1998. If you do not wish for your responses to be shared with the DfES, other than in an anonymised manner please tick the following box:

Annex 10: Governing Body Questionnaire - England

DfES No: _____

SECTION 1: YOU AND YOUR SCHOOL

Q1a. What is your current position on the governing body? (Tick one below which best describes your position)

Chair of the Governing Body	1	
Vice Chair of the Governing Body	2	
Member of the Governing Body	3	
Other (please specify)	4	

Q1b. Which of the following best describes your category as a governor? (Tick one below which best describes your position)

Associate member	1	
Community	2	
Foundation	3	
Local Authority	4	
Parent Governor	5	
Partnership	6	
Sponsor	7	
Staff	8	
Other (please specify)	9	

Q2. How many years have you been a Governor of this school?

(Write in number of years)

..... year(s)

Q3. How many years have you been a Governor in total?

(Write in number of years)

..... year(s)

Q4. Does your school offer extended services? The core offer of extended services the government wants all schools to provide access to by 2010 comprises: a varied menu of study support activities; 8am-6pm year round childcare; parenting support; swift and easy referral to specialist support services; and community use of schools facilities such as sports, arts and ICT. **(Tick one only)**

Yes, we provide the full core offer of extended services	1	Go to Q5
Yes, we provide some services	2	Go to Q5
No	3	Go to Q6

Q5. On a scale of 1 to 5 where 1 is not at all effective and 5 is very effective, how effective do you think these extended services **will be** in terms of each of the following? **(Circle one in each row only)**

	Not at all effective	Not very effective	Neither/nor	Quite effective	Very effective
Improving pupils' achievement	1	2	3	4	5
Improving pupils' well-being	1	2	3	4	5
Improving pupils' motivation	1	2	3	4	5
Improving pupils' behaviour	1	2	3	4	5
Creating an effective transition from home to school and assisting parents to go to work	1	2	3	4	5

Q6. How would you describe your **collaborative arrangements** with another school/other schools? **(Tick one only)**

Hard governance federation (joint governing body)	1		Go to Q7
Soft governance federation (own governing body and joint governance committee with delegated powers)	2		Go to Q7
Soft federation (own governing body and joint governance committee without delegated powers)	3		Go to Q7
Loose, informal collaboration	4		Go to Q7
No collaboration	5		Go to Q8a
Other (please specify)	6		Go to Q7

Q7 What is the biggest benefit for your school from this collaboration? **(Tick one only)**

Better entitlement for 14-19 year olds	1	Shared services, e.g., bursar	8
Better strategic leadership	2	Smoother transition of pupils from feeder schools	9
Development of own staff from supporting other schools	3	Training and development for support staff	10
Improved curriculum	4	Training and development for teachers	11
Improvement in behaviour	5	There are no benefits	12
More extended services	6	Other (please specify)	13
More sports and arts activities	7		

Q8a Do you have any collaboration with other external organisations? **(Tick one only)**
(These external organisations do not include other schools)

Yes	1		Go to Q8b
No	2		Go to Q9a
Don't know	3		Go to Q9a

Q8b What are these collaborations? (Tick all that apply)		
Career services e.g., Connexions	1	
Childcare providers	2	
Further Education	3	
Health and social care providers/professionals	4	
Higher Education	5	
Other training providers	6	
The business community	7	
The voluntary sector/not-for-profit organisations	8	
Other (please specify)	9	

SECTION 2: ROLES AND RESPONSIBILITIES

Now we would like to ask you some questions on your roles and responsibilities and the structure of your senior leadership team.

Q9a. On average, how many hours, do you spend as a Governor each year? (Please write in actual hours)

.....hour(s)

Q9b. Do you also teach in the school? (Tick one only)

Yes	1	Go to Q9c
No	2	Go to Q10

Q9c. On average, how many hours do you spend teaching per week in timetabled lessons? (Please write in actual hours)

.....hour(s)

Q10 As a Governor, do you take the lead on any of the following? (Tick all that apply)		
	Yes	No
Collaboration with other schools	1	2
Developing business partnerships	1	2
Finance	1	2
Performance management of Headteacher	1	2
Pupil behaviour	1	2
Recruitment/retention of staff	1	2
School facilities	1	2
School Improvement Planning	1	2
Setting strategic vision	1	2
Staff training and development	1	2
Working with Local Authority	1	2
Other (please specify)	1	2

Q11 In the **first term of this academic year (2006-2007)** what is the biggest challenge you face in improving your school?

Q12a Do you think your school's relationship with the Local Authority is changing? (Tick one only)		
Yes	1	Go to Q12b
No	2	Go to Q13a
Don't know	3	Go to Q13a
Not applicable	4	Go to Q13a

Q12b. What is the one biggest change that has happened in this relationship over the last three years?

SECTION 3: PAY AND CONDITIONS

Q13a. In your opinion do you think that the following should be recognised in the pay structure for the Senior Leadership team? **(Tick one only in each row)**

	Yes		No	
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status	1		2	
Different phase of school	1		2	
Different locations	1		2	
Different socio-economic factors	1		2	
Individual performance	1		2	
Meeting targets in school improvement plan	1		2	
Specialist skills, e.g., finance, HR, etc.	1		2	

Q13b Is there anything else that you think should be recognised in the pay structure for the senior leadership team?

--

Q14. For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following.....? **(Tick one only)**

	Yes		No	
To recruit leaders with QTS	1		2	
To recruit leaders without QTS	1		2	

Q15. On a scale of 1 to 5 where 1 is very inflexible and 5 is very flexible, how flexible, in practice, are the current reward structures and other terms and conditions **in your school?** **(Tick one only)**

Very inflexible	1	
Inflexible	2	
Neither/nor	3	
Flexible	4	
Very flexible	5	

Q16. On a scale of 1 to 5 with 1 being very poor and 5 being very good, how would you describe the work-life balance of the Headteacher in your school? (Tick one only)		
Very poor	1	
Poor	2	
Neither/nor	3	
Good	4	
Very Good	5	

Q17a. Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks? (Tick one only)			
Yes	1		Go to Q17b
No	2		Go to 18
Don't know	3		Go to 18

Q17b Which task should they delegate first?

Q18. Thinking about support networks. On a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive? (Tick one in each row only)					
	Not at all supported	Not very supported	Neither/nor	Quite supported	Completely supported
From the NGA (National Governors Association)	1	2	3	4	5
From the NCSL (National College of School Leadership)	1	2	3	4	5
From any other local governors organisation	1	2	3	4	5
From the Local Authority	1	2	3	4	5
Governorline	1	2	3	4	5
DfES (Department for Education and Skills)	1	2	3	4	5
Other (please specify)	1	2	3	4	5

SECTION 4: GOVERNANCE

Q19. In your opinion, how can governors of the future **best** support leaders of the future?

--

SECTION 5: STAFFING STRUCTURES

Q20. Does your school have a SIP (School Improvement Partner) **(Tick one only)**

Yes	1		Go to Q21
No	2		Go to Q22
Don't know	3		Go to Q22

Q21. On a scale of 1 to 5 with 1 being not at all effective and 5 being very effective how effective is your SIP (School Improvement Partner)? **(Tick one only)**

Not at all effective	1	
Not very effective	2	
Neither/nor	3	
Quite effective	4	
Very effective	5	

Q22. Distributed leadership involves sharing roles and responsibilities amongst leaders at all levels of an organisation. Based on this definition and using the following scale, to what extent is leadership distributed in your school? **(Tick one only)**

Not at all distributed	1		Go to Q26a
Not very distributed	2		Go to Q23
Somewhat distributed	3		Go to Q23
Very distributed	4		Go to Q23
Totally distributed	5		Go to Q23

Q23. On a scale of 1 to 5 with 1 being very ineffective and 5 being very effective, how effective is distributed leadership in your school? (Tick one only)		
Very ineffective	1	
Quite ineffective	2	
Neither/nor	3	
Quite effective	4	
Very effective	5	

Q24. Has distributed leadership increased the overall wage bill for the Senior Leadership Team in the last year? [Note: Please exclude increases due to normal pay increases and answer with regard to the impact of distributed leadership only] (Tick one only)		
Yes	1	
No	2	
Not applicable	3	

Q25. Why do you say that? (Tick one only)		
Higher salaries	1	
Cost neutral – increase has been offset by savings elsewhere	2	
No pay increase	3	
No pay increase but less teaching time	4	
Other (please specify)	5	

Q26a Have the Governing Body identified any gaps in terms of expertise in your school leadership team? (Tick one only)			
Yes	1		Go to Q26b
No	2		Go to Q28
Don't know	3		Go to Q28

Q26b. What is the main gap that you have identified? (Tick one only)			
Business development	1	Finance	6
Change management	2	Management of support staff	7
Communication skills	3	Management of teachers	8
Curriculum	4	SEN (Special educational needs)	9
Development and management of extended services	5	Other (please specify)	10

Q27. How will you address or how have you addressed this gap? (Tick all that apply)		
Additional training for self	1	
Additional training for members of the Senior Leadership Team	2	
Additional training for other staff	3	
Additional recruitment of staff with QTS	4	
Additional recruitment of specialist support staff	5	
The DfES should be addressing these gaps for us	6	
Do not have the financial resources to do anything	7	
Other (please specify)	8	

Q28. In your opinion, what should the composition of your senior leadership team look like in 5-10 years? (Tick one only)			
Same as it is now	1		Go to Q30
Some changes required	2		Go to Q29
Complete change in structure	3		

Q29. What is the most important change the Governing Body could make in terms of personnel or improving the team's skills to achieve this new composition?	

Q30. Are there any other comments you would like to make regarding the future of school leadership?	

SECTION 6: ETHNICITY

Q31. Which of these ethnic groups do you consider yourself belonging to? (Tick one only)			
White		Black or Black British	
White British	1	Caribbean	12
White Irish	2	African	13
Any other White background (please specify)	3	Any other Black background (please specify)	14
Mixed		Chinese or Other ethnic group	
White and Black Caribbean	4	Chinese	15
White and Black African	5	Any other ethnic group (please specify)	16
White and Asian	6		
Any other mixed background (please specify)	7		
Asian or Asian British			
Indian	8		
Pakistani	9		
Bangladeshi	10		
Any other Asian background (please specify)	11		

Thank you very much for taking the time to complete this survey. Your responses are very important to the survey and we really appreciate your time and co-operation.

The Research and Analysis Division of the Department for Education and Skills would like to carry out further analysis of your responses to this questionnaire. This analysis will be used to guide future policy-making into educational leadership. All responses will be kept confidential and no individual, class or school will be identified in the reporting of results. The data will be processed in accordance with the Data Protection Act 1998. If you do not wish for your responses to be shared with the DfES, other than in an anonymised manner please tick the following box:

Annex 11: Governing Body Questionnaire - Wales

School Identification No.: _____

SECTION 1: YOU AND YOUR SCHOOL

Q1a. What is your current position on the governing body? (Tick one below which best describes your position)

Chair of the Governing Body	1	
Vice Chair of the Governing Body	2	
Member of the Governing Body	3	
Other (please specify)	4	

Q1b. Which of the following best describes your category as a governor? (Tick one below which best describes your position)

Associate member	1	
Community	2	
Foundation	3	
Local Authority	4	
Parent Governor	5	
Partnership	6	
Sponsor	7	
Staff	8	
Other (please specify)	9	

Q2. How many years have you been a Governor of this school?

(Write in number of years)

..... year(s)

Q3. How many years have you been a Governor in total?

(Write in number of years)

..... year(s)

Q4. How would you describe your collaborative arrangements with another school/other schools? (Tick one only)			
Hard governance federation (joint governing body)	1		Go to Q5
Soft governance federation (own governing body and joint governance committee with delegated powers)	2		Go to Q5
Soft federation (own governing body and joint governance committee without delegated powers)	3		Go to Q5
Loose, informal collaboration	4		Go to Q5
No collaboration	5		Go to Q6a
Other (please specify)	6		Go to Q5

Q5 What is the biggest benefit for your school from this collaboration? (Tick one only)			
Better entitlement for 14-19 year olds	1	Smoother transition of pupils from feeder schools	8
Better strategic leadership	2	Training and development for support staff	9
Development of own staff from supporting other schools	3	Training and development for teachers	10
Improved curriculum	4	There are no benefits	11
Improvement in behaviour	5	Other (please specify)	12
More sports and arts activities	6		
Shared services, e.g., bursar	7		

Q6a Do you have any collaboration with other external organisations? (Tick one only) (These external organisations do not include other schools)			
Yes	1		Go to Q6b
No	2		Go to Q7a
Don't know	3		Go to Q7a

Q6b What are these collaborations? (Tick all that apply)		
Career services e.g., Connexions	1	
Childcare providers	2	
Further Education	3	
Health and social care providers/professionals	4	
Higher Education	5	
Other training providers	6	
The business community	7	
The voluntary sector/not-for-profit organisations	8	
Other (please specify)	9	

SECTION 2: ROLES AND RESPONSIBILITIES

Now we would like to ask you some questions on your roles and responsibilities and the structure of your senior leadership team.

Q7a. On average, how many hours, do you spend as a Governor each year? (Please write in actual hours)

.....hour(s)

Q7b. Do you also teach in the school? (Tick one only)

Yes	1	Go to Q7c
No	2	Go to Q8

Q7c. On average, how many hours do you spend teaching per week in timetabled lessons? (Please write in actual hours)

.....hour(s)

Q8 As a Governor, do you take the lead on any of the following? (Tick all that apply)		
	Yes	No
Collaboration with other schools	1	2
Developing business partnerships	1	2
Finance	1	2
Performance management of Headteacher	1	2
Pupil behaviour	1	2
Recruitment/retention of staff	1	2
School facilities	1	2
School Improvement Planning	1	2
Setting strategic vision	1	2
Staff training and development	1	2
Working with Local Authority	1	2
Other (please specify)	1	2

Q9 In the first term of this academic year (2006-2007) what is the biggest challenge you face in improving your school?

Q10a Do you think your school's relationship with the Local Authority is changing? (Tick one only)		
Yes	1	Go to Q10b
No	2	Go to Q11a
Don't know	3	Go to Q11a
Not applicable	4	Go to Q11a

Q10b. What is the one biggest change that has happened in this relationship over the last three years?

SECTION 3: PAY AND CONDITIONS

Q11a. In your opinion do you think that the following should be recognised in the pay structure for the Senior Leadership team? **(Tick one only in each row)**

	Yes		No	
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status	1		2	
Different phase of school	1		2	
Different locations	1		2	
Different socio-economic factors	1		2	
Individual performance	1		2	
Meeting targets in school improvement plan	1		2	
Specialist skills, e.g., finance, HR, etc.	1		2	

Q11b Is there anything else that you think should be recognised in the pay structure for the senior leadership team?

--

Q12. For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following.....? **(Tick one only)**

	Yes		No	
To recruit leaders with QTS	1		2	
To recruit leaders without QTS	1		2	

Q13. On a scale of 1 to 5 where 1 is very inflexible and 5 is very flexible, how flexible, in practice, are the current reward structures and other terms and conditions **in your school?** **(Tick one only)**

Very inflexible	1	
Inflexible	2	
Neither/nor	3	
Flexible	4	
Very flexible	5	

Q14. On a scale of 1 to 5 with 1 being very poor and 5 being very good, how would you describe the work-life balance of the Headteacher in your school? (Tick one only)		
Very poor	1	
Poor	2	
Neither/nor	3	
Good	4	
Very Good	5	

Q15a. Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks? (Tick one only)			
Yes	1		Go to Q15b
No	2		Go to 16
Don't know	3		Go to 16

Q15b Which task should they delegate first?

Q16. Thinking about support networks. On a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive? (Tick one in each row only)					
	Not at all supported	Not very supported	Neither/nor	Quite supported	Completely supported
From Governors Wales	1	2	3	4	5
From any other local governors organisation	1	2	3	4	5
From the Local Authority	1	2	3	4	5
Other (please specify)	1	2	3	4	5

SECTION 4: GOVERNANCE

Q17. In your opinion, how can governors of the future **best** support leaders of the future?

--

SECTION 5: STAFFING STRUCTURES

Q18a. Distributed leadership involves sharing roles and responsibilities amongst leaders at all levels of an organisation. Based on this definition and using the following scale, to what extent is leadership distributed in your school? **(Tick one only)**

Not at all distributed	1	Go to Q20a
Not very distributed	2	Go to Q18b
Somewhat distributed	3	Go to Q18b
Very distributed	4	Go to Q18b
Totally distributed	5	Go to Q18b

Q18b. On a scale of 1 to 5 with 1 being very ineffective and 5 being very effective, how effective is distributed leadership in your school? **(Tick one only)**

Very ineffective	1	
Quite ineffective	2	
Neither/nor	3	
Quite effective	4	
Very effective	5	

Q19a. Has distributed leadership increased the overall wage bill for the Senior Leadership Team in the last year? [Note: Please exclude increases due to normal pay increases and answer with regard to the impact of distributed leadership only] **(Tick one only)**

Yes	1	
No	2	
Not applicable	3	

Q19b. Why do you say that? (Tick one only)		
Higher salaries	1	
Cost neutral – increase has been offset by savings elsewhere	2	
No pay increase	3	
No pay increase but less teaching time	4	
Other (please specify)	5	

Q20a Have the Governing Body identified any gaps in terms of expertise in your school leadership team? (Tick one only)			
Yes	1		Go to Q20b
No	2		Go to Q22
Don't know	3		Go to Q22

Q20b. What is the main gap that you have identified? (Tick one only)			
Business development	1	Finance	6
Change management	2	Management of support staff	7
Communication skills	3	Management of teachers	8
Curriculum	4	SEN (special educational needs)	9
Development and management of community focussed schools	5	Other (please specify)	10

Q21. How will you address or how have you addressed this gap? (Tick all that apply)		
Additional training for self	1	
Additional training for members of the Senior Leadership Team	2	
Additional training for other staff	3	
Additional recruitment of staff with QTS	4	
Additional recruitment of specialist support staff	5	
The Welsh Assembly for Wales/DfES should be addressing these gaps for us	6	
Do not have the financial resources to do anything	7	
Other (please specify)	8	

Q22. In your opinion, what should the composition of your senior leadership team look like in 5-10 years? (Tick one only)			
Same as it is now	1		Go to Q24
Some changes required	2		Go to Q23
Complete change in structure	3		

Q23. What is the most important change the Governing Body could make in terms of personnel or improving the team’s skills to achieve this new composition?

Q24. Are there any other comments you would like to make regarding the future of school leadership?

SECTION 6: ETHNICITY

Q25. Which of these ethnic groups do you consider yourself belonging to? **(Tick one only)**

White		Black or Black British	
White British	1	Caribbean	12
White Irish	2	African	13
Any other White background (please specify)	3	Any other Black background (please specify)	14
Mixed		Chinese or Other ethnic group	
White and Black Caribbean	4	Chinese	15
White and Black African	5	Any other ethnic group (please specify)	16
White and Asian	6		
Any other mixed background (please specify)	7		
Asian or Asian British			
Indian	8		
Pakistani	9		
Bangladeshi	10		
Any other Asian background (please specify)	11		

Thank you very much for taking the time to complete this survey. Your responses are very important to the survey and we really appreciate your time and co-operation.

The Research and Analysis Division of the Department for Education and Skills and the Welsh Assembly Government for schools in Wales would like to carry out further analysis of your responses to this questionnaire. This analysis will be used to guide future policy-making into educational leadership. All responses will be kept confidential and no individual, class or school will be identified in the reporting of results. The data will be processed in accordance with the Data Protection Act 1998. If you do not wish for your responses to be shared with the DfES, other than in an anonymised manner please tick the following box:

Independent Review of School Leadership

Technical Report Part C: Literature Review

Contents

1	Introduction	C1
2	The changing landscape – an overview of relevant social and policy trends	C2
3	Leadership in the public and private sectors	C10
4	Selected issues relating to school leadership	C20
5	Models of school leadership	C28
6	Emerging principles of leadership	C40
7	Conclusions	C48
	Annex A: Bibliography	C51

1 Introduction

- 1.1 This document details the key findings from the literature review phase of the study. This phase involved a short review of existing research and current policy-thinking on effective school leadership. The aim of this document is to provide a brief contextual background to the study¹.
- 1.2 In completing this literature review, we have examined a wide range of the most relevant documents (120 in total) and have drawn on a number of different literature sources which examine leadership within the private and public sector. Approximately 30% of the documents reviewed examined leadership outside the education sector i.e. in the private and other public sector contexts.
- 1.3 This document sets out the key findings from the work that has been conducted to date on the literature review and is structured as follows:
- *The changing landscape – an overview of relevant social and policy trends*; this section examines ‘future’ thinking in relation to potential models of leadership. This is followed by an overview of policy thinking in relation to leadership and implications for the way in which schools and, in particular, leadership, are organised;
 - *Leadership in the public and private sectors*; this section considers briefly definitions of leadership, the concept of distributed leadership, an overview of the characteristics of effective leadership which are predominant in the literature, and describes some of the developments in leadership in the public and private sectors;
 - *Selected issues relating to school leadership*; this section provides a baseline on the current state of school leadership and a brief summary of some of the leadership issues currently facing the education sector, including recruitment and retention, succession planning, sustainability, and the emerging concept of system leadership;
 - *Models of school leadership*; this section describes the current roles and responsibilities of school leaders, distributed leadership in schools, and emerging models of headship and leadership in schools, drawing on the recent work of the NCSL in this area;
 - *Themes emerging*; this section provides an overview of the dominant themes in the literature and a typology of potential school leadership models; and
 - *Conclusions and the way forward*; we draw together the main findings from the previous sections and discuss the implications of the findings for leadership in schools.

¹ This literature review should be read in conjunction with a summary of literature undertaken by University of Nottingham and published by NCSL, entitled ‘Seven strong claims about successful school leadership’ available at <http://www.dfes.gov.uk/research/data/uploadfiles/NCSL%20summary.pdf>

2 The changing landscape – an overview of relevant social and policy trends

Introduction

2.1 This section presents an overview of new policy initiatives (including, for example, the *Every Child Matters* agenda, *New Relationship with Schools* (NRWS), remodelling and 14-19 reforms) and their likely implications for school leaders. It also incorporates some of the current thinking on the future of education over coming decades. The structure of this section is therefore as follows:

- Overview of the policy changes and their implications for school leaders;
- ‘Future’ thinking in relation to education, schools and leadership; and
- Conclusions.

Overview of the policy changes and their implications for school leaders

Overview of initiatives

2.2 The table below provides a summary of selected key government policy initiatives in the education sector that have implications for school leadership.

The ‘Every Child Matters’ Agenda

Following the inquiry into the death of Victoria Climbié, the Government published the *Every Child Matters* Green Paper in September 2003. Subsequent to the consultation on this document, the Children Act was passed in 2004 with the aim of developing more effective and accessible services for children, young people and families. The main aim of the ECM agenda is to develop an integrated approach in terms of the governance, strategy, processes and delivery of children’s services, bringing together public, private, voluntary and community organisations, thus encouraging the development of extended and full-service schools.

For further information, go to: <http://www.everychildmatters.gov.uk>

A New Relationship With Schools (NRWS)

Announced in January 2004 and trialled the following September, the New Relationship with Schools initiative introduces “a cluster of interlocking changes that will affect school inspection, schools’ relations with local and central government, school self-evaluation and planning, data collection from schools and communications with schools”. The changes are fundamentally directed at helping schools to raise standards by reducing burdens, align national and local priorities more closely and release local initiative and energy in schools, complementing the ECM agenda.

For further information, see DfES (2005b) *A New Relationship with Schools: Next Steps*. London: DfES

The Remodelling Agenda: the National Agreement on Raising Standards and Tackling Workload

The main purpose of the National Agreement (signed by the Government, employers and school workforce unions in January 2003) is to reduce teachers’ workloads and to enable them to focus more strongly on teaching and learning. The Agreement acknowledges that headteachers should “have a reasonable allocation of time in support of their leadership and management responsibilities and dedicated time that recognises their significant leadership responsibilities for their school”.

For further information, see DfES (2005c) *Time for Standards: Transforming the School Workforce*. London, DfES available at www.remodeling.org

14-19 Education and Skills

The 14-19 Education and Skills White Paper published in February 2005 established a new national entitlement for 14-19 year olds: “to access the education that is best suited to them, in a setting appropriate to what they are learning and where standards are assured. Every 14-19 year old will have an entitlement to 14 specialised Diploma lines, in addition to the existing National Curriculum”. This entitlement is intended to improve functional skills, strengthen vocational pathways, allow learners to progress at a pace suitable to them, and to tackle disengagement. The White Paper and the subsequent implementation plan make it clear that the new entitlement must be delivered by schools and colleges working in partnership to offer the necessary levels of access and support, based on local needs and patterns of provision.

For further information, see DfES (2005e) *14-19 Education and Skills: Implementation Plan*. London: DfES

Higher Standards, Better Schools for All

The *Higher Standards, Better Schools for All* White Paper, published in October 2005, provided the basis for the Education and Inspection Bill 2006. A number of key initiatives discussed in the Paper are likely to have implications for school leadership, including:

- The introduction of trust schools;
- The role of the LEA as a commissioner of education; and
- Additional commitments to developing the school workforce and leadership

For further information, see HMSO (2005) *Higher Standards, Better Schools for All: More Choice for Parents and Pupils*. London: HMSO.

The Learning Country: a paving document (National Assembly for Wales, 2001)

This document outlines the NAW strategy for learning in Wales to 2010. It acknowledges that “excellent school leadership is vital to raising pupil achievement” and outlines a series of head teacher training programmes unique to Wales, including the Leadership Programme for Serving Heads – this includes 360° feedback from staff and, perhaps, governors, parents and pupils and results in a clear action plan.

- 2.3 In addition to these main policy documents, there has been a significant increase in the extent of collaboration between schools with the formation of either hard or soft federations, defined by DfES as either:

The definition as invoked in the 2002 Education Act which allows for the creation of a single governing body or a joint governing body committee across two or more schools from September 2003 onwards; or

A group of schools with a formal (i.e. written) agreement to work together to raise standards, promote inclusion, find new ways of approaching teaching and learning and build capacity between schools in a coherent manner. This will be brought about in part through structural changes in leadership and management, in many instances through making use of the joint governance arrangements invoked in the 2002 Education Act.²

- 2.4 Furthermore, a number of more specific initiatives such as “healthy eating in schools” and other lifestyle-related programmes demonstrate the new conceptualisation of the role of the school and entail new responsibilities and competencies on the part of headteachers.

² <http://www.standards.dfes.gov.uk/federations/>

Implications of key government initiatives for leadership

Roles and responsibilities

- 2.5 Initiatives such as ECM and the emergence of extended schools are likely to impact on the role of the headteacher, both in the short and the long-term, as new policies become embedded.

The role of the headteacher is likely to move from one in which they are the main driver of extended activity and services, to one where they provide opportunities for others to develop the vision further. The role of the head as meaning-maker is important here, as their actions and speech reinforce the significance of the extended activity to the school as a whole. The head is likely to continue to play a major role in securing the buy-in and support of partner agencies and in communicating with the governing body. However, day-to-day operational activity will more usually be driven by other members of staff. (NCSL, 2006 – Lessons from Extended Schools)

- 2.6 Linked to this, and implicit in the quotation above, is the expectation that the structure of school senior leadership teams will develop in more diverse ways as a greater range of professionals become increasingly involved in the management and leadership of the school and the impact of the remodeling agenda begins to take effect.

Collaboration and networking

- 2.7 The Department indicated on the launch of ECM that strong, autonomous schools will be best placed to collaborate with the new directors of children's services, influence local priorities, and become involved in the delivery of the local agenda, either individually or in clusters and foundation partnerships.³ ECM will also lead to partnership working with a wide cross-section of organisations and people, e.g. the Children's Trust, parents and the wider community, voluntary groups and the private sector. According to the NCSL, these changes set major challenges for school leaders:

Those already at the forefront leading full service schools, children's centres or existing extended schools recognise that they are working in areas of complexity and uncertainty. They know that the school is no longer able to maintain known boundaries, and they see real advantages in taking an outward perspective.

(NCSL, 2006 -The school leadership challenges for the 21st century)

- 2.8 These will require the development of new leadership behaviours, including collaborating with a range of professionals, voluntary and community organisations and the active involvement of parents and students in decision-making, including managing relationships with organisations over whom the school has no direct authority and whose priorities will not always coincide.
- 2.9 The new 14-19 entitlement will necessitate school leaders collaborating with the local LA and LSC to identify skills gaps in provision and promoting the current or potential provision of relevant courses within their establishment.
- 2.10 In Higher Standards, Better Schools for All, the introduction of trust schools and subsequent changes to governance will, though voluntary, impact on school leaders by increasing the autonomy of schools and extending levels of collaboration with the private and voluntary sectors as well as other schools. In addition, the Department is encouraging federations and other partnership arrangements between schools and other organisations which rely heavily on collaboration and the sharing of resources and skills.

³ <http://www.everychildmatters.gov.uk>

Training and professional development

- 2.11 The ECM agenda will demand a variety of leadership skills including influencing and networking skills, as school leaders seek to contribute to new local agendas and ensure buy-in within the school and the community. This may involve targeted professional development and training for various staff members - particularly members of the SLT.
- 2.12 Many aspects of the New Relationship With Schools (NRWS) initiative have implications for training. Key aspects that will impact on the role of the leader in schools include new models of self-evaluation, the single conversation and the creation of the role of the School Improvement Partner (SIP) to provide professional challenge and support for leaders.
- 2.13 In the case of secondary schools, it is intended that approximately 75% of SIPs should be serving or recent secondary headteachers. The benefits of this are likely to include: wider career paths for experienced heads; extra local and national capacity for school improvement; and, faster development of the next generation of heads. However, this initiative also raises the issue of capacity within the SIP 'home' school to lead in the absence of the existing head.
- 2.14 The implementation of the 14-19 agenda will involve leaders in motivating, training and developing staff in a period of change. The proposed changes could also mean that leaders must engage with staff from other educational settings.
- 2.15 Significant training and development needs will arise from the Higher Standards, Better Schools for All initiative, as, for example, Trust schools will be responsible for employing their own staff and managing their assets. There may be opportunities for sharing of resources and workforce development where a Trust is responsible for managing more than one school. These proposals will evidently give new freedoms and new responsibilities to headteachers:

There is no single blueprint for becoming a Trust - schools can choose who they work with, and how, in order to best meet the needs of their pupils.⁴

- 2.16 In terms of school workforce and leadership development, the White Paper promised to:
- Reform all teachers' professional standards;
 - Increase the capacity of teaching and other staff (including health and welfare staff for future roles in full-service and other extended schools, trained bursars and other administrative staff); and
 - Increase the diversity of teaching and other staff (this includes by ethnic background, and professional background, e.g. secondments from employers).
- 2.17 In regard to school leaders in particular, the Department pledges to develop better career paths for those who are regarded as the most able leaders. Other key actions include:
- Developing leaders for schools in the most challenging circumstances, for Academies and for federations;
 - Developing advice and support on effective succession planning;
 - Supporting schools wishing to recruit professionals in, for example, human resources; and
 - Clarifying career paths for able administrative and other non-teaching staff.

⁴ DfES Press Release 28 February 2006

Flexibility and openness to change

- 2.18 All the initiatives reflect the evolution in context and culture in schools which has already begun and is likely to continue as their recommendations are implemented. ECM describes strong, autonomous schools, yet also highlights common processes, including the Common Assessment Framework and the new information sharing index. It also makes specific reference to cultural transformation and to strategies for developing a learning culture, for example, establishing a common set of skills, knowledge and terminology and encouraging sustainability by developing leadership capacity. Redesigning services, planning accommodation and resource needs may also lead to a change in the physical context (particularly in light of the *Building Schools for the Future* initiative).
- 2.19 Furthermore, as work towards the full implementation of the *14-19 national entitlement* in 2013 progresses, schools and colleges will assume new responsibilities in regard to the management of open choice and accountability, particularly in the purchase of external provision and in the performance of students formally on the roll of other institutions. Schools and colleges will also be able to bid to provide courses in areas where there are gaps or where quality is inadequate. This is a major shift in culture, which will also be influenced by the need to manage more open attendance arrangements, as students attend a wider range of establishments.
- 2.20 Finally, *Higher Standards, Better Schools for All* will influence the context in which the school operates as a result of the formation of trust schools with their specific governance arrangements and the anticipated increase in the schools' levels of autonomy.

Summary of implications of new policies

- 2.21 To summarise, the documents reviewed in this section suggest a number of key implications for the evolution of school leadership models:
- New ways of working will emerge as the principal will become increasingly involved in relationships beyond the traditional boundaries of the school, with collaborative, influencing and networking skills coming to the fore;
 - Enhanced roles for support staff are likely to lead to structural changes to the senior leadership teams in schools;
 - Personal interaction will become increasingly important in this environment where traditional structures of command will no longer apply. Furthermore, the market is likely to become increasingly competitive as schools bid for new provision, students and business sponsors;
 - There are inherent tensions in this scenario as leaders try to reconcile the drive for collaboration and the increase in competitiveness. Operationally, more fluid school boundaries will impact on the management of staff (in terms of communication of direction, culture and development for example) and resources. Schools will need to be more open and flexible to accommodate changes; and
 - In summary, the combined effect of the above legislation and future thinking is likely to have significant implications for the style of leadership adopted.

'Future' thinking in relation to education, schools and leadership

- 2.22 Following our consideration of the current policy context, this section addresses some of the "future" thinking on the development of education and schooling over the coming decades and some of the likely implications for future models of leadership in schools, building on some of the themes identified above.
- 2.23 Much of the literature on the future of schooling focuses on the implications of the switch from an industrial to post-industrial society, particularly in regard to the new knowledge economy:

Up until the last ten years the structure of secondary schools in this country and across the developed world had not changed very much since the beginning of the twentieth century. Schools had been characterised as hierarchical, standardised, information sparse, based on knowledge transmission and centralised control. They were also vertically integrated (divided into subject departments) and custodial in nature. This was in contrast with the wider environment which has become increasingly complex, unpredictable, network based, horizontally integrated and increasingly information rich. (Walsh, 2003)

- 2.24 This changing context raises fundamental questions with regard to the shift in emphasis for educational leaders of the future. Key issues identified include (OECD, 2001):
- The knowledge economy – is there a greater need for education based around personal development and citizenship rather than cognitive knowledge?
 - Inequality and exclusion – is the knowledge economy worsening social inequality, and if so, what are the implications for the role of the school?
 - Changing family and community life – what are the implications of increasingly fragmented families and communities for schools?
- 2.25 In general terms, there is recognition that changes in society will require the education system to imbue students with the following characteristics (Hargreaves, 2000):

Research evidence on competencies required in the knowledge economy

- Meta-cognitive abilities and skills;
- The ability to integrate formal and informal learning, declarative knowledge and procedural knowledge;
- The ability to access, select and evaluate knowledge in an information-soaked world;
- The ability to develop and apply several forms of intelligence;
- The ability to work and learn effectively and in teams;
- The ability to create, transpose and transfer knowledge;
- The ability to cope with ambiguous situations, unpredictable problems and unforeseeable circumstances; and
- The ability to cope with multiple careers - learning how to 're-design' oneself, locate oneself in a job market, choose and fashion the relevant education and training.

Source: Hargreaves (2000) Presentation to the OECD/CERI Governing Body

- 2.26 Hargreaves (2000) states that, in order to achieve these outcomes for students, an effective education system in the knowledge economy must: train all leaders in knowledge management; create research and development links between schools and universities; learn how to transfer professional knowledge and skills rapidly within and between educational institutions; and establish dense networks of teachers and schools to support knowledge creation and transfer.
- 2.27 Miller & Bentley (2002) present a number of scenarios which describe possible developments in school organisation in the next 20 to 30 years and the implications for leadership. They describe a future where leadership is widely distributed and, for the most part, collective; and local decision-making is strong, while drawing on well-developed national/international support frameworks. Schools are seen as focused learning organisations, characterised by flat hierarchy structures, teams, networks and diverse sources of expertise.
- 2.28 Much of the literature seems to agree that the quality of interpersonal relationships will continue to be a powerful change agent in schools of the future. Bennett (2001) argues that strategy will still be important but that it will be implemented through relationships rather than plans:

The importance and quality of the leader's relationships, both internal and external, will be critical to the success of the school:

- Drawing from the resources, human and physical, in the local community;
- Seeking partnerships with business and commerce; and
- Bidding for the latest round of local and national funding.

Success in all of these spheres will be dependent on optimising the benefits of established relationships and forming new ones on a regular basis.

Source: Bennett (2001) *The School of the Future: Key Issues for School Leaders*

- 2.29 The future role of schools as centres of community activity and identity has also received widespread recognition. Istance (2001) foresees a future where:

As different community institutions erode, leading to a crisis of values and social cohesion, the school comes to be regarded as a critical bulwark against generalised fragmentation and social pathologies.

- 2.30 The future vision is of a central role for schools in the life of a community, combined with increased autonomy and significant local control over virtually every aspect of the school, including finance.

Devolution of responsibility to schools puts a large amount of power and influence in the hands of school managers and in particular principals. (Hirsch, 2002)

Conclusions

- 2.31 From this review of current policy and future thinking, it appears likely that new ways of working will emerge as the school leader becomes increasingly involved in relationships beyond the traditional boundaries of the school, with collaborative, influencing and networking skills coming to the fore. In addition, enhanced roles for support staff are likely to lead to structural changes to the senior leadership teams in schools.

- 2.32 Substantial training and development of all staff, teaching and non-teaching, and particularly the senior leadership is likely to be required in this new context.
- 2.33 Personal interaction will become increasingly important in this environment where traditional structures of command will no longer apply. Furthermore, the market is likely to become increasingly competitive as schools bid for new provision, students and business sponsors.
- 2.34 There are inherent tensions in this scenario as leaders try to reconcile the drive for collaboration and the increase in competitiveness. Operationally, more fluid school boundaries will impact on the management of staff (in terms of communication of direction, culture and development for example) and resources. Schools will need to be more open and flexible to accommodate changes.
- 2.35 In addition, societal changes will require schooling to adapt to meet the demands of the knowledge economy and schools are likely to assume an increasing social role as hubs of the local community.
- 2.36 In summary, the combined effect of the new policies and futures thinking is likely to have significant implications for the style of leadership adopted.

3 Leadership in the public and private sectors

Introduction

3.1 This section provides an introduction to some concepts of leadership, focusing on the emerging importance of distributed leadership. It also briefly describes some of the characteristics of effective leadership and considers some of the key issues impacting on leadership in the private and public sectors and the potential outcomes for new ways of working and leading. The structure of this section is as follows:

- Definitions of leadership;
- Distributed leadership;
- Characteristics of effective leadership;
- Leadership in the private sector;
- Leadership in the public sector; and
- Conclusions

Definitions of leadership

3.2 It is beyond the scope of this review to address all definitions and theories of leadership, but by way of introduction, it is worth presenting two views which illustrate, firstly, the range of components of leadership (personality, behaviour and context) and secondly, the distinctions between leadership and management.

Much of the traditional leadership theory falls within three broad categories. Some leadership theories centre on the disposition of the leader, their personality traits. Others focus on the behaviour of the leader, identifying the different roles they fulfil and preferring to see leadership in terms of what leaders do rather than their characteristics. A third group of theories view leadership as specific to the context. They are based on the idea that different situations require different styles of leader. Crainer & Dearlove (2005)

3.3 Day (2000) distinguishes between leadership and management as follows:

Leadership roles refer to those that come with and without formal authority, whereas management development focuses on performance in formal managerial roles. Leadership processes are those that generally enable groups of people to work together in meaningful ways, whereas management processes are considered to be position- and organisation-specific.

3.4 The Chartered Institute of Personnel and Development presents three levels of leadership taken from Adair (2006)⁵, provided below, to delineate different types of behaviour and skills at the strategic, organisational and team-based levels. This diagram therefore illustrates leadership at a number of levels within an organisation.

⁵ Available from the Chartered Institute of Personnel and Development: www.cipd.co.uk

Adair's levels of leadership



Adair, J (2006) *Effective Leadership*

3.5 These levels are described further as:

- Front-line or team leadership - in which one person (the leader) is responsible for creating specific outcomes usually within a given timescale and with given resources through their own actions and those of their immediate followers;
- Operational leadership - which is to do with day-to-day operations within the organisation and is a major determinant of its culture and climate; and
- Strategic leadership - about 'big picture' issues such as change, vision, translating that vision into purpose, effective communication, and the behaviour of the CEO and senior management team.

Distributed leadership

3.6 Over the past decade delayering and horizontal management structures have been adopted in both business and education (Powell, 2002):

Flatter organisations offer a new set of management actions; more teamwork, less bureaucracy, better communications, opportunities for professional development and greater job satisfaction.

3.7 Crainer & Dearlove (2005) state that "possibly the idea [in modern leadership] that has the most profound implications is the notion of distributed leadership. Maybe the idea of 'the leader' is misplaced. Maybe we are expecting too much...'. They also cite Ridderstrale's comment that:

Leadership in a modern organisation is highly complex and it is increasingly difficult – sometimes impossible – to find the necessary traits in a single person... in the future we will see leadership groups rather than individual leaders.

- 3.8 This, taken in conjunction with the evidence presented in the ‘future thinking’ section in the previous section, would seem to suggest that the concept of distributed leadership is becoming more widespread.
- 3.9 Bennett et al. (2003) identify a number of meanings within the concept of distributed leadership in the literature which have three main elements:
- Concertive action by interacting individuals;
 - Openness of the boundaries of leadership; and
 - Distribution of varieties of expertise distributed across the many, not the few.
- 3.10 In this study, the authors cite Gronn’s concern that consideration should also be given to the disadvantages of distributed leadership. They discern a number of variables in the existing literature which will impact on the success or otherwise of distributed leadership models: control/autonomy; organisational structure and agency; social and cultural context; and source of change.
- 3.11 MacBeath et al (2004) present the following descriptions of the different terminologies employed in regard to distributed leadership (see table overleaf).

Terminologies related to distributed leadership (MacBeath, Oduro, Waterhouse, 2004)	
Dispersed	‘Dispersed’ appears to suggest leadership as an activity that can be located at different points within an organisation and pre-exists delegation which is a conscious choice in the exercise of power. The idea of <i>dispersed leadership</i> is captured by David Green’s term ‘leaderful community’ which involves a community ‘in which people believe they have a contribution to make, can exercise their initiative and can, when relevant to the task in hand, have followers’ (Green, 2002, quoted in MacBeath et al, 2004).
Collaborative	Operates on the basis of ‘alliance’ or ‘partnering’ or ‘networking.’ Network learning communities, sponsored by NCSL are an expression of collaboration across the boundaries of individual institutions. Collaborative leadership may also apply to an ‘inter-agency context’, expressed in schools’ joint work with community agencies, parents, teacher groups, and other external stakeholders.
Democratic	Leadership as ‘democratic’ is by definition antithetical to hierarchy and delegation. Elsbernd (n.d.) suggests four defining characteristics (i) a leader’s interaction with, and encouragement of others to participate fully in all aspects of leadership tasks (ii) wide-spread sharing of information and power (iii) enhancing self-worth of others and (iv) energising others for tasks Democratic leadership can either take the form of <i>consultative</i> (where a leader makes a group decision after consulting members about their willingness) or <i>participative</i> decision-making (where a leader makes the decision in collaboration with the group members - often based on majority rule) (Vroom & Yetton, 1973, quoted in MacBeath et al, 2004).
Shared	Shared leadership is best understood when leadership is explored as a social process – something that arises out of social relationships and not simply what leaders do (Doyle & Smith, 2001, quoted in MacBeath et al, 2004). It does not dwell in an individual’s qualities or competencies but lies ‘between people, within groups, in collective action, which defies attempts to single out ‘a leader’ (MacBeath, 2003). It is built around openness, trust, concern, respect and appreciation.

Characteristics of effective leadership

- 3.12 It is generally accepted that effective leadership involves creating a clear vision and purpose for the school (Bolam *et al*, 1993) and communicating that mission clearly and cogently throughout the whole organisation (Hammersly-Fletcher & Brundett, 2005). The term transformative leadership is often used to describe the dynamic and inclusive nature of effective leadership in schools.
- 3.13 Leithwood and Riehl (2003) identified ‘direction setting as a core successful leadership practice,’ whilst others have pointed to the importance of vision and culture building as core qualities of effective leadership.
- 3.14 Other studies have pointed to the importance of power sharing as the key to transformative leadership (e.g. Teddlie & Stringfield, 1993; Rutter *et al.*; 1979; Mortimore *et al.*, 1988). Regardless of the approach adopted, there is a tendency (see Reynolds, 2001) for the following characteristics to point towards effective leadership:

Evidence on the characteristics of effective leaders

- A sense of mission; with simultaneous ‘top down-ness’ and ‘bottom up-ness’. In this situation leadership tasks will tend to be distributed within a leadership team;
- Involving others; a participative approach and sharing of academic leadership amongst the members of staff;
- Concern with teaching, pupil learning and the operation of the classroom or learning level;
- Hands-on monitoring; frequent and personal monitoring of staff performance through popping in and out of classrooms, conversing informally and being on the spot to give advice or help in decision-making;
- Hands-on staffing; involvement in selection and replacement of teachers which also involves headhunting of good recruits and the pressuring of less competent staff to either improve or move to another school;
 - An academic orientation; which involves focusing on the importance of academic goals and processes;
 - High expectations; of both students and the members of staff; and
 - Monitoring and evaluation; using monitoring and evaluation systems at school level to manage school institutions better and feeding back appropriate information to a range of individuals, e.g. pupils, parents etc.

Source: D. Reynolds (2001) *Effective school leadership: the contributions of school effectiveness research*

- 3.15 The following sections briefly examine leadership in the public and private sectors. Hartley & Hinksman (2003) list some of the differences between the public and private sectors which impact on leadership development in the public sector, including:
- The public sector includes the contribution of political leadership to organisational and user outcomes;
 - Managerial leaders in the public sector require policy analysis, political analysis and political leadership skills – areas which receive less emphasis in the private sector literature;
 - The public sector may have multiple, ambiguous and contested goals for a number of services;
 - Leadership may be required across organisational boundaries;
 - The rate of change in public sector organisations has often great impacts; and

- Public sector leadership must work in conditions of higher transparency and accountability than many private sector organisations.

Leadership in the private sector

- 3.16 Despite these apparent differences between the private and public sectors, it should be noted, however, that private sector organisations are increasingly working under similar conditions stimulated by concepts of corporate citizenship (World Economic Forum, n.d.), particularly in regard to governance arrangements to monitor non-financial performance, engagement with external stakeholders, and transparency and accountability.
- 3.17 This is echoed by Franks in the foreword to the Financial Times and PricewaterhouseCoopers publication, *Mastering Leadership* (2003):

On the one hand, we have interventionist governments, strengthened corporate governance processes, increased disclosure and shareholder activism; on the other we have a continually and rapidly changing business environment.

- 3.18 Franks argues that these changes have resulted in new leadership models: 'in particular, the cult of the charismatic chief executive appears to be coming to an end'. However, he also notes that further work needs to be undertaken around distributed leadership in practice:

We have not yet seen much on the issue of collective leadership beyond the issues of effective team-working and executive reward. It does seem perverse, though, to pin so much hope on the abilities of one individual. The shelf life of CEOs is decreasing, and with unstable stock markets, rewards for the job are constantly under scrutiny.

- 3.19 Harris et al. (2002) agrees that models of leadership in the private sector are changing in response:

The days of the indispensable, singular leader are numbered as those in multi-national corporations embrace a new form of leadership that strips out bureaucracy and fosters collaboration. The old fashioned 'lead from-the top' figures of authority who led by virtue of power of their position are no longer tenable. A new model of leadership is emerging, one that recognises the limitations of an approach to organisational change and development premised upon the efforts of just one person.

- 3.20 This view is shared by Belbin (2004) who suggests that the evolution from hierarchical to networking systems is the mark of a modern organization while Nicholson (2003) describes new business models as 'networks, hubs, and loose-linked satellite models'. It appears therefore that distributed models are coming increasingly to the fore in organisations in the private sector. Over the next 20 years, Franks (2003) predicts that human capital will be the real challenge for leadership rather than business processes – focused on relationship building and sustainability.

We need to know how to lead the resulting organisations to sustainable success in the longer term. This involves winning the hearts and minds of stakeholders affected by transformational change – employees, suppliers, customers, advisors, pensioners – and then engaging them in the business going forward.

- 3.21 Organisational design is viewed as critical to performance and structural and cultural change is also becoming more frequent as a result of changes in the external environment:

Business leaders have to address organisational design more and more often – every time companies integrate acquisitions, realign against key customers or introduce new enterprise resource planning systems (Whittington, Mayer & Smith, 2003).

3.22 There are clear parallels between this context and the challenges currently facing schools, particularly in the context of extended and full-service schools. However, reorganisation is by no means always successful (Whittington et al., 2003); key areas where difficulties arise include increased internal flexibility, employee morale, and retention of key employees. Again, these are issues that may come to the fore in any reorganisation of school structures. The authors conclude that the personal credibility and involvement of the chief executive is key in such situations.

3.23 Leadership in the private sector is also increasingly viewed as being about managing relationships:

Success takes intuitive or learned knowledge of how exactly to lead people – how to execute through them, motivate and empower them (Feiner, 2003).

3.24 In line with this focus on relationships, personality is, once again, viewed as important to great leadership – investment alone is no longer perceived as sufficient (Nicholson, 2003). However, Simpson (2003) argues that success as a leader involves more:

Good leadership can be developed over time and depends on numerous factors including: the environment in which a person works, the skills a person acquires, the guidance they receive from mentors, and the inspirational leaders whose leadership styles they emulate.

3.25 To Goffee and Jones (2003), good leaders rely on an ability to read and interpret situations and learn to use their most effective attributes through experience and interacting with others – particularly with as many different types of people in a range of circumstances as possible.

Leadership in the public sector

3.26 Leadership is a key element of Government policy in regard to public sector reform (Cabinet Office, 2006), particularly the development of specific strategic skills:

Leadership quality is closely correlated with organisational performance. Key public sector leadership appointments are increasingly made from a broad pool of public and private sector talent and much has been done to expand opportunities for tomorrow's public service leaders to be challenged... The reform of public services means there is a greater need and demand for skills such as leadership, strategic thinking, financial management, commissioning and procurement and system design.

3.27 Three key sectors where there is on-going major work on leadership are: further education; local government; and the National Health Service.

Further education

3.28 The Foster Review on the future of further education (Foster, 2005) and the subsequent White Paper *Further Education: Raising Skills, Improving Life Chances* (DfES, 2006) raise important issues about leadership in the FE sector. Foster emphasised the need to develop and attract new leaders given the ageing profile of the FE workforce and to improve the diversity of the leadership group, given that less than 2% of principals in the sector come from black or ethnic minority backgrounds. According to Foster:

There is not a good enough supply of leaders capable of getting the best from their staff and managing highly complex businesses. To lead the organisational transformation we propose in this report, FE colleges need very able, experienced and influential managers, firmly focused on priorities, quality, reputation, learners and outcomes.

- 3.29 Foster's recommendations in relation to leadership were as follows:
- Clearer 'standards' and 'measures' for effective leadership that incentivise and reward outstanding work should be introduced;
 - There should be new, radical approaches to bring in effective leaders from outside and ensure their success and impact with a programme to recruit and train a recommended 50 new senior middle managers a year from other sectors;
 - The synergies between National College for School Leadership, HE Leadership Foundation and the Centre for Excellence in Leadership (CEL) could be developed to simplify the leadership landscape and make best use of resources; and
 - Leadership development should be made more affordable so more colleges engage in it.
- 3.30 In response to Foster's observations on the lack of diversity in the sector, the Government undertook to address the issue through a range of means, including the provision of coaching, mentoring and work-shadowing programmes tailored to the needs of under-represented groups, a review of the diversity of the workforce to ensure that the sector meets its legal obligations and actively promotes equality and diversity, and the inclusion of mandatory diversity competency modules in the sector's professional qualifications.
- 3.31 The Centre for Excellence built on the White Paper by undertaking to: create networks of leaders as learners; develop a new leadership qualification; work with other relevant organisations to attract new learners into the sector; and to contribute to the e-leadership standards being developed by the Sector Skills Council for the sector, Lifelong Learning UK.

Local Government

- 3.32 The Local Government Leadership Centre has been established to explore and help to identify ways to improve leadership capacity and ways of working together in local government and to identify emerging leadership. Some of the key principles on which the Centre is based include⁶:
- Leaders are not exclusively 'born' (though some are);
 - Leaders come in many shapes and sizes, and achieve their successes in different ways;
 - Leaders require the capacity to understand and respond effectively to a constantly evolving environment;
 - Necessary leadership skills include: the ability to create and share a compelling vision and story; the capacity to motivate colleagues and partners; and the will and the ability to understand themselves and their impact on others; and

⁶ <http://www.lg-leadership.gov.uk/aboutus.html>

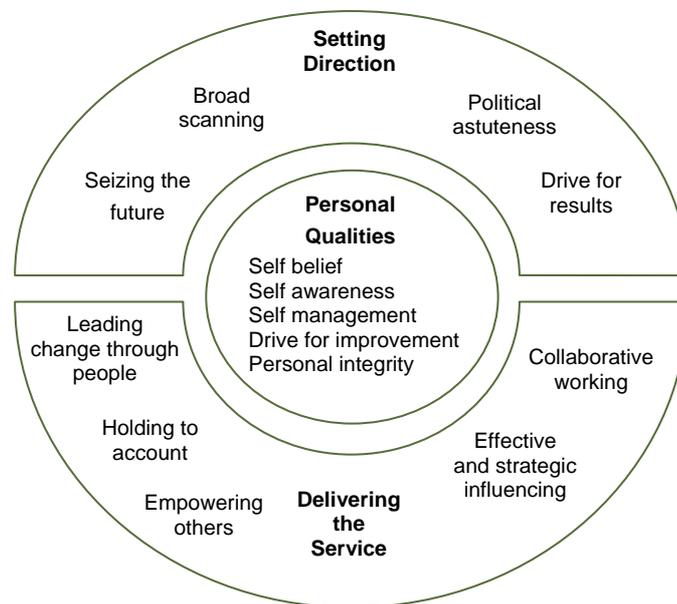
- The processes of identifying leadership capacity and potential, and then developing it, are correspondingly varied and require skilled handling.

3.33 These principles emphasise therefore: the importance of growing leaders; the demands of a constantly changing context; the significance of inter-personal skills; and the complexities of talent-spotting new leaders.

National Health Service

3.34 The NHS Leadership Centre was established as part of the NHS Modernisation Agenda. In 2002, it launched the NHS Leadership Qualities Framework, based on research with NHS Chief Executives and Directors, based on ‘personal qualities’ and including ‘setting direction’ and ‘delivering the service’.

(c) 2002 NHS Leadership Centre



3.35 It is evident from the above that this Framework is applicable to leaders across a range of sectors, public and private.

3.36 Research undertaken by the NHS Leadership Centre (in association with the Cranfield School of Management) in 2004 emphasises the importance of distributed leadership within an organisation such as the NHS and implicitly links this to leadership development by referring to “leadership at all levels”:

Leadership at all levels... we would argue that it's appropriate to take a multi-level view of leadership – where leadership is seen as a process working at many different organisational levels to impact on performance. This focus on ‘leadership at all levels’ is consistent with the mounting recognition of the role played by many rather than a few in the leadership of organisations... this idea of collective and distributed leadership is closely associated with the emergence and special requirements of “new” organisational forms generally and in the NHS in particular.

3.37 The ability to motivate others and to work in partnership are also key to leadership in the NHS (OPM, 2004):

In relation to leadership it is clear from the research that leadership is context and culturally driven....the necessity for clear goals, a vision for change, the need to motivate others and the ability to work in partnership were generally accepted as the foundation for good leadership and team management.

- 3.38 This document also notes that there were issues regarding leadership development within the organisation:

It was generally considered there was insufficient leadership development in the NHS at both lower and upper levels of management and that it was not often embedded in the culture of the organisation.

- 3.39 Meanwhile Harris, Shephard & Boaden (2003) link professional development to retention in its recommendation that, to retain effective leaders, the NHS should provide:

- Effective support;
- Personal development opportunities;
- Assistance to identify career opportunities;
- Increased organisational autonomy;
- Reduced workload; and
- Enhanced flexibility.

- 3.40 They also suggest that local career management support should be offered to senior managers in order to “establish potential career pathways within the organisation and within the locality”. There are therefore clear resonances between leadership issues in the NHS and in the schools sector, particularly around the issues of support, autonomy, workload, flexibility and working outside the organisation. Other research by the Hay Group in 2003⁷ contrasts some aspects of the NHS leadership model (at Chief Executive and Director level) in the NHS with those found in the private sector, including:

- Drive for Improvement, which is ‘a very unusual quality’, rooted in a genuine desire to make a difference to public services and to leave a legacy for others;
- NHS leaders demonstrated slightly lower levels of Drive for Results than their “typical” private sector counterparts;
- Very complex leadership behaviours categorised in Leading Change through People (which combines subtle facilitative behaviours with the ability to create a vision and share ownership and power with others, rather than leading from the front); and
- Unprecedented levels and frequency of Strategic Influencing (consistently seen in the research at much higher levels than would be the case in a private sector model), suggesting perhaps subtle influencing and calculated persuasion, rather than explicit goal setting and drive for results.

- 3.41 Similarly, in a comparative study by the Hay Group (Forde, Hobby & Lees, 2000) into leadership in schools in the UK and senior executives in the private sector, it was found that:

- The role of headteacher is stretching compared to business leaders - “*even highly successful executives would struggle to exert outstanding leadership in schools*”;

⁷ <http://www.nhsleadershipqualities.nhs.uk/docs/lib/FAQ.pdf>

- Business leaders tend to adopt a more strategic approach to leadership whereas headteachers were more aligned to operational issues and the development of people;
- Headteachers are more versatile than leaders in industry and deploy a wider range of leadership skills;
- Headteachers are more reluctant to differentiate rewards according to performance; and
- Headteachers are more focused on development and coaching, growing talent within the organisation.

Conclusions

- 3.42 It is evident that there are a number of dimensions along which leadership can be described e.g. personality, behaviour and context and that leadership can operate on a number of levels, including the strategic, the operational and the team.
- 3.43 This section has illustrated that the concept of distributed leadership is becoming increasingly important with a reported move away from the concept of a single leader towards flatter organizational structures apparent in the literature. This is evident in the literature on both private and public sector organisations.
- 3.44 There are varieties of distributed leadership including dispersed; collaborative; democratic and shared, which will impact most likely on the models adopted.
- 3.45 Effective leaders show a sense of mission with leadership tasks distributed within a leadership team. In addition, effective leaders exhibit a number of other core characteristics including a participative approach and sharing of leadership; a hands-on monitoring approach; and high expectations of both students and members of staff.
- 3.46 There are differences between leadership in the public and private sectors but some of the dissimilarities are reducing in size with increased accountability and partnership working required in private sector organisations. Responding to a complex and changing environment is also a challenge faced by both types of organisation.
- 3.47 In the private sector, as Franks (2003) states, 'the cult of the charismatic chief executive' appears to be coming to an end, with new models variously described as 'networks', 'hubs' and 'loose-linked satellite' models.
- 3.48 At the same time, there is an increasing focus in business on governance, sustainability and relationship-building.
- 3.49 On the public sector side, leadership capacity building is increasingly viewed as key to the public sector reform agenda. There is some evidence of a need for leadership, strategic thinking, financial management, commissioning and procurement, and system design skills in the public sector.
- 3.50 The NHS and local government are just two public services which have undertaken substantial work on developing leadership. There are therefore clear resonances between leadership issues in the NHS and in the schools sector, particularly around the issues of support, autonomy, workload, flexibility and working outside the organisation.

4 Selected issues relating to school leadership

Introduction

4.1 This section provides a summary of some of the evidence on the state of school leadership in England, including OfSTED findings on the quality of leadership in schools, survey findings on headteachers' views on their role, and some of the key issues facing heads as identified in the literature, including recruitment and retention, succession planning, sustainability and system leadership. The structure of this section is therefore as follows:

- Baseline evidence on school leadership;
- Recruitment and retention;
- Succession planning;
- Sustainability;
- System leadership; and
- Conclusions

Baseline evidence on school leadership

Leadership in England

4.2 According to the OfSTED Annual Report (2006), leadership quality ratings dipped across all sectors with the exception of special schools. In Wales, leadership was described as good or very good in 80% of primary and secondary schools according to research by Estyn cited in the Revised National Standards for Headteachers in Wales (Welsh Assembly Government, 2006).

National Standards for Headteachers in Wales (Welsh Assembly Government, 2006)	
Standard	Examples
Creating strategic direction	Headteachers should create a shared and corporate strategic vision which inspires and motivates all members of the school community. This vision should encapsulate the educational values and the moral purpose of the headteacher and governing body to secure the improvement and development of the school.
Leading learning and teaching	The headteacher, working with the staff and governors, creates the conditions and structures to support effective learning and teaching for all. Headteachers have a direct responsibility for the quality of learning and teaching and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
Developing and working with others	Headship involves building a professional learning community which enables all to achieve. Through performance management and effective continuing professional development, the headteacher enables all staff to achieve high standards. Headteachers should be committed to their own continuing professional development in order to equip themselves with the capacity to deal with the complexity of their role and the range of leadership skills and actions required of them.
Managing the school	Headteachers need to provide effective organisation and management within the school they lead. Headteachers should ensure that the school and the people and resources within it are organised and managed to

National Standards for Headteachers in Wales (Welsh Assembly Government, 2006)	
Standard	Examples
	provide an efficient, effective and safe learning environment. The headteacher should implement effective processes to develop and review policies and plans and ensure the effective and efficient use of available resources and finance.
Securing accountability	Headteachers are accountable to the Governing Body for the management of the school, its environment and all its work. The headteacher is accountable to the Governing Body, pupils, parents, governors and the LEA for the quality of education achieved by the school and has a professional responsibility to the whole community. Additionally, headteachers are responsible for ensuring collective responsibility in order that all members of the school community accept they are accountable for the contribution they make to the school's outcomes.
Strengthening the community focus	Headteachers should be aware that improvements in the school and in the community are interdependent and rely upon effective collaboration between all interested parties. Headteachers should encourage and engage in collaboration with other schools and organisations to bring positive benefits to the school and share its expertise. In this area of headship, headteachers will need to secure the involvement and support of those outside the school.

National Standards for Headteachers (DfES, 2004)	
Standard	Examples
Shaping the future	Creating a shared vision and strategic plan which expresses core educational values and moral purpose and which is inclusive of stakeholders' values and beliefs.
Leading learning and teaching	Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
Developing self and working with others	Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards.
Managing the organisation	Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. NB This standard includes a commitment to distributed leadership and a requirement to establish and sustain appropriate structures and systems.
Securing accountability	They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally and contractually accountable to the Governing Body for the school, its environment and all its work.
Strengthening community	School leadership should commit to engaging with the internal and external school community to secure equity and entitlement [and] collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools and work collaboratively... with parents and carers and across multiple agencies for the well-being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

- 4.3 This report highlights the different issues affecting leadership in the primary and the secondary sectors:

There is more very good leadership and management in secondary schools than in primary schools. The relative demands made on headteachers of primary and secondary schools need to be considered: secondary schools are usually larger and always more complex organisations than primary schools, although secondary headteachers usually have fewer teaching commitments and a more substantial senior management team to support them and take the lead on some key issues.

Primary headteachers rarely have a senior management team without a substantial (often full-time) teaching commitment; and many primary headteachers have to balance their own teaching commitment with their leadership and management responsibilities. (OfSTED, 2003)

- 4.4 This finding indicates that consideration should be given to the different leadership challenges and demands in any analysis of current or emerging models.

Evidence from headteachers on leadership

- 4.5 In 2002 DfES commissioned a study to establish the current state of school leadership in England (DfES research brief RB336); follow up research was published in 2005. Taken together, these reports provide a useful baseline of the views on headship held by middle and senior leaders and managers across England. The research explored issues such as motivating and demotivating factors for school leaders (both current and aspiring), levels of preparedness for headship, and the role of school governors.
- Headteachers are motivated by “*the dynamic and varied role and opportunities to build shared values*” (DfES, 2005) but demotivated by inspections, accountability measures, administrative burdens, and constant reform (DfES, 2002 and 2005);
 - There is apparent progress in developing candidates for headship; headteachers who participated in the survey and who became a head within the last five years felt more prepared for the role than more experienced colleagues (coinciding with higher awareness of the NCSL);
 - LAs identified the largest development gap as the lack of additional support for aspiring heads;
 - In 2005, headteachers spent more time coaching colleagues than in 2002; and
 - One of the most significant changes in recent years, in addition to increased administrative burdens, was the greater dispersal of responsibilities within leadership teams.
- 4.6 ASCL recently undertook a leadership survey of its members, the results of which were published in *Leadership that lasts: sustainable school leadership in the 21st century* (Hill, 2006). Key findings from this research were as follows:
- 80% of members of leadership teams have a timetabled teaching commitment;
 - There is a move towards a flatter management structure, with a head supported by a number of assistant heads;
 - Almost 40% of schools have a non-teaching member of staff on their leadership team (e.g. a bursar or a business or financial manager);
 - A third of leadership teams estimated that they spent more than half their time on administration and management; and
 - 90% of schools have a least one full day strategy session per year.

- 4.7 Some of the findings from the DfES studies in 2002 and 2005 concur with the ASCL research findings, however a further finding indicated that one-third of leadership teams estimated that they spent more than half their time on administration and management responsibilities.
- 4.8 In terms of the future structure of school leadership teams, 70% expected no significant change in their structure over the next three years, and 60% expected no such change in the allocation of roles and responsibilities. When probed on specific areas, such as appointing a non-teaching assistant head to manage an extended school and the wider ECM agenda, just under a fifth stated that it was likely that this would happen. Likewise, approximately 75% of schools thought it very unlikely that the role of the principal would be split across two appointments (one responsible for teaching and learning, and the other for school business functions), and the majority did not foresee principals appointed to manage clusters of schools.
- 4.9 Key issues on the leadership agenda over the next year include: preparation for the 'single conversation' self-evaluation programme, the implementation of new TLR payments, ICT development and maintenance, the ECM agenda, balancing the budget, and behaviour, attendance and disruptive pupils.
- 4.10 Ipsos Mori undertook research into the views of parents, teachers and headteachers into school leadership (Page, 2006). The table below illustrates the main motivating and demotivating factors for heads according to this survey of headteachers:

Factors which motivate and demotivate headteachers (Ipsos MORI, 2006)			
Motivating factors	%	Demotivating factors	%
Role is dynamic/not routine	58	Administrative demands	54
Building shared values	54	Inspection/measures of accountability e.g. OfSTED	50
Collegiality/teamwork	46	Low status/negative media image of the profession	41
Job satisfaction/sense of personal achievement	45	Changes in policy	39
Changing social culture	45	External interferences (e.g. LAs, DfES)	39
Maintaining high standards	43	Problems with recruitment/retention	33
Sense of vocation	42	Stress	32
Professional autonomy/ implementing own vision	39	Financial responsibilities	20
Passionate belief in the role	38	Less contact with pupils	18
People management (staff)	33	Isolation	15
Ipsos MORI (2006) Base: 911			

- 4.11 It is clear from the above that one of the main motivating factors for heads is the non-routine nature of their daily work. Other factors relate to the educational and social vocational aspects of their role. Administrative demands and accountability were the main demotivating factors, although the perceived low status of the profession was, perhaps surprising given other findings in this survey relating to the positive public perceptions of headship, also a major demotivating factor. Further consideration should perhaps therefore be given to media images of school leadership.
- 4.12 One of the headteachers in the Ipsos MORI study described the changing role of the head as follows:

It seems to me that the educational culture is changing with the development of specialist schools, academies and Foundation schools where a head's success maybe judged as much by his/her ability to attract sponsorship, improve the ability of the catchment and therefore league position as it would be judged by curriculum development. Headship is becoming more and more like running a football club, with league positions, securing the support of rich sponsors and therefore being able to recruit the best players (teachers)'. (Headteacher, secondary school, cited in Page, 2006).

- 4.13 The Ipsos MORI research also provides valuable insight into the views of heads on their freedom to manage their schools as illustrated in the table below:

Headteachers' perceptions of their role (Ipsos MORI, 2006)	
	% strongly agree
I have a clear vision for my school	76
I enjoy my current role	56
I lead by example	55
My staff work as a team	48
I am confident in my current role	45
I can admit to my weaknesses and work with others to improve these areas	43
My current role is very stressful	28
Being a headteacher has always been my ambition	26
I have the freedom to manage my school as I wish	23
Ipsos MORI (2006) Base: 911	

- 4.14 These data demonstrate the clear vocational role of heads and their confidence in articulating a vision for their school, whilst acknowledging the constraints under which heads operate (with less than one-quarter strongly agreeing that they have sufficient freedom to manage their schools as they wish). However, the same research revealed that almost half (48%) of those surveyed envisage leaving their school within the next three years and that only a third of these respondents intend to seek appointment as a head elsewhere.
- 4.15 Published as part of a series of annual surveys, the 2004 NFER *Annual Survey of Trends in Primary Education* (NFER, 2005) examines a number of issues relating to school leadership and highlights primary school headteachers' most pressing concerns. Financial issues were noted as the most common source of anxiety for headteachers (76% cited budgets as the main concern), in line with findings from the previous ten years of the study. However, headteachers believed that the new three-year budgetary cycle would lessen this problem. Staffing was cited as a concern by almost half of respondents. While workload was perceived to be an important issue for teachers, headteachers' concern about administrative burdens on teaching staff had decreased over recent years.
- 4.16 In relation to the extended schools agenda, primary heads were asked to identify services provided on their school sites. After-school clubs were offered by the majority of schools (79%) with some offering other services such as breakfast clubs, family learning and health services. 52% of respondents said that they planned to extend such services. Of those that stated that they had no plans to develop such services in the future (n=183), 13% cited existing staff workloads as a reason. Respondents reported increased contact with social services and leisure services due to a rise in children with needs, an increase in child protection issues and better links between leisure clubs and schools. LEA support for headteachers and schools was generally thought to be good.

- 4.17 The first *Annual Survey of Trends in Secondary Education* (NER, 2005) provides valuable insight into the views of secondary headteachers. Budgets were the main concern for secondary headteachers, in line with findings from the primary sector, closely followed by worries regarding staffing and pupil behaviour. Other sources of anxiety included school inspections, parental pressure, curriculum change and pupils with special educational needs. The majority of respondents were also concerned about the workload of senior managers. Secondary headteachers believed that the introduction of the three-year budgetary cycle would lessen budgetary concerns. Many thought that the new inspection arrangements would have a positive impact on their school, however others demonstrated concern over the arrangements. While for the most part headteachers' contact with local authority services had remained constant over the past three years, many headteachers reported increased contact with the police service. Headteachers were generally positive about support from their LEA.
- 4.18 The Guardian's national survey of headteachers, *Headspace* (EdComs, 2005), covers a range of issues, including the specific themes of workforce reform, teacher recruitment and retention, and *Every Child Matters*. The survey found that the plethora of new initiatives is placing increasing demands on headteachers. While workforce reform was reported to have had a positive effect on staff morale, the reforms have further increased headteachers' workloads, and many reported a detrimental impact on staff morale. Despite headteachers' augmented workloads, the study found their morale to be relatively high. Nonetheless, over one-half of respondents expressed an interest in early retirement.
- 4.19 Contrary to the findings of the *Annual Survey of Trends in Secondary Education*, *Headspace* found that the primary concern for school leaders is the lack of time to prepare for new initiatives, with primary heads most concerned about bureaucracy levels. Other sources of concern included the recruitment of quality teachers, issues around extended schools, league table pressures and lack of capital funding. The role of headteachers was perceived to have changed significantly over the last five years in terms of increased workload, bureaucracy levels, business management and networking.
- 4.20 While a considerable number of school leaders believe that the government is out of touch with schools' needs, the study found that most schools support the 'vast majority' of government initiatives, particularly *Every Child Matters* and the National Healthy Schools Programme. While many leaders (70%) believe that the government's sole intention behind its extended schools agenda is to provide childcare, the majority plan to implement full service provision in the future. Additional workload for the leadership team was cited as the main obstacle to implementing the agenda.

Recruitment and retention

- 4.21 The eleventh Howson report into the labour market for senior staff in schools in England and Wales for 2004-2005 found that, for the period under study, there had been a decline in interest in applications for headship posts, particularly in the secondary and special school sectors. In the primary sector, almost two-fifths of schools advertising for headteachers reported were re-advertisements and of these, a third of schools were unable to make an appointment. In particular, Roman Catholic schools and primaries in London experienced significant recruitment difficulties. For secondary schools, over one-third of schools responding to the survey were re-advertising and of these, almost one-fifth were again unsuccessful in making an appointment. Overall, there is evidence that the number of applications for head and deputy headteacher vacancies is declining and that the proportion of members of the leadership team retiring is increasing.

Succession planning

- 4.22 One of the four corporate goals for NCSL in the years 2005-08 is to identify and grow tomorrow's leaders in light of projected retirement rates for headteachers over the next 10 years (43% for primary and 47% for secondary heads over this period). According to the College, an explicit national succession planning strategy will be developed in order to integrate leadership identification and development.
- 4.23 A range of evidence suggests that there is "a demographic time bomb" (Hartle & Thomas, 2003) in school leadership, with over 60% of headteachers and 40% of assistant and deputy heads aged over 50 in March 2005 (STRB, 2005). The STRB also states that the posts of deputy and assistant headteachers are not perceived as attractive by those it consulted for its latest report, and thus could be viewed as potential deterrents to succession planning.
- 4.24 Hartle and Thomas note that some LAs have introduced innovative approaches to school leadership but "the practice of structured leadership succession is not widespread in the schools sector".

Sustainability

- 4.25 Given the current climate of rapid change in the education sector (and beyond), aligned with the recruitment, retention and succession planning issues briefly described above, the issue of sustainability is gaining greater recognition in the literature. Hill (2006) cites the work of Fink & Hargreaves on sustainable leadership in relation to new initiatives. In response to this challenge, Hill presents 10 principles for sustainable school leaders based on discussions with existing school leaders (see the section on "themes emerging from the literature" for further discussion).

System leadership

- 4.26 Another goal of the NCSL is to develop leadership "within and beyond the school". There are a number of challenges linked to this goal, as follows:
- Creating capacity at all levels of leadership;
 - Developing potential system leaders to lead, challenge and support their peers; and
 - Attracting high quality school leaders to work with other schools as well as their own.
- 4.27 The increased focus on system leadership is likely to involve the development of new models of headship and leadership, discussed further in the section which follows.

Conclusions

- 4.28 OfSTED reports that school leadership and management have improved over the last 10 years, although there are different sets of issues facing school leaders in the primary and the secondary sectors.
- 4.29 It was found that headteachers are generally motivated by the dynamic and varied role of leadership but are de-motivated by inspections, accountability measures, administrative burdens and constant reform. However, headteachers felt more prepared for their role in 2005 compared to 2002, and despite the increased administrative burdens, they have witnessed a dispersal of responsibilities within leadership teams.
- 4.30 Key issues on the leadership agenda include, amongst other things:
- Preparation for the 'single conversation';
 - The implementation of new TLR payments;

- ICT development and maintenance;
 - Balancing the budget; and
 - Behaviour, attendance and disruptive pupils.
- 4.31 Other important subjects on the wider educational leadership agenda include: recruitment and retention, succession planning, and sustainability. There are concerns regarding the demographic profiles of existing headteachers and deputy heads resulting in a greater focus on the importance of succession planning and growing new leaders. System leadership is perceived by many as a solution to some of these issues and key to the future development of the education system. This form of leadership is considered in more detail in the section which follows.

5 Models of school leadership

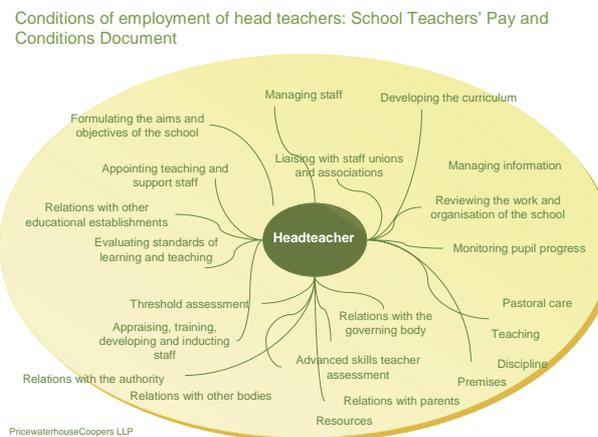
Introduction

5.1 This section considers the changing roles and responsibilities of school leaders in light of new policies such as *Every Child Matters* and the advent of related new initiatives such as Extended Schools and more in-depth partnership working. It then explores the concept of distributed leadership within the specific school context with a brief description of the different types of distribution that may occur. Consideration is then given to some emerging models of school headship and leadership, drawing on recent work undertaken by the NCSL. The structure of this section is therefore as follows:

- Changing roles and responsibilities of school leaders;
- Distributed leadership in schools;
- New models of headship and leadership; and
- Conclusions.

Changing roles and responsibilities of school leaders

5.2 The current roles and responsibilities of headteachers as laid out in the *School Teachers' Pay and Conditions Document* are illustrated in the diagram below:



5.3 These current roles therefore can be seen to relate to a combination of: strategic planning, monitoring, teaching and learning, pupil welfare, resource management (including premises and HR) and relationships with external stakeholders amongst others. Summaries of the National Standards for Headteachers in England (DfES, 2004) and of the Revised National Standards for Headteachers in Wales (Welsh Assembly Government, 2006) are provided in Appendix B.

5.4 Alongside this, the STRB's *Fifteenth Report 2005*, which recommended this independent review of school leadership, highlighted a number of professional skills required by school leaders, including:

- Leading teaching and learning;
- Managing people and resources, including delegated capital budgets;
- Leading work to safeguard the welfare, and promoting the well-being of, pupils;
- Managing information systems;
- Managing and evaluating organisational performance;
- Communicating effectively with a range of stakeholders, including pupils and parents;
- Building strong links and effective working relationships between the school and other agencies providing wider children's services; and
- Leading change and engaging staff, pupils, parents and the local community in shaping the school's services and ways of working.

5.5 STRB also emphasises that leaders will increasingly need to exercise flexibility over teachers' pay and conditions. In addition, the report notes that some of the key concerns amongst those that were consulted by STRB were the impact of the Extended School on the workload of school leaders,⁸ workload pressures, the rate of change of the leadership role and a perceived increase in the number of dismissals of headteachers.

5.6 Change is evidently a key feature of the landscape in which headteachers are operating. As noted in Section 2, the remodelling agenda has, and will continue to have, an impact on the current roles and responsibilities of headteachers.

5.7 The National Agreement states that headteachers should not routinely be required to undertake administrative and clerical tasks (DfES, 2005d) and that they should have a reasonable allocation of leadership and management time (provision for dedicated headship time was introduced in September 2005). School governors must ensure that headteachers are not responsible for such tasks and that he or she has a reasonable work-life balance. This evidently raises important questions regarding the roles and responsibilities of headteachers in small schools with teaching commitments.

5.8 According to the Department, initiatives such as these are changing the structural organisation of schools:

Old hierarchical school structures have given way to inclusive, more flexible team working, seen in structures such as the school change team (SCT) that is representative of all school staff.

5.9 These structural changes also include leadership groups incorporating non-teaching staff (DfES, 2005c). This is underlined by Hartle (2004) who identifies two traditional pathways from entry level to headship: the subject expertise pathway and the pastoral pathway. He states:

The subject expertise and pastoral guidance pathways are the 'classic' routes through the profession. They have been in existence for over 30 years and still retain a major influence on school organisation and career development. But there are clear signs that the pathways are changing.

⁸ The Department and the social partners (WAMG) have issued guidance about the responsibilities of headteachers in regard to extended schools: "schools will want to participate fully in the development and delivery of the ECM agenda, including extended services, in order to improve child outcomes more generally. But this does not mean that headteachers have to be responsible for the management of extended school services... Many schools and LEAs are developing models of delivery that do not require the direct input and management of headteachers and other school staff through approaches such as employing extended school cluster managers who work with a number of schools to develop extended services". (WAMG, 2005)

- 5.10 Hartle envisages that new senior leadership roles will emerge from national policies to encourage collaboration between schools and other organisations, suggesting assistant principal (sports college manager) and assistant principal (training school manager) as two potential new positions on the senior leadership team.
- 5.11 In terms of support staff, he notes the growing prominence of the role of the bursar in the last five years and considers that the main support functions (finance, site management, premises and teaching support) will become increasingly accountable to a senior manager. One emerging position is:

A named individual who is responsible for managing the day-to-day demands of extended school activity. These co-ordinators are widely viewed as having a positive impact on the development of non-core activity (Cummings et al, 2004 p 25) and are likely to be most effective when they possess a range of skills and experiences that extend beyond schools into areas such as partnership-working, fundraising and community work (NCSL, 2006 - Lessons from Extended Schools).

- 5.12 In the 2005 Annual Institute of Education Lecture, Dame Patricia Collarbone described some of these wider changes that are currently taking place and the implications for school leadership:

The system is moving toward a new order of school, one that is networked, collaborative and with leadership distributed within and between schools and other agencies. For those working in schools, dramatic changes are already occurring and these can only expand as the current and future agendas develop... But leadership in many of our schools still remains vested in the hands of one person, and in most of our schools with just a small number of individuals, and this continues to be based around existing hierarchies.

But, consider, if schools are to be open for 48 weeks of the year, are to operate a broad and balanced curricula, are to be focused on personalised learning and be the centre of community services in the locality, this will inevitably create new pressures and demand new leadership roles for those working within them... the new demands on schools will require new ways of working, and to make them work will require a greater degree of team-working and more widely distributed leadership authority.

- 5.13 The evaluation of the extended schools pathfinder projects stated that new leadership structures are required in the new climate (Cummings et al, 2004):

Once extended schools activities become substantial and involve engagement with local communities and community agencies, the task of managing them becomes too great for existing leadership structures to deal with. Some dedicated leadership structure is necessary, whether as part of the school leadership team, or partially separate from it. There seems to be no one model of how this might be done, but steps need to be taken to ensure that the head and senior staff of the school are not distracted from their core responsibilities by the need to manage extended activities.

- 5.14 It is clear from the above that the new school models that are beginning to emerge will place new roles and responsibilities on the senior leadership team in schools and will entail new ways of working through new structural and behavioural models.

Distributed leadership in schools

- 5.15 In Section 3, this review considered distributed leadership in general. The English and Welsh Standards for Headteachers specify that heads must be committed to distributed leadership, stating that the head is responsible for designing and implementing the organisational structure of the school. In England, heads must be committed to “distributed leadership and management”, while in Wales, the head is responsible for:

Build[ing], remodel[ing] and maintain[ing] organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.

5.16 Sinden et al (2004) argue that “structure can either hinder or enable the effective operation of schools”, noting that while bureaucratic structures are often perceived negatively, there are contrasting research findings on this model. On one hand, bureaucratic structures can “alienate, breed dissatisfaction, hinder creativity and demotivate staff”, while, on the other, they can “guide behaviour, clarify responsibility, reduce stress and enable individuals to feel and be more effective”. In their qualitative research with schools (categorised as ‘enabling’ or hindering’) in Ohio, the authors suggest that “the structural configuration of enabling schools is different than hindering ones” in that:

- In general, enabling schools are smaller than hindering ones;
- Enabling schools have flatter structures than hindering ones;
- Enabling schools have more representative governance systems than hindering ones;
- Enabling schools have more open communication than hindering schools; and
- The authority structure of enabling schools is anchored in expertise, whereas the authority structure in hindering schools is anchored in hierarchy.

5.17 The characteristics suggested above relate to some extent to the characteristics of distributed leadership. Indeed, and has already been seen, there is an increasing move towards the related concepts of transformational and distributed leadership in schools in policy and academic discourse (Hatcher, 2005). Hartle (2004) states that:

The move towards shared leadership and the creation of more extensive networks and learning communities means the hierarchical structure commonly used in secondary schools is no longer entirely appropriate.

5.18 Likewise, MacBeath, Oduro and Waterhouse (2004) identify the emergence of a more collaborative, ‘post-heroic’ model in schools which emphasises:

Human relations-oriented features such as teamwork, participation, empowerment, risk-taking and little control over others.

5.19 According to Gronn (2002, cited in Bennett et al., 2003), there are two main perspectives on distributed leadership: the numerical or additive perspective; and the holistic perspective. The numerical perspective is described as ‘the aggregated leadership behaviour of some, many or all or the members of an organisation or an organisational sub-unit’ whereas the holistic perspective is based on concertive action and ‘stretch[es] leadership function across the social and situational contexts of the school’.

5.20 Harris et al (2002) argues that distributed leadership is worthy of consideration on the grounds that, to date, alternative models of leadership have failed in the main to provide improvements in teaching and learning:

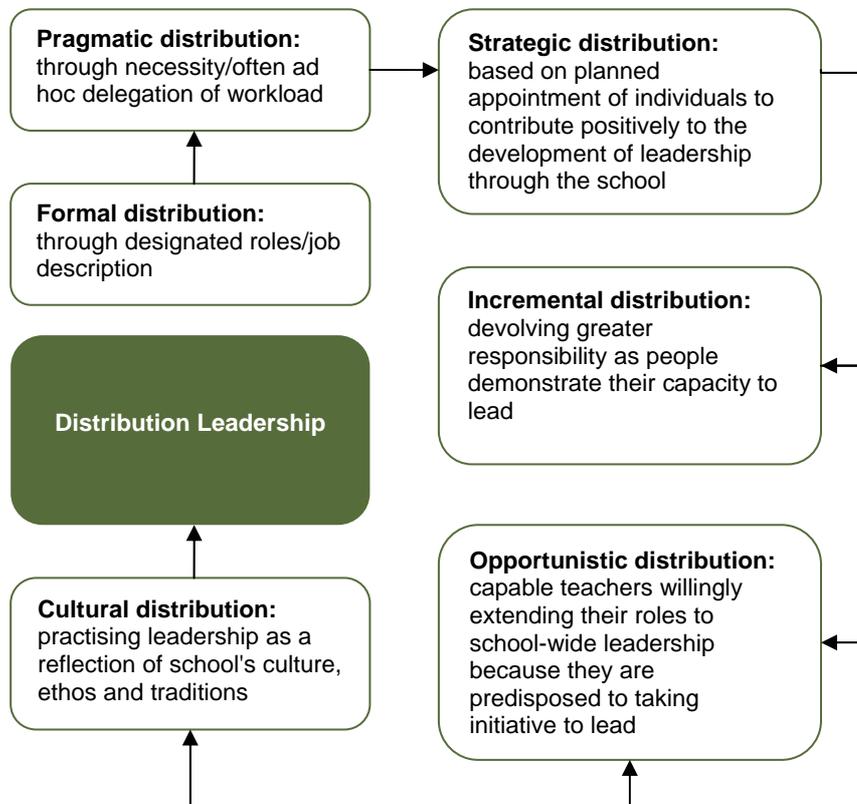
The dominant model of leadership, which has been chiefly concerned with the skills, abilities and capabilities of one person, has been shown to be severely limited in generating and sustaining school and classroom level change (Fullan, 2001). It seems counterintuitive that schools have not adopted models of leadership that generate instructional improvement and raise levels of student achievement (Elmore, 2000). One of the main reasons for this lies in the way in which schools are organised and structured. Leadership models have evolved to control organisational functions rather than to improve teaching and learning. This means that the skills and knowledge that shape leadership practice have not directly focused upon the improvement of instruction and student performance.

- 5.21 She states that schools can no longer be based on “out-dated models of leadership”, but “establish new models of leadership that locate power with the many rather than the few”. Harris concludes by warning that:

Undoubtedly we need to understand much more about effective distributed leadership practice in action but primarily to know whether it contributes to sustainable school improvement. Unless distributed leadership generates school improvement, unless it impacts directly on the quality of teaching and learning, it will at best, simply encourage schools to operate more openly and collaboratively while at worse, it will be yet another redundant theory that has proved to be misleading.

- 5.22 In their research into distributed leadership amongst headteachers in England, (MacBeath et al, 2004) conceived of distributed leadership in terms of processes (as illustrated in the reproduction of their diagram below).

A taxonomy of distribution



- 5.23 This diagram illustrates that distributed leadership can function in a range of different modes, some of which may be temporary in duration, responding to the demands of a particular event, or more strategic and long-term.
- 5.24 Kimber (2003) highlights the issue that smaller schools have particular difficulties in regard to distributed leadership. This is particularly likely to be the case in small schools in rural settings. Linked to the concept of distributed leadership is that of system leadership – noted above and discussed in further detail below.

New models of headship and leadership

- 5.25 The NCSL has recently published a number of research pieces on new models of headship, including co-headship, executive heads and federations. In parallel, there has been a growing focus, evident in the White Paper, *Higher Standards, Better Schools for All*, and in the work of the College, on the concept of system leadership:

The development of multiagency partnerships and collaborative working has come to characterise local responses to system level issues which currently challenge all school leaders. This requires a new form of leadership which focuses the energies of school leaders not just on leading within their own schools, but beyond their schools on behalf of the wider system within their locality and beyond. (NCSL, 2006)

- 5.26 According to the NCSL (2006), effective system leadership has six important characteristics:
- A willingness to take on system-wide roles;
 - Moral and strategic purpose;
 - A focus on enhancing the quality of learning, teaching and assessment;
 - An ability to make schools personal and professional learning communities;
 - A commitment to building capacity through networking and collaboration; and
 - A clear framework for developing leadership at all levels within individual schools.
- 5.27 The following sections consider these new models and others from the literature, from the perspective of single and multi-school models and leadership in the wider system.

Single school models

- 5.28 Hartle (2004) identifies three main types of secondary school structure:
- Functional (clear, vertical hierarchies, stable, comfortable and isolated);
 - Project-based (temporary, issues-based structures, drawn from different functional areas, collaborating around a specified goal); and
 - Matrix (a combination of either two intersecting functional hierarchies e.g. curriculum and pastoral, or a project-based structure overlaid on a functional hierarchy).
- 5.29 He notes that, in reality, almost all schools follow the matrix structure, with a tendency to either the functional or the project-based. In a period of rapid reform, the matrix structure becomes increasingly important, but to be successful, needs to be “more flexible and diffuse” than traditional hierarchical structures. This structure may be evident in anecdotal evidence on change teams and other project-based collaborations that are emerging in schools in response to the changing environment and new initiatives.
- 5.30 Co-headships are one particular response identified by NCSL to specific sets of these contextual issues around, for example, work-life balance and succession planning, and are discussed in further detail below.

Co-headship

5.31 In an NCSL published report into the emerging model of co-headship, it was estimated that, at present, there are 30 co-headships in England. The arrangements are very varied but the two main models which have emerged are:

- Job-share (with differing splits, not always 50:50, and sometimes used as development for a deputy head, providing an opportunity to act up two days a week); and
- Joint-headship (could include executive and operational heads, head of administration and head of learning and so on).

5.32 The table below illustrates some of the benefits and challenges associated with co-headship.

New models of headship: co-headship (NCSL, 2006)	
Benefits	Challenges
Retaining experienced teachers	The perceptions of governors and LA staff
Attracting more new headteachers	Potential difficulties in regard to accountability and decision making
Building capacity whilst sustaining continuity, e.g. by assisting in succession planning	The appointment process
Reducing the risk of appointing new or temporary heads	Relationships and brokerage
More creative and collaborative leadership	Meeting the needs of the school

5.33 Banks et al (2002) provide an account of a co-headship across two schools, primary and secondary, describing the advantages of the approach but also some of the legal barriers encountered.

There is no legal framework to support two headteachers of separate institutions working as co-heads. As far as we know, job-share headship has been tried in other single school situations, but not in the context of two schools. In all our innovation, the Campus has been hampered by the fact that, legally, the Campus consists of two separate schools and the heads, while trying to plan and manage jointly, have been forced apart by different legal frameworks and expectations.

Multi-school models

Executive headship

5.34 According to NCSL, the term “executive head has a number of meanings”. On the NCSL website it is described as follows:

Executive or partnership headship refers to the situation whereby a head already leading one school adds the leadership of another to their remit. This is sometimes viewed as a temporary solution to the ongoing shortage of headteachers.

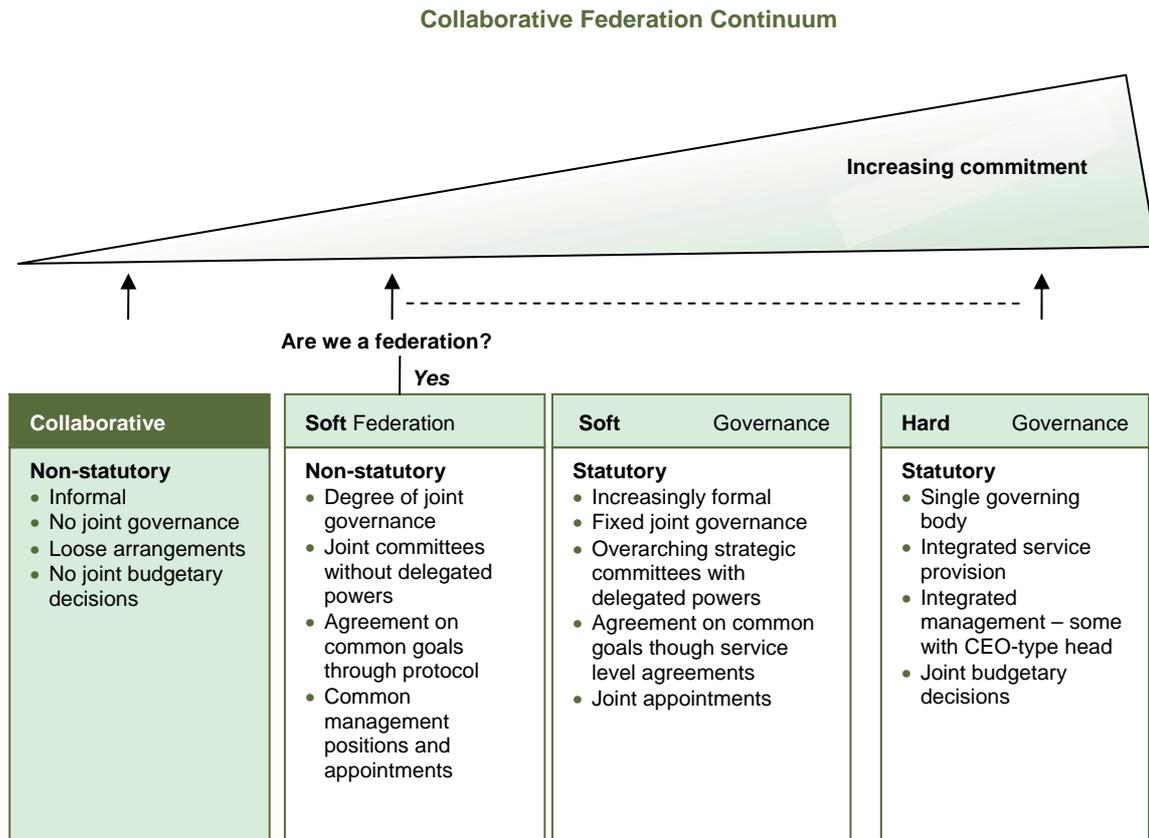
5.35 Research by the NCSL into secondary and special school executive heads published in 2005 states that, when certain conditions are met, “this model can be a constructive and powerful form of school improvement that brings benefits to schools, their leaders, staff and pupils”, though there are some issues around the applicability of this model on a wide scale as context is all-important and one executive headship unlikely to be the same as another”.

- 5.36 In parallel research in the primary sector, it was found that there were also many benefits to this system, however the internal and external systems and structures supporting the executive head, and particularly the role of the local authority, were perceived as crucial to the success of the model.
- 5.37 Executive headship was viewed as most effective when geared towards building capacity and sustainability in the failing school (NCSL, 2005). According to Hartle (2004), the Department for Education and Skills and local authorities are increasingly favouring this model of headship given its potential to transform the leadership of failing schools. In some cases, executive heads may work together in support teams rather than as individuals.

Federations

- 5.38 There are a number of leadership models in federations, dependent on the extent to which the schools within the federation are linked. DfES distinguishes between four stages on the federation continuum, illustrated in the following diagram, two of which have a statutory basis.⁹
- 5.39 Under the Education Act 2002, statutory federations can either be hard (with a single governing body across all schools) or soft, i.e. schools retain individual boards in addition to a federation-level committee with delegated powers. In some cases, federations may elect to appoint a single head teacher across a range of schools.
- 5.40 In the non-statutory federations, there may either be a joint governance or strategic committee without delegated powers, or less structured again, an informal committee which addresses emerging issues on an ad hoc basis.

⁹ <http://www.standards.dfes.gov.uk/federations/pdf/FederationsContinuumv25Jan06.pdf?version=1>



5.41 In the first and second interim evaluation reports on the federations programme (Lindsay et al, 2005), it was found that the main impetus to federate came from headteachers rather than LA officers, and often as a means of formalising existing collaborations. Strong leadership was viewed as key in developing the federation and, conversely, federation was perceived to have contributed to increased distributed leadership in schools and improved leadership development.

5.42 The evaluation also notes, whilst Chairs of Governors reported involvement in the federating process (over half stated that they were 'very involved'), there was less input from the governing bodies as a whole (with only 24% reporting that they were very involved and 28% stating that they were not very or not at all involved). This may have implications for the levels of leadership support provided to headteachers by such bodies in the future.

5.43 In the qualitative phase of the evaluation, Lindsay et al state that the "defining characteristics [of federations] is the lack of uniformity", particularly in regard to leadership models. The hard federation cases quoted include:

- A strategic management board comprising two members of each board of governors, headteachers, the Federation Director and Assistant Director, and an LEA official; and
- An interim Partnership Board (soon to become a Federation Board) comprising three governors from each school and the headteachers.

5.44 There are also variations in the role and title of the Federation leader, varying in degrees from the managerial to the strategic, influenced by both the federation structure and processes. However, it is concluded that, in relation to leadership:

What is apparent from the first stage of the case studies is the critical importance of effective leadership. In this case, leadership may be focused particularly on the Chief Executive/Executive Head, particularly in the 'harder' Federations. Indeed such Federations have come about because one school has been identified as particularly successful with strong leadership, and especially the headteacher.

Our research to date confirms the importance of these headteachers, and their continuing success in the Federation as well as their original school... Unlike the model of introducing a 'superhead' into a school in considerable difficulties, the model being developed here is more collegial and has the ongoing support of the successful school. Hence, the Executive Head is able to build upon success and draw upon existing resources, not be a lone 'hero innovator' in a problematic environment.

In these case studies the strength of this model has been clear. The Executive Heads draw upon other senior colleagues to work with themselves and their new partner. Skilled staff (e.g. Advanced Skills Teachers) contribute to collaborative practice and the continuing professional development of their colleagues in the partner school. Hence, while there is strong leadership from the Executive Head there is also strong distributed leadership, generalised to the second school.

5.45 The NCSL has also undertaken research into a study of primary level federations in the Netherlands. In the Dutch system, there are a number of different models of federation, including:

- Federations of schools with one board and a superintendent;
- Federations of schools with one board, no superintendent and several principals or principals responsible for more than one school (supplemented by a "location leader" on each site; and
- Federations with one board and no overall head.

5.46 Key findings from this study were:

- Federating could be effective for schools with falling rolls, particularly small and rural schools, and those facing difficulties in recruiting and retaining headteachers;
- Federations can offer heads more time for reflection and preparation, and potentially improved work/life balance;
- A collective vision and a strong sense of direction supported by agreed structures and procedures are crucial to the success of a federation; and
- There is an evident need for clear roles and responsibilities, excellent communication strategies and administrative support.

5.47 The table below illustrates some of the advantages and disadvantages of having responsibility for more than one school, cited by heads in the Netherlands system.

“More school” heads in the Netherlands (NCSL, 2006)	
<i>Advantages</i>	<i>Disadvantages</i>
More time to lead	Initial tensions with staff concerns about losing the head teacher
Better prepared and therefore less tired	Concerns about no longer teaching and losing contact with children
Transferability of skills leading to a reduced workload	Being more remote and experiencing a sense of decreasing influence in the classroom/school
Detachment benefits, making it easier to deal with potential staffing problems	Busy in both schools and potential to be “in the wrong place at the wrong time”
Benefits to other staff through distributed leadership	A need to adapt to different schools, cultures and issues, which may result in burn-out for the head teacher
A sense of direction for some schools	
Reduced costs and risk of redundancy as authority pays for one principal rather than two	

Leadership in the wider educational system

Consultant leaders

- 5.48 Consultant leaders are viewed as a means of “harnessing the knowledge and experience of those who are already successfully leading schools to benefit school leadership teams across the country. Consultant leaders are those who have been recruited and trained (by the NCSL) to:

Take a lead role in facilitating the learning of school leaders and teams, creating, sharing and using new knowledge and understanding to improve pupil outcomes. (Hartle, 2004)

- 5.49 Key roles of these leaders will include NPQH tutors, Consultant Heads on the New Visions Pilot Programme for Early Headship, and facilitators for Networked Learning Communities.¹⁰
- 5.50 A specific category of consultant leader is the Primary Strategy Consultant Leader, with a remit to work with other headteachers in their schools to strengthen collaborative leadership and responsibility for teaching and learning; support the leadership team of a school in reviewing its curriculum, its staffing and the individual needs of its children; to prioritise where improvements should be made and to help schools realise the benefits of remodelling amongst other actions (NCSL, 2006).
- 5.51 Other categories of consultant leader could include the national education leaders, supporting the development of policy on a national level, announced in the White Paper (see Chapter 2), and the School Improvement Partners (SIPs) initiative.

Conclusions

- 5.52 The new policy contexts in which school leaders are operating are very likely to impact on their roles and responsibilities and that of the wider leadership team. Guidance from the Department and other agencies suggests that headteachers should not have direct responsibility for managing extended services. Nonetheless, it is likely that they will have some form of involvement at a strategic level if not the operational.

¹⁰ www.ncsl.org.uk

- 5.53 Given this, it is thought that the structure of the leadership team will increasingly include financial or business managers and professionals such as 'cluster managers', dependent on the needs of the school.
- 5.54 This will have implications for the role of the school leader, particularly in terms of relationship-building, performance management and accountability, as they become increasingly involved with, or responsible for, multi-agency teams.
- 5.55 The traditional model of school organisation is being increasingly displaced by distributed leadership concepts in political and academic discourse. There are different modes of distributed leadership, some of which may arise in response to a particular set of circumstances.
- 5.56 New models of headship have been defined in relation to single-school, multi-school and wider system leadership. In research undertaken by the National College for School Leadership, it has been found that these models have substantial benefits in recalibrating leaders' work loads, building capacity and sustainability, and supporting other leaders. Challenges included achieving 'buy-in' from parents and governors and brokering different relationships and cultures.

6 Emerging principles of leadership

Introduction

6.1 This section presents a summary of the main themes emerging from this review of the literature on leadership rather than the specific policy context. There are six inter-related themes, all of which are, as we have seen, relevant to leadership in both the public and the private sectors. This section is therefore structured as follows:

- Theme 1 – the importance of context;
- Theme 2 – culture, vision and ethos;
- Theme 3 – trends towards distributed leadership models;
- Theme 4 – focus on staff development and training;
- Theme 5 – models to promote sustainability;
- Theme 6 – resourcing; and
- Conclusions.

Theme 1 – The importance of context

6.2 The first theme relates to the importance of context and this is an area which has to be taken into account in both public and private sectors. The nature of different contexts demands flexibility and a certain amount of freedom to respond to changing situations. The context inside and outside organisations has to be considered. It is clear from the literature that one size or type does not fit all and that leadership is situational and should change as the context changes.

Leadership is situational. What is required of the leader will always be influenced by the situation.

Goffee & Jones (2006) from their most recent book *Why should anyone be led by you?* In which they analyse the features of authentic leaders in the private sector

All leadership actions are set in the context of realities imposed by external events and by the purpose of the organisation. The context changes and so the action must constantly evolve. That puts a high premium on judgement and flexibility.

From a speech by Lord Browne, BP Group Chief Executive delivered on leadership within BP (2004)

6.3 Underpinning this, there are a number of specific points which various authors make in relation to the importance of context, namely;

- *A flexible and pragmatic approach;* is required from leaders to cope with the demands of different contexts in both the public and private sectors.

They (World class leaders) have a highly developed understanding of the context in which they are operating - economic, political, social and environmental trends. They have a constant thirst to learn more about this context and a high tolerance of ambiguity.

From a speech by Newton, BP Group Vice President, on organisational change and leadership (2001)

- *Flux management*, as with other sectors, and perhaps more than most, the school context is constantly in a state of flux which requires that leaders adapt accordingly. Day, (2000) specifies some of the tensions experienced directly by headteachers:

Headteachers found themselves positioned uneasily between these forces outside school's instigation and promoting (initiatives) to their own staff who ultimately had to implement them. They demonstrated their leadership by the selection of which initiatives to take on, the relative support which they provide for their implementation, their knowledge of how others were tackling new initiatives, and the ways in which they adapted initiatives to their particular values and circumstances.

Day (2000) *Effective leadership and reflective practice*

- *Responding to local and national situations*; the ongoing educational reforms at a national level over the last 20 or so years have been well-documented in terms of impact on school leadership. However, leadership teams in schools must also contend with the local, community context and flex their approach accordingly. Some commentators emphasise the effects of student background in particular:

More account should be taken of the context for leadership and school reform - socio-economic status, home background and school size had a clear interactive effect on leadership, the school and the student outcomes.

Mulford and Silins (2003) from their article in the *Cambridge Journal of Education* on how leadership can influence organisational learning and student outcomes

What pupils learn in school is partly dependent on what they bring to school in terms of their family and individual social and economic circumstances.

Hopkins et al. (2005) taken from the foreword to an *Innovation Investigation into School Improvement*

- *The leadership style of the head*; and school context are closely related. This style could change over time. For example autocratic leadership¹¹ might be adopted in times of crisis and distributed leadership¹² used to achieve sustained school improvement, depending on the context:

¹¹ Autocratic leadership style: the leader retains as much power and decision-making authority as possible. Employees are not consulted, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments.

¹² Distributed leadership style: Bennett et al (2003) found that what made this style distinctive from others was its view of "leadership as the product of concertive or conjoint activity, emphasising it as an emergent property of a group or network."

Principals exert leadership through constellations of actions that coalesce around different models of leadership, including transformational, instructional, moral or participative leadership.

Leithwood & Riehl (2003) from research into successful school leadership prepared for the American Educational Research Association

Theme 2 – Culture, vision and ethos

- 6.4 Effective leaders have a clear and definable vision for their organisation, to which they are fully committed, both personally and professionally. There are various characteristics of effective leadership which come under this heading. How the vision is communicated is almost as important. Culture, vision and ethos are also tied in closely with training and staff development. Evidence of the importance of this area is available in all sectors, for example the NHS recognises this key factor in its leadership training:

Outstanding leaders set a vision for the future, drawing on their understanding of the organisation(s) in which they work, and their political awareness of the context.

NHS Leadership Qualities Framework (2004)

Successful leadership is defined and driven by individual and collective value systems. (Day, 2000)

- 6.5 Underpinning this general finding around culture, vision and ethos, a number of specific points emerge in the literature as follows:
- *Integrity and trust*; is a key characteristic of effective leadership. Goffee and Jones refer to the personality traits of leaders who embrace transformational styles. They argue against attempts to copy the personality of successful, high-profile business leaders, instead highlighting authenticity as the attribute that uniquely defines great leaders:

Leaders and followers both associate authenticity with sincerity, honesty and integrity.

Goffee and Jones (2005) from their article in the *Harvard Business Review* which argues that leadership in the private sector demands the expression of an authentic self

Effective leadership in Schools Facing Challenging Circumstances (SFCC) is characterised by a leader's value system reflecting equity, empowerment and moral purpose. This leadership style is described as democratic and principally concerned with giving others the responsibility to lead.

Harris et al. (2002) From their research into effective leadership in schools in challenging contexts

- *Meaningful communication*; is clearly key to the transmission of these values. Leithwood and Riehl note that it is not just the direction provided by the leader that is important but also the way in which this direction is consistent with the values and practices of the school so that “purposes which may have initially seemed to be separate become fused” (Sergiovanni, 1995), leading to shared meaning and understanding. Good leaders will also communicate their vision and ethos to other stakeholders and include them in a meaningful way in the development of that

vision. In the case of the Academies initiative, this has had a clear impact on reinvigorating schools that were deemed to be failing.

Good leaders are informed by, and communicate, clear sets of personal and educational values which represent their moral purposes for the school.

Day et al (2000) from *Leading schools in times of change – a study of effective headship in 12 schools in England and Wales*

The involvement of the sponsor and co-opted governors has had a positive impact on reinvigorating schools that were previously failing, and re-establishing a positive vision and ethos for the Academy.

DfES (2005a) Academies evaluation 2nd annual report, PricewaterhouseCoopers, DfES publication

- *Training and staff development;* (see also theme 4) are very important in the area of culture, vision and ethos

Creating a learning culture – reflection (bridge between theory and practice, how experience is understood and converted into knowledge) and coaching are probably the most powerful learning strategies for developing leadership potential.

West-Burnham (2004) from his NCSL think piece in which he argues against ignoring the leadership potential that exists in every organisation

Values and vision, integrity, context, continuing professional development, power with and through, reflection and the developing self are all seen as important pieces in the leadership jigsaw.

Day et al. (2000) from *Leading schools in times of change – a study of effective headship in 12 schools in England and Wales*

Theme 3 - Trends towards distributed leadership models

- 6.6 The trend in recent years from transactional to transformational models is well documented. Transformational¹³ leadership includes, amongst other characteristics, the move to distributed leadership but also:

Transformational leadership is... inspirational. It is about engaging the emotions of individuals in the organisation. It is crucial for leading change today.

NHS (2005) from a publication examining the future of leadership in the National Health Service

- 6.7 Underpinning this general point around distributed leadership models, a number of specific points in the literature are worth noting:

- *Location of leadership;* leadership is not exclusively located in the head teacher or senior management of the school but also in the wider school staff (Bell, Bolam & Cubillo, 2003). Goffee and Jones (2006), also refer to the non-hierarchical

¹³ Transformational leadership Burns, J.M. (1978) argues that such leaders 'raise the bar by appealing to higher ideals and values of followers. In doing so, they may model the values themselves and use charismatic methods to attract people to the values and to the leader'.

dimension of leadership. They report that leadership qualities are not the sole preserve of those at the top of an organisation.

- *Training and development*; is a key part of transforming leadership structures.

Great organisations have leaders at all levels.

As flatter, team-based more organic structures begin to predominate over hierarchical structures in schools... more attention is being paid to the kinds of leadership that can be distributed across many roles and functions in the school. In addition to teachers and administrators, parents and students are important potential sources of leadership.

Leithwood and Riehl (2003) from their research into successful school leadership

- *Networking*; and the development of internal and external strategic relationships are also viewed as key.

The nature and quality of the leader's relationships, both internal and external, will be critical to the success of the school."

Leading a diverse organisation will require a similar set of strategic relationships. What will be the nature of effective communication? How will the leader lead when teams are constantly being formed, developed and disbanded, all according to need? Staff will be members of multiple teams – sometimes the leader, sometimes the gofer – but how will the school leaders equip them for the role? Indeed, how will they manage the result? What can school leaders learn from the cutting-edge, fast-growing companies in this respect?

Bennett (2001) from his NCSL paper in which he discusses key issues for the leadership of schools in the future

- Linked to this (and to sustainability in leadership) is the concept of *system leadership*, emerging from the recent work of the National College for School Leadership, with the ultimate goal of strengthening collaboration and therefore the operation of the education system, with the ultimate goal of raising standards.

This new group of genuine system leaders are not about empire building and commercial interest, they are trying to create something more akin to a commonwealth or a co-operative, a mutually supportive environment where every child can be a powerful learner.

Steve Munby – NCSL conference Keynote speech

Theme 4 - Focus on staff development and training

6.8 It is already clear that staff development is a recurring theme. This incorporates internal and external training, reflective practice and the creation of conditions for professional growth of all staff.

- *External and internal training*; preparation for Headship/Leadership is emerging as increasingly important, evidenced for example through the success of the NPQH initiative. Kakabadse (2003) highlights "coaching", "grooming", "counselling" and the importance of both external and internal training.

- *Reflective practice*; the importance of reflective practice is gaining recognition across the sectors. Hill (2006) recommends regular sabbaticals for Heads. Goffee and Jones argue that:

Learning through experience and interaction can only really work when leaders have time to reflect.

Goffee and Jones (2003) in their article *Mantle of Authority* which deals with the common traits of leaders and the importance of leaders having time to reflect

- *Conditions for professional growth*; effective principals need to exercise informed choice concerning the kinds and purposes of reflection necessary to challenge and support their professionalism at different times in their career histories, and the processes that will enable them to engage in them most effectively. (Day, 2000). Further, not only do leaders need to create space to stay abreast of best professional practices, they also need to help create conditions for professional growth amongst their staff.

Theme 5 - Models to promote sustainability

6.9 All sectors are aware of the fragile nature of short-term, unsustainable measures to improve leadership in organisations. The lesson is that there is no “quick fix” and that these models are closely aligned to the training and development issues highlighted in theme 4. Specific points to emerge in the literature are as follows:

- *Sustainability in educational reform*; Fullan (2005), cited in the ASCL report, emphasises the importance of sustainability in the context of on-going educational reform:

All the dilemmas in education reform are coming home to roost: top-down versus bottom-up; short-term versus long term results; centralisation versus decentralisation; informed prescription versus informed professional judgement; excellence versus equity. And how does one achieve large-scale reform anyway; reform that is characterised by serious accountability and ownership? As it turns out, sustainability is at the heart of these dilemmas.

Fullan (2005) from his chapter on *professional learning communities* in Dufour et al (Eds)

- *Ten principles for sustainable school leadership have been developed by ASCL.* These focus on those features that leaders need to exhibit to lead schools into the future and to promote sustainable leadership.

- Belief in the power and purpose of learning;
- Partnership with other schools, parents, community for the benefit of all;
- Wise use of authority, showing respect and supporting the social, emotional and intellectual development of students;
- Sharing and fostering leadership within and across schools;
- Build and sustain a learning community;
- Practising intelligent accountability (internal performance drivers);
- Balancing long and short term goals;
- Reflective practice;
- Clear consistent communication; and
- Working closely with governing bodies to ensure shared goals and vision.

Hill (2006) from his book on sustainable school leadership commissioned by the Association of School and College Leaders

- *Sustainability in the private and other public sectors*; the PIU study “*Strengthening Leadership in the Public Sector*” (2001) warned against short-term measures:

Parachuting in charismatic super-leaders to solve crisis situations may be necessary in some circumstances, but is not sufficient to deliver a systemic reinvigoration of public sector leadership.

PIU (2001) from their study *Strengthening leadership in the public sector*

Blunt focuses on the importance of grooming and succession planning:

The need for growing good leaders is a large and often misunderstood challenge and one that is generally not well addressed in any systematic fashion.

Leaders grow leaders. More precisely, leaders of character grow other leaders of character who, in turn, do the same.

Blunt (2004), whose article ‘*Leadership in the crucible*’ addresses the paradox of character and power amongst leaders in the public

Theme 6 - Resourcing

- 6.10 Ensuring adequate resources is a key element of the role of the effective leader and this is likely to be ever more important in an increasingly competitive environment and particularly with the emergence of new models of school governance:

Leaders influence student learning by helping to promote vision and goals and by ensuring that resources and processes are in place to enable teachers to teach well. (Leithwood & Riehl, 2003)

- 6.11 Unsurprisingly, the investment of substantial new resources was identified as crucial to assist school leaders to implement school reforms and increase the learning outcomes for students (Hallinger et al, 2005). Investment in people and resources was identified as a vital ingredient for the development of professional learning in a survey of overall leadership of the school.¹⁴
- 6.12 In particular, Fullan (2003) identifies the importance of high quality curriculum materials and assessment information on student learning in relation to staff development.

Conclusion

- 6.13 This section examined some of the main themes apparent in the literature review. The issues identified are not exhaustive. The following provides a summary of the main themes identified:
- *The importance of context*; the key message from this theme centres on the importance of context and the need to evolve constantly in relation to a changing context. Day (2000) termed this flux management;
 - *Culture, vision and ethos*; focusing on the importance of individual and collective value systems and creating shared meaning and understanding. West-Burnham (2004) talks about the importance of reflection and coaching in creating leadership potential;

¹⁴ <http://www.teachernet.gov.uk>

- *Trends towards distributed leadership models;* Belbin (2004) commenting on leadership in the private sector, talks about the gradual move from top-down hierarchy to a system of looser and more dynamic networking. This has been reflected in the education sector through a move towards more distributed leadership, both within and between schools and the wider education system, via models of system leadership;
- *Focus on staff training and development;* focusing on the creation of conditions for professional growth of all staff. Goffee and Jones (2003) talk about the importance of time for leaders to reflect on their own leadership;
- *Models to promote sustainability;* schools need to reflect on long-term sustainability in improving leadership in their school, and capacity or succession planning for the next generation of leaders; and
- *Resourcing;* the investment of substantial new resources was identified as crucial to assist school leaders in implementing school reforms and improving the learning outcomes for students.

7 Conclusions

- 7.1 This literature review has examined the main issues surrounding school leadership from the perspective of: the policy context in which school leaders operate and future thinking on the development of education, leadership issues in the private and public sectors, including the school sector, and some of the high-level models of school leadership which have emerged from the literature.
- 7.2 The aim of this review of the literature is to provide a contextual background to the independent study into school leadership and to assist in informing the fieldwork phase of the research. This section summaries the main findings of the review and presents an overview of the conclusions, based on the themes emerging from the literature.
- 7.3 The *Every Child Matters* agenda will have major implications for the way in which schools are led. The intention that schools will work more closely with local children's services necessitates a move towards leadership models which emphasise cross-sectoral collaboration and inter-agency working. The New Relationship With Schools, which complements the *Every Child Matters* agenda, aims to decrease the burdens placed on schools by reducing the weight of guidance and procedures which do not contribute directly to teaching and learning. The 14-19 Education and Skills White Paper (DfES, 2005) also promotes collaboration, between schools and their local education authority, the local Learning and Skills Council, and, most probably, local colleges of further education.
- 7.4 Not only will the proposed changes of the White Paper impact on the amount and degree of collaboration, but it may also lead to more open attendance arrangements, as students attend a wider range of establishments. These policy changes, along with those proposed in the *Higher Standards, Better Schools for All* White Paper, will have significant impacts on school leadership with the principal, and his/her SLT, becoming increasingly involved in relationships beyond the traditional boundaries of the school. Collaborative, influencing and networking skills will come to the fore. This will have implications in relation to potential models for school leadership.
- 7.5 Given the challenging context school leaders face and the policy reforms that are underway that will radically affect the way in which leaders will lead their schools, the literature yields interesting insights into effective leadership and the traits and characteristics that effective leaders are imbued with. Many of the characteristics point to effective leaders as those individuals who create a clear vision and purpose for the school (Bolam et al. 1993).
- 7.6 Other key characteristics which the literature cites as underpinning effective leadership include: a sense of mission; involving others through a participative approach; a concern with teaching and pupil learning; a hands-on monitoring approach; an academic orientation; high expectations, and; monitoring and evaluation at school level. Most of these characteristics can be located in the six themes which emerged from the school leadership literature.
- 7.7 The move to schools as more personalised learning communities requires a shift from hierarchical to horizontal styles of leadership and changes to the way in which people, particularly headteachers, interact and network with their colleagues. Belbin (2004), commenting on leadership in the private sector, talks of 'a new paradigm shift away from top-down hierarchy and towards a looser yet deftly co-ordinated system of

dynamic networking.’

- 7.8 It is evident that there are a number of dimensions along which leadership can be described e.g. personality, behaviour and context and that leadership can operate on a number of levels, including the strategic, the operational and the team. The concept of distributed leadership is becoming increasingly important with a reported move away from the concept of a single leader towards flatter organisational structures apparent in the literature. This is evident in the literature on both private and public sector organisations.
- 7.9 There are varieties of distributed leaderships with categories of distributed leadership including dispersed; collaborative; democratic and shared, which will impact most likely on the models adopted.
- 7.10 There are differences between leadership in the public and private sectors but some of the dissimilarities are reducing in size with increased accountability and partnership working required in private sector organisations. Responding to a complex and changing environment is also a challenge faced by both sectors.
- 7.11 In the private sector, as Franks (2003) states, ‘the cult of the charismatic chief executive’ appears to be coming to an end, with new models variously described as ‘networks’, ‘hubs’ and ‘loose-linked satellite’ models. At the same time, there is an increasing focus in business on governance, sustainability and relationship-building.
- 7.12 On the public sector side, leadership capacity building is increasingly viewed as key to the public sector reform agenda. There is some evidence of a need for leadership, strategic thinking, financial management, commissioning and procurement, and system design skills in the public sector. There are clear resonances between leadership issues in the NHS and in the schools sector, particularly around the issues of support, autonomy, workload, flexibility and working outside the organisation. Some parallels can therefore be drawn between the education sector and other parts of the public sector and the private sector.
- 7.13 The importance of context linked to the concept that there is no simple relationship between the existence of certain leadership qualities and the performance of a school. Beccalli (2004), commenting on the private sector, notes that ‘the most successful leaders learn to behave differently at different times.’ This brings to the fore the importance of adapting to change.
- 7.14 The tension between collaboration and competition as new forms of school governance impact on the ways in which headteachers lead. For example, Day (2005) has noted that there has been an uneasy tension between the promotion of equity, on the one hand, and the realisation of improved performance on the other.
- 7.15 Operationally, more fluid school boundaries will impact on the management of staff and resources.
- 7.16 The new policy contexts in which school leaders are operating are very likely to impact on their roles and responsibilities and that of the wider leadership team. For example, it is thought that the structure of the leadership team will increasingly include financial or business managers and professionals such as ‘cluster managers’, dependent on the needs of the school.
- 7.17 This will have implications for the role of the school leader, particularly in terms of relationship-building, performance management and accountability, as they become increasingly involved with, or responsible for, multi-agency teams.
- 7.18 The traditional model of school organisation is being increasingly displaced by

distributed leadership concepts in political and academic discourse. There are different modes of distributed leadership, some of which may arise in response to a particular set of circumstances.

- 7.19 New models of headship have been defined in relation to single-school, multi-school and wider system leadership. In research undertaken by the National College for School Leadership, it has been found that these models have substantial benefits in recalibrating leaders' work loads, building capacity and sustainability, and supporting other leaders. Challenges included achieving 'buy-in' from parents and governors and brokering different relationships and cultures.

Annex A: Bibliography

- Adair, J. (2006) in *Effective Leadership*, the Chartered Institute of Personnel and Development. Available at <http://www.cipd.co.uk>.
- ATL (2005) *New professionalism: position statement*. London: Association of Teachers and Lecturers. Available at: <http://www.askatl.org.uk/>.
- Banks, A., Finn, C., Bora, S., Lees, K. & Watson, C. (2002) *Two heads better than one? Building a cross-phase school of the future*. Nottingham: NCSL.
- Beccalli, N. (2004) *When style matters in leadership*. European Business Forum Special Report, January 2004. London: European Business Forum.
- Belbin, M. (2004) *Lessons from the 'social' insects in Leadership*. European Business Forum Special Report: January 2004. London: European Business Forum.
- Bell, L., Bolam, R. & Cubillo, L. (2003) *A systematic review of the impact of school leadership and management on student outcomes*. London: Institute of Education.
- Bennett, D. (2001) *The School of the Future: Key Issues for School Leaders*. Nottingham: NCSL.
- Bennett, N., Wise, C. and Woods, P. (2003) *Distributed Leadership*. Nottingham: NCSL.
- Blair, M. (2002) Effective school leadership: the multi-ethnic context. *British Journal of Sociology of Education*, 23(2), pp. 179-191.
- Blunt, R. (2004) Leadership in the crucible: the paradox of character and power. *The Public Manager*, Winter 2003/04.
- Blunt, R. (2005) *Best principles before best practices*. Available at <http://www.govleaders.org>.
- Bolam, R., McMahon, A., Pocklington, K, & Weindling, D. (1993) *Effective Management in Schools — a report for the Department for Education and Skills*. The School Management Task Force Professional Working Party. London: HMSO.
- Bolman, L. & Deal, T. (1984) *Modern approaches to understanding and managing organisations*. San Francisco: Jossey Bass.
- Burgogne, J., Hirsch, W. & Williams, S. (2004) *The development of management and leadership capability and its contribution to performance: the evidence, the prospects and the research need Research*, RB560. London: DfES.
- Burns, J. (1978) *Leadership*. New York: Harper & Row.
- Bush, T. (1995) *Theories of educational management (second edition)*. London: Chapman.
- Bush, T., & Glover, D. (2003) *School leadership: concepts and evidence*. Nottingham: NCSL.
- Cabinet Office (2006) *The UK Government's Approach to Public Sector Reform*. London: Prime Minister's Strategy Unit.
- Centre for Excellence in Leadership (2006) *Making a reality of the FE White Paper: an initial contribution from CEL*. Available at: <http://www.centreforexcellence.org.uk>.
- Collarbone, P. (2005) *Education 2010: a world of difference*. Annual Institute of Education lecture delivered on 29 September 2005. Manchester Metropolitan University.
- Conger, J. (2002) *Danger of delusion in mastering leadership*. Financial Times: 29 November 2002.
- Crainger, S. & Dearlove, D. (Eds.) (2005) *The future of Leadership supplement to "In View"*. Available at: <http://www.executive.modern.nhs.uk/inview/pdf/NHS-InView-sept2005-supp.pdf>.
- Day, C. & Leithwood, K. (2007, In press) *Successful principalship: international perspectives*. Dordrecht: Springer.
- Day, C. (2000) Effective leadership and reflective practice. *Reflective Practice*, 1(1), pp. 113-127.

- Day, C. (2005) The UK policy environment for school leadership; uneasy transitions. In Bascia, N. (Eds.) (2005) *International Handbook of Educational Policy* (Vol. 13), pp. 393-420.
- Day, C., Harris, A., Hadfield, M., Tolley, H. & Beresford, J. (2000) *Leading schools in times of change*. Buckingham: Open University Press.
- DfES (2002) *Establishing the Current State of School Leadership in England*. London: DfES, RB336.
- DfES (2004a) National Standards for Headteachers. Available at: <http://www.ncsl.org.uk>.
- DfES (2004b) *Evaluation of the Extended Schools Pathfinder Projects*. RR530. London: DfES.
- DfES (2005) *Raising Standards and Tackling Workload: Implementing the National Agreement – Every Child Matters and Extended Schools*. London: DfES.
- DfES (2005a) *Academies evaluation 2nd annual report*. London: DfES.
- DfES (2005b) *A New Relationship with Schools: next steps*. London: DfES.
- DfES (2005c) *Higher standards, better schools for all: more choice for parents and pupils*. London: HMSO.
- DfES (2005c) *Time for Standards: Transforming the School Workforce*. London: DfES.
- DfES (2005d) *Transforming the School Workforce: headteachers and the National Agreement*. London: DfES.
- DfES (2005e) *14-19 Education and Skills: implementation plan*. London: DfES.
- DfES (2005f) *Follow-up research into the state of school leadership in England*. London: DfES, RB633.
- DfES (2006a) *Further education: raising skills, improving life chances*. London: DfES.
- DfES (2006b) Education and inspections bill: higher standards, better schools for all. *Press release, 28 February 2006*.
- Dimmock, C. & Walker, A. (2002) School leadership in context – societal and organisational cultures. In Bush, T. & Bell, L. (Eds.) *The principles and practice of educational management*. London: Chapman.
- Dufour, R. (Eds) (2005) *On Common Ground*. Indiana: National Education Service.
- Earley, P., Evans, J., Collarbone, P., Gold, A. & Halpin, D. (2002) *Establishing the current state of school leadership in England*, RB336. London: DfES.
- EdComs (2005) *Headspace: the national survey of headteachers* (Wave 3). London: Guardian Newspapers & EdComs.
- Farrant, G. & Humphries, P. (2004) *Public sector leadership – in need of more recognition in Leadership*. European Business Forum Special Report: January 2004. London: European Business Forum.
- Feiner, M. (2003) *Laws of leadership in mastering leadership*. Financial Times, PricewaterhouseCoopers LLP.
- Fenlon, M. (2003). *The public spirit in mastering leadership*. Financial Times, PricewaterhouseCoopers LLP.
- Fielding, M. (2003) *Working with the soul: the earnest betrayal of high performance schooling. The challenge of the orthodoxy of school leadership*. University of Sussex: Falmer.
- Forde, R., Hobby, R. & Lees, A. (2000) *The Lessons of Leadership*. Hay Management Consultants.
- Foster, A. (2005) *Realising the potential: a review of the future role of further education colleges*. London: DfES.
- Franks, O. & Rawlinson, R. (2004) *The theory of leadership and the leadership of theory in leadership*. European Business Forum Special Report: January 2004. London: European Business Forum.

- Franks, O. (2003) *Introduction to Mastering Leadership*. Financial Times, PricewaterhouseCoopers.
- Fullan, M. (2003) *Hope for Leadership in the Future*. Ontario: Ontario Institute for Studies in Education.
- Fullan, M. (2005) Professional Learning Communities Writ Large. In Dufour, R. (Eds) (2005) *On Common Ground*. Indiana: National Education Service.
- Goffee, R. & Jones, G. (2003) *Mantle of authority in mastering leadership*. Financial Times, PricewaterhouseCoopers.
- Goffee, R. & Jones, G. (2005) *Managing authenticity — the paradox of great leadership*. Financial Times, PricewaterhouseCoopers.
- Goffee, R. & Jones, G. (2006) *Why should anyone be led by you? What it takes to be an authentic leader*. Boston: Harvard Business School.
- Gronn, P. (2002) *Distributed leadership*. In Leithwood, K. & Hallinger, P. Second international yearbook in educational leadership. Dordrecht: Kluwer.
- Hallinger, P. & Snidvongs, K. (2005) *Adding value to school leadership and management*. Nottingham: NCSL.
- Hammersley-Fletcher, L. & Brundrett, M. (2005) Leaders on leadership: the thoughts of primary school headteachers and subject leaders. *School Leadership and Management*, 25(1), pp. 59-76.
- Hargreaves, D. (2000) *Presentation to the OECD/CERI Governing Board*. Château de la Muette, Paris, Friday 24th March 2000.
- Harris, A. & Chapman, C. (2002) *Effective leadership in schools facing challenging contexts*. Nottingham: NCSL.
- Harris, A. & Day, C. (2003) Teachers' perspectives on effective school leadership. *Teachers and Teaching: Theory and Practice*, 9(1), pp. 67-78.
- Harris, A. (2004) Distributive leadership and school improvement, leading or misleading. *Educational Management Administration and Leadership*, 32(1), pp. 11-24.
- Harris, C., Sheppard, A. & Boaden, R. (2003) *Leadership through effective human resource management: tracking the careers of the first cohort of participants*. Health Organisations Research Centre, UMIST.
- Hartle, F. & Thomas, K. (2003) *Growing tomorrow's school leaders: the challenge*. Nottingham: NCSL.
- Hartle, F. (2005) *Shaping up to the future*. NCSL: Nottingham.
- Hartley, J. & Hinksman, B. (2003) *Leadership Development: A systematic review of the literature*. Warwick Institute of Governance and Public Management.
- Hatcher, R. (2005) *Distributed Leadership and Managerial Power in Schools*. Birmingham: University of Central England.
- Hill, R. (2006) *Leadership that lasts: sustainable school leadership in the 21st century*. London: ASCL.
- Hirsch, D. (2002) *What Works in Innovation in Education - school: a choice of directions*. Paris: OECD.
- Hopkins, D., & Reynolds, D. & Gray, J. (2005) *School improvement: lessons from research*. Nottingham: NCSL.
- Horvath, M. (2003) The continuity conundrum in mastering leadership. Financial Times, PricewaterhouseCoopers.
- Howson, J. (2005) *Eleventh annual report: The state of the labour market for senior staff in schools in England and Wales for 2004-2005*. Education Data Surveys.
- Howson, J. (2006) *The state of the labour market for senior staff in schools in England and Wales*. Oxford: Education Data Surveys.

- Istance, D. (2001) *Work on schooling for tomorrow: trends, themes and scenarios to inform leadership issues*. Nottingham: NCSL.
- James, C., & Connolly, M., & Dunning, G. & Elliot, T. (2005) *Systemic leadership for schools*. Paper presented at the British Educational Research Association Annual Conference, University of Glamorgan, 14-17 September 2005
- Kakabadse, A. (2003) Groomed for the top in mastering leadership. *Financial Times*, PricewaterhouseCoopers.
- Kimber, M. (2003) *Does Size Matter?* Nottingham: NCSL.
- Leithwood, K. & Levin, B. (2005) *Assessing school leader and leadership programme effects on pupil learning*, RR662. London: DfES.
- Leithwood, K. and Riehl, C. (2003) *What do we already know about successful school leadership?* Philadelphia: Temple University.
- Lindsay, G., Arweck, E., Chapman, C., Goodall, J., Muijs, D. & Harris, A. (2005) *Evaluation of the federations programme: 2nd interim report*. Warwick: University of Warwick.
- Local Government Association (2005). *Stronger Political Leadership, Better Local Government*. Herefordshire: Bell Press.
- Lord Browne (2004) *Leadership*. A speech given by Lord Browne, Group Chief Executive of BP on 18 October 2004.
- MacBeath, J., Oduro, G. & Waterhouse, J. (2004) *Distributed Leadership*. Nottingham: NCSL.
- Miller, R. & Bentley, T. (2002) *'Unique creation' possible futures: four scenarios for 21st century schooling*. Nottingham: NCSL.
- Mortimore, P., & Sammons, P., & Stoll, L., & Lewis, D. & Ecob, R. (1995) *School Matters: the junior years*. London: Chapman.
- Mortimore, P., Sammons, P., Stoll, L., Lewis, D. & Ecob, R. (1988) *School Matters: The Junior Years*. Somerset, Open Books.
- Mulford, B. & Silins, H. (2003) Leadership for organisation learning and improved student outcomes – what do we know? *Cambridge Journal of Education*, 33(2), pp. 175-85.
- National Assembly for Wales (2001) *The Learning Country: a paving document*. Cardiff: National Assembly for Wales.
- NCSL (2005) *Corporate plan: 2005-08*. Nottingham: NCSL.
- NCSL (2006a) *The school leadership challenges for the 21st century*. Nottingham: NCSL.
- NCSL (2006b) *System leadership in action*. Nottingham: NCSL.
- NCSL (2006c) *New Models of Headship: Federations*. Nottingham: NCSL.
- NCSL (2006d) *New Models of Headship: Secondary or special school executive heads*. Nottingham: NCSL.
- NCSL (2006e) *New Models of Headship: Primary Executive Heads*. Nottingham: NCSL.
- NCSL (2006f) *Lessons from extended schools*. Nottingham: NCSL.
- NCSL (2006g) *Seizing Success*. Speech to NCSL conference, delivered by Steve Munby in May 2006.
- Newton, R. (2004) *Organisational change and leadership*. A speech delivered by R W Newton at the Business Renaissance Conference in London on 12 June 2001.
- NFER (2005) *Annual survey of trends in primary education*. Berkshire: NFER.
- NFER (2005) *Annual survey of trends in secondary education*. Berkshire: NFER.
- NHS (2004) *Leadership Qualities Framework*. NHS: Leadership Centre.

- Nicholson, N. (2003) *To the manner born*, Mastering Leadership. Financial Times, PricewaterhouseCoopers.
- ODPM (2005) *Leadership & development in the fire and rescue service*. London: ODPM.
OECD (2001) *What schools for the future?* Paris: OECD.
- Ofsted (2003) *Leadership and management: what inspection tells us?* London: Ofsted.
OPM (2004) NHS Leadership Research Report.
- Page, B. (2006) *The state we're in*. Available at: <http://www.ncsl.org.uk/media/847/77/ben-page-presentation.pdf>
- Performance and Innovation Unit (2001) *Strengthening leadership in the public sector*. London: Cabinet Office.
- Powell, L. (2002) Shedding a tier: flattening organisational structures and employee empowerment. *The International Journal of Educational Management* Volume 16, No 1, pp. 54-59
- Reynolds, D. (2001) *Effective school leadership: the contributions of school effectiveness research*. Nottingham: NCSL.
- Rice, M. (2003) *The creative spark in mastering leadership*. Financial Times, PricewaterhouseCoopers.
- Rutter, M., & Maughan, B., & Mortimer, P. & Ouston, J. (1979) *Fifteen-thousand hours: secondary schools and their effects on children*. Cambridge: Harvard University Press.
- School Teachers' Review Body (2005) Fifteenth Annual Report. Norwich: HMSO.
- Sergiovanni, T. (1995) Leadership and Excellence in School. *Education Leadership*, Vol. 41, pp. 4-13.
- Simpson, B (2003) *In my view - to the manner born*. In Mastering Leadership. Financial Times, PricewaterhouseCoopers.
- Sinden, J., Hoy, W. & Sweetland, S. (2004) An analysis of enabling school structure. In *the Journal of Educational Administration*, Vol 42(4).
- Sparks, D. (2003) Change agent: interview with Michael Fullan. *Journal of Staff Development*, 24(1).
- Stevens, J., & Brown, J., & Knibbs, S., & Smith, J. (2003) *Follow-up research into the state of school leadership in England*, RR633. London: DfES.
- Teddlie, C., & Stringfield, S. (1993) *Schools make a difference: lessons learned from a 10-year study of school effects*. Nottingham: NCSL.
- Tucker, K. (2005) *Leaders who lead leaders*. Princeton: Gallop.
- Walsh, K. (2003) Leading and managing the future school — developing organisational and management structure in secondary schools. Nottingham: NCSL.
- Welsh Assembly Government (2006) *Revised National Standards for Headteachers in Wales*. Cardiff: Wales Assembly Government.
- West-Burnham, J. (2004) *Building leadership capacity – helping leaders learn*. Nottingham: NCSL.
- Whittington, R., Mayer, M. & Smith, A. (2003) *Restructuring Roulette*. Financial Times, PricewaterhouseCoopers.
- Williams, C., & Binney, G. & Wilke, G. (2004) *Leaders in transition – managing four key tensions in Leadership*. European Business Forum Special Report: January 2004. London: European Business Forum.
- World Economic Forum: visit <http://www.weforum.org>

Independent Review of School Leadership

Technical Report Part D: Qualitative Fieldwork

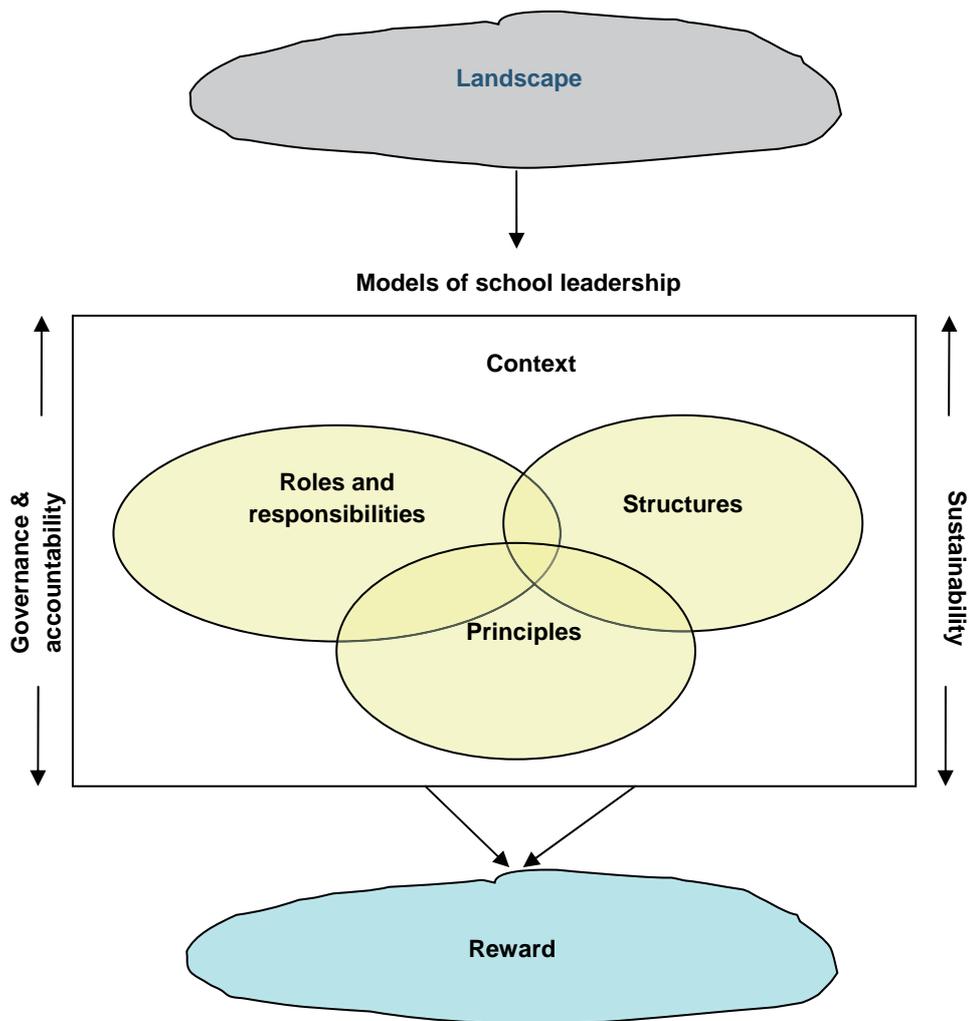
Contents

1	Introduction	D1
2	Leadership challenges in the current educational landscape	D2
3	Roles and responsibilities	D8
4	Reward.....	D23
5	Sustainability.....	D27
6	Governance	D38
7	Conclusion	D42

1 Introduction

Background

- 1.1 This section of the technical report sets out key evidence from the school leadership qualitative fieldwork undertaken from May 2006 to July 2006. This document serves to highlight key findings across the schools visited but does not contextualise the findings in terms of providing specific school case studies and identifying what works across the range of school contexts.
- 1.2 The study team, in discussion with members of the Project Management Group and other stakeholders, developed a simple conceptual framework as part of the research. This was intended to organise and clarify our thinking and discussion of both current and future school leadership models, and to inform the research phases. The conceptual framework illustrated below encapsulates the key characteristics that, in our view, define models of leadership.



2 Leadership challenges in the current educational landscape

Introduction

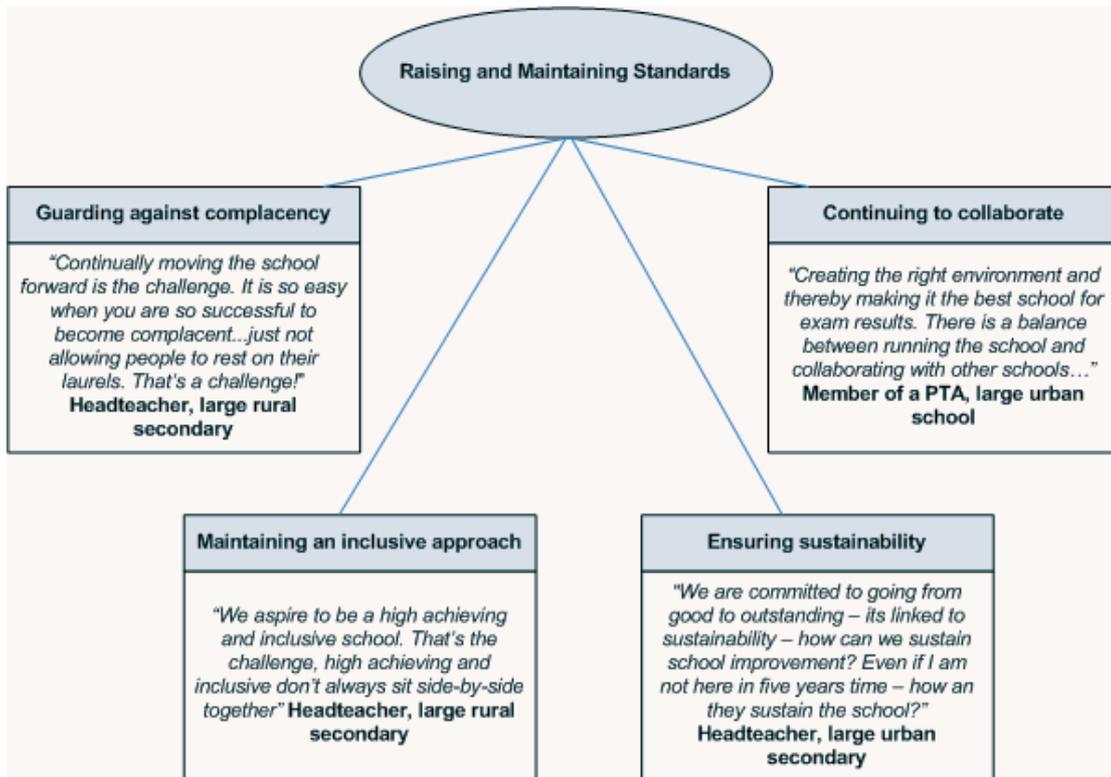
2.1 The focus of this section is to explore leadership challenges in the current educational landscape from the perspective of the respondents that participated in this research. These challenges were identified by respondents in schools of all phases and types, and some of these issues are revisited more fully in later sections of this document. The main challenges included:

- Raising and maintaining standards;
- Workforce;
- Work-life balance;
- Government initiatives;
- Ensuring a personalised learning environment; and
- Leaders' personal challenges.

Raising and maintaining standards

2.2 There is evidence that raising and maintaining standards in schools was a key challenge for school leaders. A number of factors were impacting upon school leaders as they faced this challenge. For example, for some leaders, the real challenge was to maintain a balance between the need to sustain or raise standards with the need for an inclusive approach to education. For other respondents, the challenge centred upon the need to create an environment conducive to raising standards, whilst continuing to collaborate with the wider community of schools. Other leaders, in higher performing schools, spoke about the need to guard against complacency, and 'resting on their laurels'. In addition, some school leaders highlighted the inter-relationship between sustaining school improvement and sustaining leadership. These factors are outlined in the following figure.

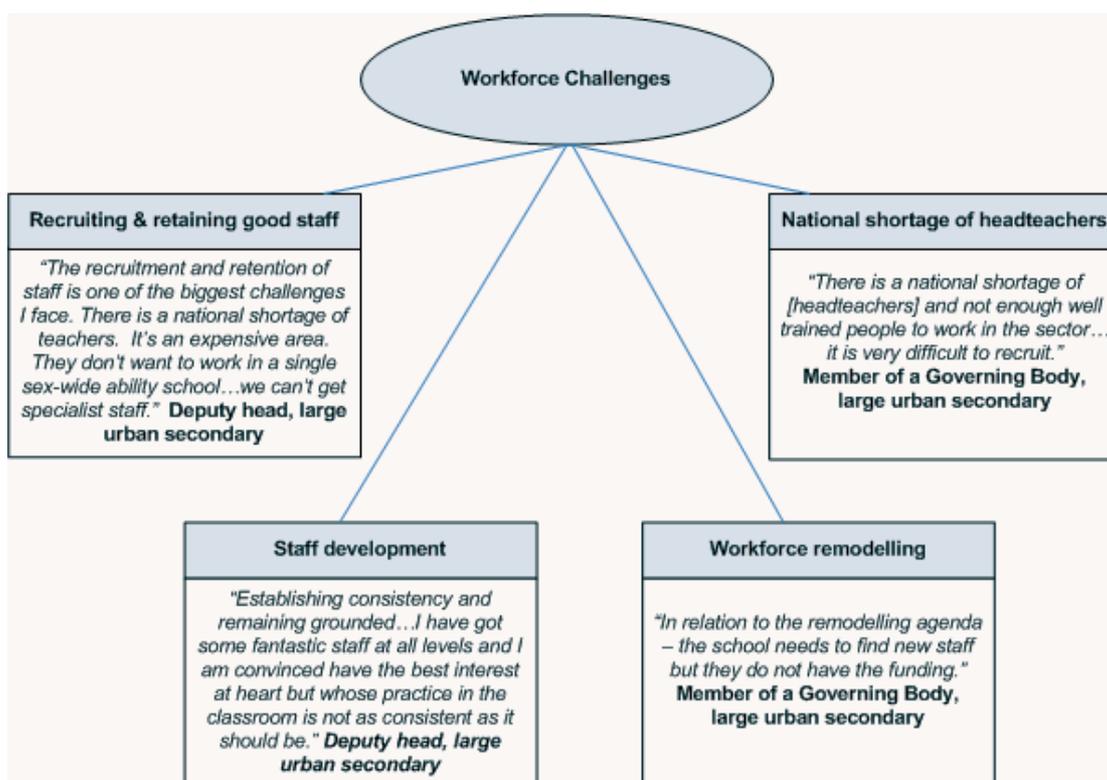
The challenge of raising and maintaining standards



Workforce

2.3 Recruiting and maintaining a good workforce was a significant challenge for many of the school leaders involved in this research. Respondents identified a number of key issues linked to this challenge. In particular, the national shortage of headteachers, the recruitment and retention of good quality teaching staff, developing staff to meet the needs of pupils and dealing with the impact of the workforce remodelling agenda were each identified as significant workforce issues. The following figure is a summary of respondents' views.

Workforce challenges



Work-life balance

- 2.4 A further challenge identified by leaders across all school types was the challenge of ensuring an acceptable work-life balance. This issue is discussed in more detail in Section 3, (Roles and Responsibilities) of this document. However, two key points are worth noting at this stage. First, the research suggests that the heavy workload associated with leadership responsibilities, in and of itself, has the potential to negatively impact upon work-life balance. Linked to this, the findings suggest that work-life balance may be a particular issue for leaders in small primary schools. Primary school leaders attributed this to the difficulties involved in balancing their leadership responsibilities with a heavier teaching load than most other heads, due to having a smaller number of staff.

Work-life balance challenges

The challenge of balancing teaching with management responsibilities

"The single challenge I think - the big one - is trying to manage the teaching load with management responsibilities. You end up doing things in the evening and at the weekends." (Class teacher, large rural secondary)

Particular challenges for leaders in small schools

"Co-ordinating five different co-ordinator posts is a big challenge. We have no extra points and until PPA, no extra time. I am still here only because it is a strong, supportive team. Coming from a large school to a small school I saw major differences." (Class teacher, small rural primary)

"I think the fact that she (the headteacher) has to do all the work that a headteacher would do in a big school, as well as having a big teaching commitment, is very hard. The teaching commitment is about 2.5 days per week and I don't think she has enough time to feel on top of both sides of the job. Getting a work-life balance out of that would be hard." (Class teacher, small rural primary)

Government initiatives

- 2.5 Government initiatives were mentioned explicitly by a large number of respondents. Most of the comments focused upon the difficulty in absorbing the sheer number of initiatives, and in handling the associated bureaucracy. Linked to this, one respondent cautioned that the proliferation of government initiatives could lead to schools losing sight of what the focus of the school should be, namely teaching and learning. In addition, some respondents indicated that a number of government initiatives may be inappropriate for particular school contexts.

The challenge of Government initiatives

Absorbing the range of initiatives

"Coping with all the new initiatives from central government – the first year of extended schools, new requirements for school profile, the changing structure of the workforce, including the introduction of TLRs – in addition to what we are already doing, is very difficult." (Headteacher, small rural primary)

Coping with the pace of initiatives

"Coping with the pace of government policies is awful. We are having to deliver on the ECM agenda and the 14-19 agenda at the same time." (Co-head, large urban secondary)

Embedding the initiatives

"The tidal wave of Government initiatives is a big issue. I question whether they have been thought through and whether initiatives like the TLRs have been given enough time to bed in." (Assistant head, large urban secondary)

Coping with the paperwork and not losing sight of the children

"All the initiatives that keep getting thrown at us cause problems time wise and drain me of energy. It is vital to ensure that you never lose sight of the children and, if necessary, that means putting paperwork on the back boiler." (Headteacher, small rural primary)

The frustration of 'inappropriate' initiatives

"The main challenge I face is the number of inappropriate initiatives from Government. Initiatives around pay scales and target setting for specialist schools cause the most trouble." (Headteacher, small urban special)

"There are issues around the extended school agenda. It is difficult to see if small schools are capable of responding to the challenge." (Deputy head, small urban special)

Ensuring a personalised learning environment

- 2.6 The majority of school leaders in this research indicated that they were committed to ensuring a personalised learning experience for pupils. However, this was often challenging and time consuming.

The challenge of providing a personalised learning environment

Adhering to Every Child Matters
“A key challenge is providing a suitable education to meet the varying needs of the children in the school. We are trying to adhere to Every Child Matters and the personalisation and extended schools’ agendas.” (Key stage 3 leader, large urban secondary)

Driving forward the curriculum to suit the needs of every child
“Driving forward a curriculum that suits the needs of every individual within the school is challenging; we spend a great deal of our time on personalised learning.” (Deputy Head, large urban secondary)

- 2.7 The research suggests that there are unique challenges for leaders of schools in specific contexts. In Wales, for example, a key challenge identified was the teaching of Welsh, where the majority of pupils came from families where English is the first language.

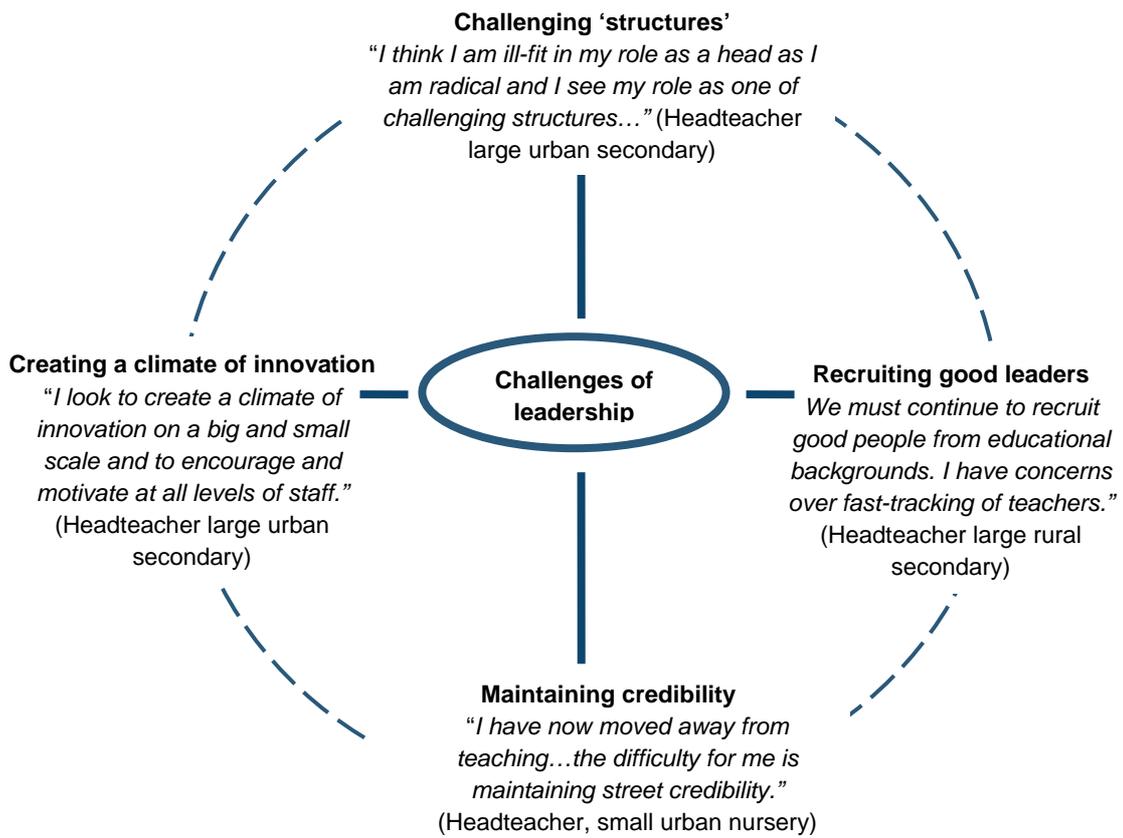
The challenge of teaching Welsh to English speaking children

“A big challenge is teaching the Welsh language. 86% of pupils come from English speaking homes; people who have moved from England.” (Headteacher, small rural primary)

Leaders’ personal challenges

- 2.8 Leaders identified their personal leadership challenges. These included challenging ‘structures’; the challenge of maintaining credibility as a result of moving away from a purely teaching role to a combined leadership role; the challenge of recruiting good leaders; and the challenge of creating a climate of innovation, whilst at the same time seeking to encourage and motivate staff.
- 2.9 An illustrative summary of personal leadership challenges is provided in the figure below.

Personal leadership challenges – what headteachers said



3 Roles and responsibilities

Introduction

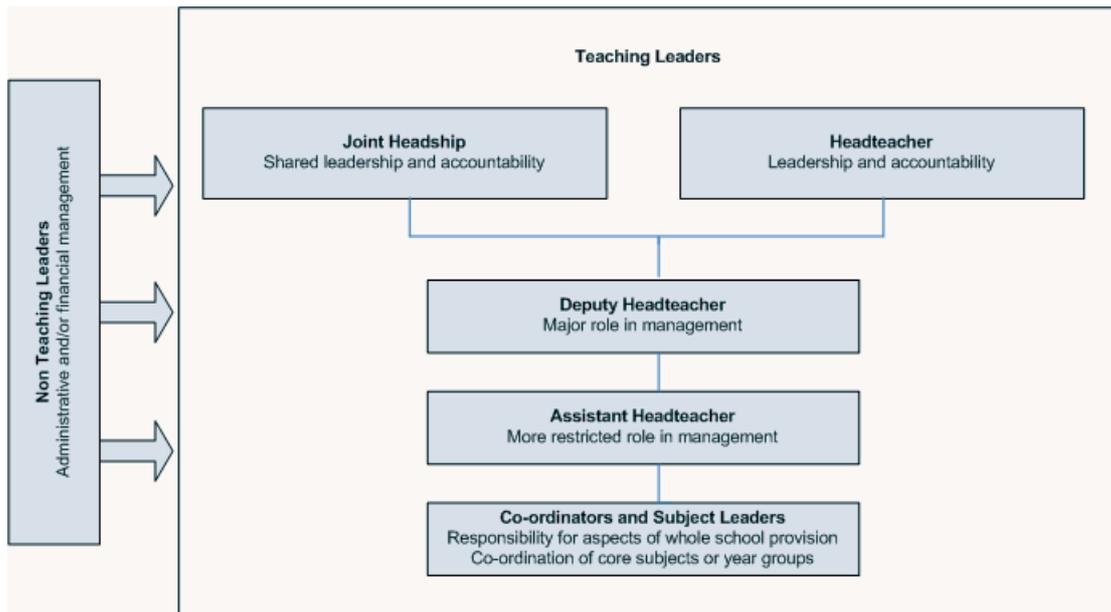
3.1 The focus of this section is to discuss the key roles and responsibilities of school leaders and to explore the issues that are impacting upon leaders as they fulfil these roles. The section commences by identifying the roles and responsibilities of teaching and non-teaching members of the SLT in the schools visited. The section goes on to look at the relationship between school leaders' roles and responsibilities and their work-life balance. The process and impact of implementing the Workforce Remodelling Agenda are also discussed, together with the support that was received to implement these reforms. The section goes on to address the extent to which the *Every Child Matters* (ECM) agenda is impacting on the roles and responsibilities of school leaders. Respondents' views on the changing roles of leaders over the next five years are then explored followed, finally, by a description of the individual styles of leadership encountered.

Roles and responsibilities

- 3.2 The SLT in the schools visited consisted of teaching and non-teaching staff. There was an internal and external dimension to the role of headteachers. Internally, the most widely recognised roles were overall responsibility for the leadership and management of the school, and overall accountability. Externally, headteachers were responsible for collaborating and liaising with the local and wider community of schools and a range of external organisations. The external dimension to the role of headteachers was considered to have increased in recent years, and it was anticipated that this would continue to be the case.
- 3.3 Due, in part, to an increased focus in recent years upon the external roles of heads and deputy heads, some schools had created the post of assistant head. In addition to being responsible for the school in the head's absence, deputy heads tended to have responsibility for particular aspects of school management. The roles of assistant headteachers were similar to those of deputies in the schools visited, although they were more restricted by focusing on one key area of school, for example, the curriculum, and a small number of other areas.
- 3.4 Responsibilities of key stage co-ordinators were, primarily, to co-ordinate core subjects or year groups. In some schools they had other specific responsibilities, which were usually linked to aspects of whole school provision, such as pastoral care.
- 3.5 The research evidence points to a general trend in including non-teaching staff on the SLT. In most cases these individuals tended to be responsible for the 'support network' or infrastructure of the school. They tended to have specific managerial, administrative and financial responsibilities, and held titles such as the director of resources, finance director, bursar, business manager and personnel manager. Other non-teaching staff on the SLT had job titles, such as behavioural manager, systems and IT manager and data manager.

- 3.6 Overall, the key role played by non-teaching leaders and the importance of their contribution were consistently noted by respondents across all school types. Indeed, the majority of respondents stated that without the input of these non-teaching staff their school could not function efficiently. Some respondents indicated that with the changing educational environment, there was the potential for non-teaching leaders to become heads of schools in the future.
- 3.7 An illustrative summary of the key roles of teaching and non-teaching leaders is provided in the following figure.

The key role of teaching and non-teaching leaders



- 3.8 The following table provides a summary of the core responsibilities of the teaching and non-teaching leaders in the schools visited.

Main responsibilities of SLT

SLT Member	Responsibilities	What respondents said...
Headteacher	Internal <ul style="list-style-type: none"> • Strategy, vision, and quality assurance • Teaching and learning (including standards, quality assurance) • Staffing issues (including recruitment, retention, professional development, performance management, and motivating staff) • Unofficial roles such as ensuring school facilities are maintained were more common in small schools 	<p><i>"The headteacher's role is to provide a vision for the school and provide the driving force for bringing the school forward."</i> (Deputy head, small urban primary)</p> <p><i>"...my job is quality assurance... I keep control of the overall plan and... I come back to the plan to see if we have slipped up on anything".</i> (Headteacher, large urban secondary)</p> <p><i>"My role is to motivate, inspire and develop staff."</i> (Headteacher, medium-sized urban primary)</p> <p><i>"I think the greatest challenge in education for any head is actually getting the right staff and getting rid of the wrong staff because the employment law is so different than in industry... people that perform badly in education wouldn't last a month in industry, whereas in education they can last 16 or 18 months wrecking kids' lives. Managing staff is one of the hardest things."</i> (Headteacher, small urban special)</p>
	External <ul style="list-style-type: none"> • Outward focus: keeping abreast of wider strategic and political developments • Liaising and networking with schools, the wider community, and external agencies 	<p><i>"It's more strategic now, it's very much political work and working with heads in other schools, and the individuals in the offices of the local authority. Five years ago I used to stay in the school. Now I spend 60% of my working week out of school."</i> (Headteacher, small urban special)</p> <p><i>"I am the liaison person. I provide the connectivity between the inside and outside organisations."</i> (Headteacher, large urban secondary)</p> <p><i>"I am accountable for everything from human resource management, the buildings, and health and safety. I have also got responsibility for assessment co-ordination, special needs and CPD which gives me a handle on the total picture. These roles are the root of the standards agenda and what a headteacher should do..."</i> (Headteacher, medium-sized urban primary)</p> <p><i>"The key to great leadership is setting the tone and getting others to deliver your values. Good heads model the behaviour they expect in others."</i> (Academy representative, large urban academy)</p>

SLT Member	Responsibilities	What respondents said...
Joint Headship	<ul style="list-style-type: none"> All of the above, but with individual and shared areas of responsibility and accountability 	<p><i>"As far as accountability is concerned, there is joint accountability between the heads and it works in practice as well as in theory."</i> (Co-head, small rural primary)</p>
Deputy Head	<ul style="list-style-type: none"> Curriculum, timetabling, aspects of whole school provision, continuing professional development Day to day management of school Liaising between teaching staff and headteacher Sharing leadership responsibilities with the headteacher Significant leadership responsibility when the headteacher is not present 	<p><i>"My role as deputy head is to maintain continuity across the school in terms of the curriculum. A key area of my responsibility is the curriculum."</i> (Deputy head, small urban nursery)</p> <p><i>"I am responsible for the day-to-day management of the school including timetabling, awareness of teaching quality and behaviour. The head and I practice team leadership and we both do the budget together. I am also quite involved in ensuring the well-being of the staff – I take on the emotional side of things."</i> (Deputy head, medium urban primary)</p>
Assistant Head	<ul style="list-style-type: none"> Deputising and supporting the head and deputy head in their absence Particular curriculum areas Aspects of whole school provision 	<p><i>"The assistant headship post was created under the new structure to provide cover in the event of both the head and deputy head being off the premises."</i> (Headteacher, medium-sized urban primary)</p> <p><i>"I have significant responsibility for whole school pastoral development, pupil care and welfare, parent partnerships and child protection. I determine significant areas of strategy and policy under the guidance of the headteacher."</i> (Assistant headteacher, large urban secondary)</p>
Co-ordinators/ subject leaders	<ul style="list-style-type: none"> Co-ordination of core subjects, year groups or key stages Particular aspects of whole school provision, e.g. pastoral care, EAL etc. 	<p><i>"I make sure that the year one pupils are catered for and that we have a rolling plan and that we re-visit the curriculum. I am totally responsible for the SATs analysis and administration. I co-ordinate two subjects as well."</i> (Key Stage 1 co-ordinator, small rural primary)</p> <p><i>"Team leaders are in charge of the 3 key stages and are fully responsible for them, the curriculum and the support staff within them."</i> (Headteacher, medium-sized urban primary)</p>

SLT Member	Responsibilities	What respondents said...
Non-teaching leaders	<ul style="list-style-type: none"> • Administrative and/or financial responsibilities • Aspects of whole school management • Human resource management 	<p><i>"[Non-teaching staff] are effectively changing the concept of what it is to be a leader in a school, so there will be the potential for a non-teacher to be head of this school in the future. I see no reason why non-teachers cannot become leaders."</i> (Headteacher, large urban secondary)</p> <p><i>"We have a business manager who is in charge of a £6 million budget. She is part of the decision making of the school management team. She services the finance committee of the Governing Body and she helps me draw up the budget. She helps raise money for the school; she manages the administration team; she is part of the induction programme and deals with contract, absenteeism and health and safety."</i> (Headteacher, large urban secondary)</p> <p><i>"I came in knowing that I would be dealing with the cover and a few bits of other pieces. My role has evolved. I have taken on health and safety solely because the other guy is a teacher. I have taken on the support network wholly - it's constantly evolving and changing. I have taken on buildings and that's a big task because the school is expanding."</i> (School manager, large rural secondary)</p>

Work-life balance

- 3.9 The research evidence suggests a negative work-life balance amongst most headteachers, which can mainly be attributed to their roles and responsibilities. Whilst some respondents indicated that PPA time had gone some way to addressing teacher workload, this had largely not been the case for headteachers.
- 3.10 A number of Governing Body representatives expressed concern that the headteacher and other members of the SLT in their school were working too many hours. Whilst some respondents offered suggestions to improve the work-life balance of leaders, such as greater delegation of tasks, other respondents were concerned that any attempt to improve the situation negatively impacted upon an individual's enthusiasms for their job.
- 3.11 Some respondents suggested that, in general, the roles and responsibilities of school leaders needed to be revisited if work-life balance was to be improved. Linked to this, the findings suggest that a number of specific issues were impacting upon the work-life balance of school leaders. These included the proliferation of government initiatives, the inability of leaders to effectively delegate tasks and insufficient non-contact time. The following table provides supporting quotations relative to these issues.

Work-life balance

Factors influencing work-life balance	Respondent's comments
Roles & responsibilities	<i>"I do think now is the time that the role of the head needs looking at. It's the best job in the world but I am not sure whether we can continue to ask people to do 60-70 hours per week - I am not moaning about this - I am just not sure we can continue to ask people to do that sort of time."</i> (Headteacher, large rural secondary)
Government initiatives	<i>"I have addressed all the statutory areas in relation to all the staff in my school except myself. I am meant to work 35 hours a week but frequently I do 60-70 hours, which is a big problem, but I am utterly committed. I wish they would stop shoving papers and new requirements at us. Let's get on with it. The current Government have generated more policies and directives than any other government."</i> (Headteacher, medium-sized urban primary)
Non delegation of tasks	<i>"I regularly work 60-80 hours a week... a bad week is 100 hours. I love the job but there is a personal cost to my family. This could be improved by funding schools properly and we could then delegate more."</i> (Headteacher, large rural secondary) <i>"They all work very hard. Maybe more work should be delegated which is difficult when you want to be part of it. I worry if they have a life. Work-life balance is important from the top down but it is difficult because the personalities in the job enjoy the challenges."</i> (Member of a Governing Body, large urban secondary)
Insufficient non-contact time	<i>"Work-life balance is not good. It could be improved if more funding was available for non-contact time."</i> (Member of a Governing Body, small urban primary)

- 3.12 Notwithstanding the negative work-life balance experienced by many respondents, the majority of headteachers indicated that they enjoyed their work. In one school the work-life balance of the headteacher was considered to be good because the deputy head was non-teaching and could, therefore, offer extensive support. However, this was the exception rather than the norm.

Workforce remodelling agenda

- 3.13 The Workforce Remodelling agenda has had particular implications for the roles and responsibilities of school leaders. The implementation process and the associated impact of this agenda were explored with respondents in relation to three key elements: re-allocation of administration tasks; Teaching and Learning Responsibilities (TLRs), and; Preparation, Planning and Assessment (PPA). The subsections which follow describe the findings of each of these in turn followed by a section on support available to implement the remodelling agenda.

Reallocation of administrative tasks

- 3.14 The findings suggest that the success of the process of re-allocating administrative tasks from teaching to non-teaching staff depended, to a large extent, on the degree to which school leaders communicated and negotiated the change with all members of staff. It emerged from the research that school leaders had used a variety of approaches to implement this strand of the agenda. For example, in one school a 'brainstorming' session had been used to explore the issues with all members of staff about how this could be implemented. Another school leader had sought to 'sell it' to staff. Another school had employed a change management team to bring about the changes proposed in the agenda.
- 3.15 The findings suggest that this strand of the agenda has impacted upon staff at all levels within schools. Teaching staff have had to delegate some of their traditional roles which, in turn, has freed up more time for teaching and learning. Support staff have been given more responsibility and now have more opportunities for CPD and training. Linked to these issues, however, school leaders have had to focus their attention upon the development and restructuring of the support team and addressing the associated concerns of teaching staff.
- 3.16 As alluded to, there have been mixed responses from teaching staff in relation to this element of the reforms. The research evidence points to a reluctance of some teachers to allocate, for example, the task of display work to their non-teaching colleagues. In addition, some respondents were concerned about shifting the responsibility for examination invigilation and pastoral care from teaching to non-teaching staff. Concurrent with these concerns, some school leaders expressed the view that shifting administrative tasks from teaching to non-teaching staff could result in de-skilling the teaching profession, and in creating a loss of goodwill on their part.
- 3.17 A summary of the process, impact, and concerns in relation to re-allocating administrative tasks from teaching to non-teaching staff is provided in following table. The points made are accompanied by supporting quotations.

Re-allocation of administrative tasks

Shifting of administration tasks	Process	Impact	Concerns
	<ul style="list-style-type: none"> • Consultation • Change management • Light touch • Co-operation • Bottom up approach 	<ul style="list-style-type: none"> • Greater time for teaching and learning • Restructuring of support staff • More time for leadership and management • Increased accountability and responsibility for support staff • Improved access to CPD and training opportunities for support staff 	<ul style="list-style-type: none"> • Allocation of display work, examination invigilation and pastoral care to support staff • Disempowerment and deskilling of teaching staff
	Comments		
	<p>Process</p> <p><i>“They consulted staff on how things should be done differently. It involved everyone and it has been successful and sustained.”</i> (Member of a Governing Body, medium-sized urban primary)</p> <p><i>“We have a policy group where junior members of staff can have their voices heard.”</i> (Deputy Head, large urban secondary)</p> <p>Impact</p> <p><i>“We have brought in people to release staff from their administrative responsibilities.”</i> (Member of Governing Body, medium-sized urban primary)</p> <p><i>“Remodelling has led to more shared leadership and handing out more accountability to other members of the team to ease the burden.”</i> (Deputy Head, medium-sized urban primary)</p> <p><i>“We have given staff leadership and professional development time and this has helped improve teaching and learning. Non-teaching staff have taken on more roles since remodelling and we have had the best exam results ever.”</i> (Headteacher, large urban secondary)</p> <p>Concerns</p> <p><i>“The teachers opted to remain involved in school display work – even though it was one of the tasks that should be given to LSAs.”</i> (Member of a Governing Body, small urban primary)</p>		

Teaching and Learning Responsibilities (TLRs)

- 3.18 Respondents did not talk at length about the process of moving to TLRs. This might have been partly due to some heads having ‘assimilated’ the roles and responsibilities over to the TLR structure. However, the evidence would suggest that where consultation between staff and school leaders had taken place the process of implementing TLRs appeared to have been successful.
- 3.19 One of the key implications noted by respondents was a general shift in responsibilities and accountability across the SLT. In some instances, this had allowed job descriptions to be more accurately defined, whilst in other instances, it appeared to have promoted a flatter (horizontal) management and leadership structure. Some respondents highlighted that, as a consequence of this element of the reforms being implemented, there had been a reduction in the number of teaching staff on the SLT. For some schools, this had caused problems in terms of career opportunities and it had created additional responsibilities for existing members of staff.

- 3.20 Some leaders had noticed an inflationary element in staffing costs resulting from an increase in salary paid to some members of staff, and it was suggested that this reform, which was intended to be 'cost neutral' had not, in fact, turned out to be the case.
- 3.21 Notwithstanding these comments, to a large extent, respondents were content with the new TLR system, and some staff indicated that their fears that this reform might have had implications for their pensions had now been allayed.
- 3.22 A summary of the process, impact and concerns around this aspect of the workforce remodelling agenda is provided in the following table, alongside supporting quotations.

Teaching and Learning Responsibilities

Teaching and Learning Responsibilities (TLRs)	Process	Impact	Concerns
	<ul style="list-style-type: none"> • Assimilation • Consultation 	<ul style="list-style-type: none"> • Shift in responsibilities and accountability across the SLT • Tighter job descriptions • Flatter management and leadership structure • Decreased number of teaching staff in SLT 	<ul style="list-style-type: none"> • Loss of career opportunities • Extra responsibilities • Increased salary for some members of staff
	Comments		
	<p>Impact</p> <p><i>"We have a flatter structure. The post of deputy head will go and we will have three leaders of houses. The other parts of the structure remain the same."</i> (Deputy head, large urban secondary)</p> <p><i>"Not only are there more areas you are responsible for, but there are more areas you are actually accountable for."</i> (Member of a Governing Body, medium-sized urban primary)</p> <p><i>"I was concerned that people's salaries and pensions would be affected but they haven't been."</i> (Headteacher, large urban secondary)</p> <p>Concerns</p> <p><i>"It has reduced the number of staff with overall responsibility. We cannot have second line responsibilities, for example the Head of English might have had responsibility for Key Stage 3. We now cannot afford to do that as the salaries have gone. There is less career progression and because of that we have lost a good English teacher."</i> (Deputy head, large urban secondary)</p> <p><i>"It is another cost neutral thing according to the DfES. I am not going to downgrade my teachers. The implications here are that it is inflationary. It was bound to be inflationary – the first TLR was set at £2,500 compared to management points worth £1,750."</i> (Headteacher, large urban secondary)</p>		

Planning, Preparation and Assessment (PPA)

- 3.23 There was evidence that school leaders had consulted with staff about the implementation of PPA. In addition, some leaders had consulted with other schools prior to the changes being implemented.
- 3.24 A number of respondents indicated that the introduction of PPA time had resulted in an increased workload for the SLT, whilst other leaders had had to address inflexibility and resourcing issues. For some respondents, the most worrying issue to emerge from the initiative related to the continuity of provision. In an effort to address this concern, some school leaders had taken the step of using qualified teachers rather than support staff to provide cover for PPA.

3.25 Notwithstanding these concerns, the findings suggest that PPA has been generally welcomed. Some respondents noted that it had injected fun into the curriculum, whilst others believed it had reduced workload and improved work-life balance. The following illustrates the key points made by respondents in relation to PPA time.

Planning, Preparation and Assessment

Planning, Preparation & Assessment	Process <ul style="list-style-type: none"> • Internal consultation • External consultation 	Impact <ul style="list-style-type: none"> • Injection of fun into the curriculum • Reduced work load • Improved work life balance 	Concerns <ul style="list-style-type: none"> • Increased work load for SLT • Inflexibility in resourcing • Less continuity for children
	Comments		
	Process <i>"The introduction of the 10% PPA was implemented well. Everyone was included in the consultation; Governors, SMT, staff and cleaners etc."</i> (Member of a Governing Body, medium-sized urban primary)		
Impact <i>"We have chosen a lot of fun activities, like musical movement, PE, art and story time. We do enjoy it and it has injected a lot more fun into the curriculum. It has been beneficial."</i> (Headteacher, small urban primary)			
Concerns <i>"Children need continuity of staff. You cannot have teachers' PPA covered by inconsistent staff and it is important to build up special relationships with key individuals."</i> (Headteacher, small urban nursery)			
<i>"PPA has taken away all flexibility and has caused enormous timetabling and resourcing difficulties."</i> (Headteacher, medium-sized urban primary)			

Support in implementation

3.26 In general, respondents had little to say in relation to the external support they had received in implementing the workforce remodelling reforms. The leaders who did comment on this issue had received little external support, although it is not clear whether they had asked for this in the first instance. Other respondents were unaware of any support their school might have received. The following quotations provide a range of respondents' views on this issue.

Support in implementing Workforce Remodelling Agenda

Support from school improvement advisors
"I am very fortunate in that the school improvement advisors I have are very good. I have appreciated the support and challenge they have provided to me. I have enjoyed nothing but good relationships with the Learning and Skills Council." (Headteachers, large urban secondary)

LA provided useful guidance
"The LA provided some guidance and that was useful with TLRs. The Questions and Answers session for headteachers was good for looking at what was happening in other similar size schools." (Headteacher, large urban secondary)

LA overstretched – unable to provide support
"The LA is under-funded and overstretched. We don't get a lot of support." (Co-head, medium-sized rural primary)

Support in implementing Workforce Remodelling Agenda (continued)

No external support

"The change was done internally." (Member of a Governing Body, medium-sized urban primary)

"There has not been any outside support or involvement." (Assistant head, large urban primary)

"I am not aware of any support provided by the Local Authority." (Member of a Governing Body, large urban secondary)

Guidance from DfES, LA and Union unhelpful and confusing

"The DfES guidance was unhelpful, and the LA interpretation was confusing. The union input was divisive. I talked to someone from the National Remodelling Team who was helpful." (Co-head, medium-sized rural primary)

The impact of the Every Child Matters agenda

- 3.27 Respondents were asked if the ECM agenda was impacting on the school leadership roles in their school, and there were mixed responses.
- 3.28 The majority of school leaders considered the principles of *Every Child Matters* (ECM) to have always been at the heart of what they do. Notwithstanding, most respondents welcomed the focus on this agenda and did not feel threatened by it. Other respondents indicated that the agenda had given 'structure' to their provision. However, in other schools, it appeared that the ECM agenda had had little impact.
- 3.29 Whilst a number of school leaders had introduced changes to enable the ECM agenda to be integrated into the activities, systems and strategies of their school, the findings would suggest that the agenda had not yet led to significant changes or alteration in the leadership roles or structures of schools. It was having some impact on pupil welfare, however, and it had created conditions conducive to multi-agency working. The following quotations provide a summary of the views expressed about the ECM agenda.

The impact of ECM

It has given 'shape' to what was already being done

"I think all schools are doing it, but the way it has been articulated has given what we do some shape." (Headteacher, large urban secondary)

"Overall, it is not really about doing anything different, but rather pulling together what we are doing to demonstrate, through the Self Evaluation Framework, how we are achieving the five outcomes." (Co-head, small rural primary)

"The changes were in place before Every Child Matters. We just need to align our outcomes with the outcomes stated in ECM." (Headteacher, small rural special)

A laudable policy, but limited impact

"It has had no impact in my experience. Children are already very happy in the school. It is a very laudable policy, and we have the ethos in our school that a child will be happy in this school, whatever the management style. The kids are all very happy here." (Member of a Governing Body, small rural primary)

"Every child should matter anyway. Putting all the services under one hat is daft because the links are there in the school, that's part of our job. If you've got a good pastoral system, it's a matter of course anyway." (Member of Governing Body, small urban special)

More collaboration with partner schools since the ECM agenda

"The ECM agenda has had a big impact. There is more collaboration with the other two partner schools. The local authorities are thinking about individualised learning." (Member of a Governing Body, large urban secondary)

Increased co-operation with other agencies

"I think we have started a massive change in the last 18 months and it's in the ECM agenda. With regards to the idea of a one-stop institution, with schools and social service working together, there have been situations where schools and social services were not as co-operative as they should have been. But now those barriers will be broken down. But where do schools get the expertise to work with social services? That will be the biggest challenge." (Deputy head, large urban secondary)

ECM has not changed roles, but it has changed systems

"...it was just a case of tweaking existing practice: not reinventing it. So it only impacted on leadership in so far as systems have changed...monitoring and reporting is now aligned with policy." (Headteacher, medium-sized rural primary)

Changing roles of leaders

3.30 Respondents were asked how, if at all, they anticipated the role of the leader changing or evolving over the next five years. The majority of leaders believed that their role would become more strategic in nature. The concept of 'system leadership' was used to describe this change and some respondents stated that, in their view, this was necessitated by current government initiatives, such as extended schools. Other respondents viewed leadership changing through greater collaboration and co-operation between schools, where leaders from better performing schools would be increasingly encouraged to help and assist leaders in less well performing schools. The idea of schools being run and managed like a business, with headteachers taking greater responsibility for strategic issues, and thus having less day-to-day contact with staff and/or pupils, was something that generated mixed views. Some respondents viewed this as a positive step as, in their view, headteachers having to juggle teaching with administration was proving difficult. Other respondents were in favour of shifting some administrative tasks to non-teaching leaders (e.g. school managers) in order to allow headteachers more time to concentrate on teaching and learning. The implications of this shift in terms of recruiting young people for school leadership were also noted.

The shift towards a business management approach

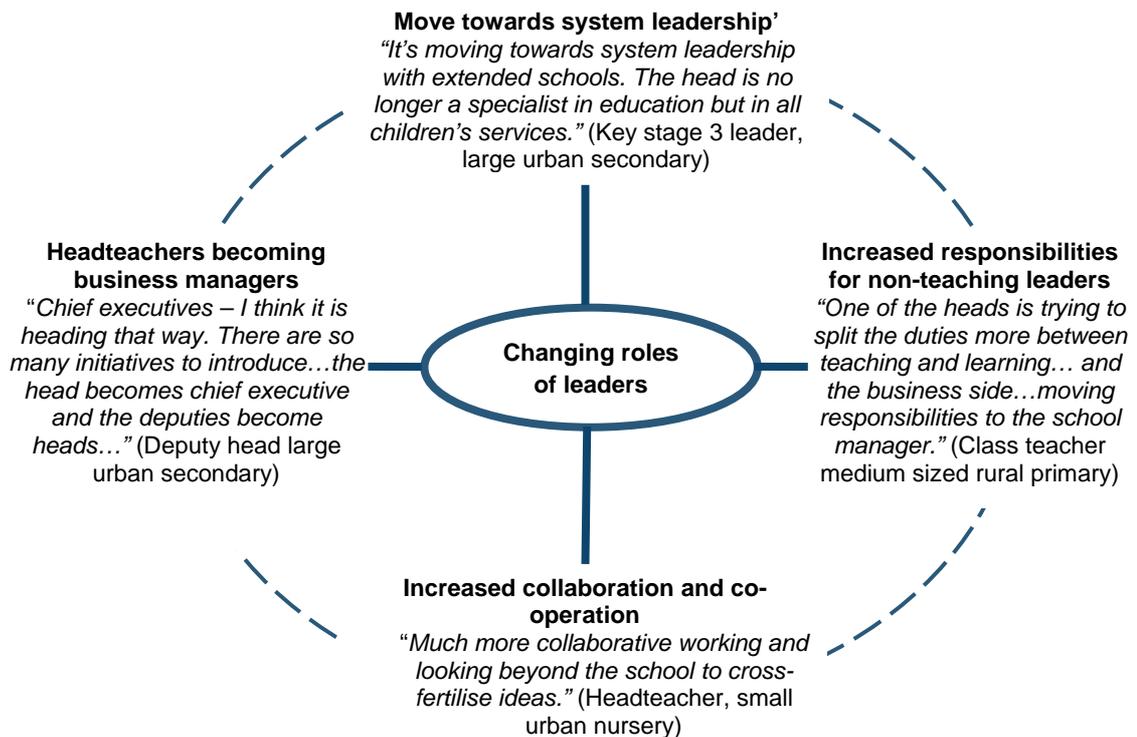
Too much management; not enough teaching
"...Teachers need to be doing more to do with education; not things that a manager would do. The proliferation of initiatives is making it even harder for heads, with the job becoming increasingly paper based, rather than classroom based. This means it is easy for heads to get out of touch." (Co-head, small rural primary)

"The role is becoming more and more administrative. It is more and more difficult to be a headteacher and teach in this school." (Class teacher, small rural primary)

Elimination of teaching heads
"Teaching heads will be eliminated... more administration and less juggling. I see this as a good thing as you cannot do a good job in class and be responsible for managing a school." (Deputy head, small rural primary)

3.31 The figure below provides an illustrative summary of the anticipated changes in the roles of school leadership from the perspective of respondents.

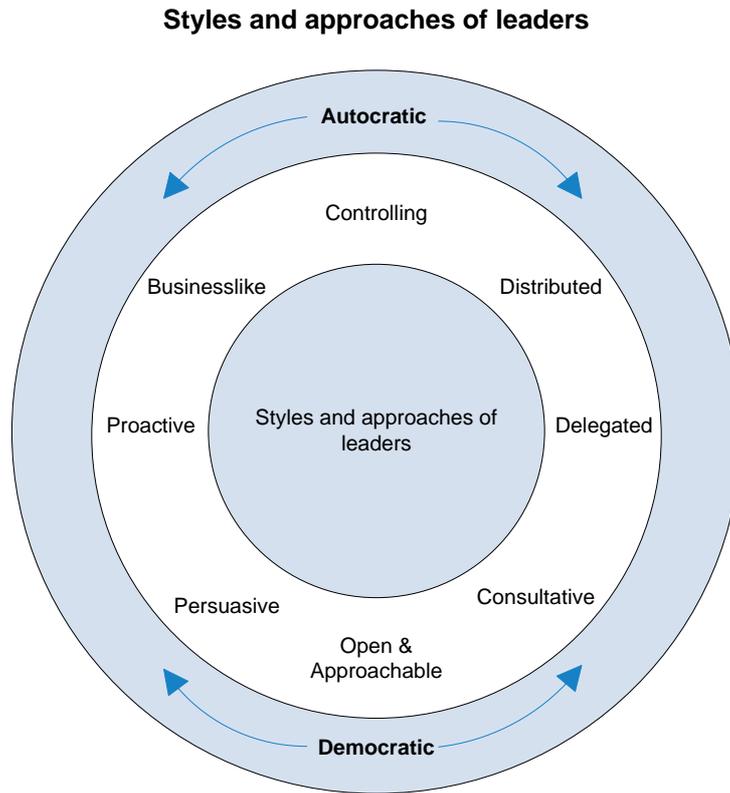
Anticipated changes in leadership roles – what respondents said



Individual styles of leadership

3.32 The styles of leadership of headteachers in the schools visited ranged from autocratic to democratic with most headteachers displaying a mix of the two. A range of leadership approaches can be attributed to these two broad styles. The most evident leadership approach was distributed or delegated in nature, with the consensus being that the headteacher retains ultimate responsibility and accountability. Notwithstanding, it was acknowledged by a number of respondents that heads were unable to make best use of distributed leadership without appropriate help and support, and that this required a degree of persuasiveness and approachability on their part.

- 3.33 The importance of open and proactive leadership which involved headteachers, in some instances, bringing in examples of good practice from outside the school, was consistently mentioned by respondents. The significance of adapting styles of leadership to the institutional context was discussed by a number of respondents and there was a general consensus that leadership styles are moulded to suit the specific context of the institution at certain points in time.
- 3.34 The styles and approaches of headteachers in the schools visited are illustrated in the figure below.



3.35 The following box provides a selection of the comments made in relation to the leadership styles of headteachers.

Leadership approaches of headteachers

Non-democratic

“My leadership style is not democratic as the principal is ultimately accountable... It is distributive in nature with a range of coaching and mentoring and supporting others... but I need to make the final decision.” (Headteacher, large urban secondary)

‘Decisions are made by the Senior Leadership Team but are not brought back to the teachers. Teachers are not allowed an input and I feel we are not guiding any decisions the SLT makes – they are top down.’ (Class teacher, medium-sized urban primary)

Businesslike

“I can compare it to management in the private sector. I feel it’s quite similar to that. There is an element of delegating; it’s possibly more businesslike.” (Class teacher, large urban secondary)

Distributed

“Distributed leadership should be a strength but many heads don’t know how to delegate and share... distributed and shared leadership evolves over time. However, it does require openness, which must be built in from the start and have good support from the Governing Body if it is to work effectively.” (Headteacher, small urban nursery)

“I would say we all contribute – she is good at delegating and she likes to let people blossom into the job really – she likes the staff.” (Class teacher, large rural secondary)

“Very much in control and keen on listening and asking for input. The head of the school is strong and heads the school in a very hands-on way and knows what he is doing. The other SLT members have distinct roles so you know who to go to, which is very important. There is a fantastic structure in this school; very hands-on, helpful and supportive and always giving advice.” (Class teacher, large urban secondary)

A mix of autocratic and democratic

“The headteacher is strong, clear, concise, fair, but controlling when she needs to be... Her style is somewhere between autocratic and democratic – she knows the level at which to operate.” (Member of a Governing Body, medium-sized urban primary)

Consultative and persuasive

“Her style is consultative and persuasive. There is very much a delegation role now in place. Previously, the style was autocratic, but the head has recruited the right standard of teachers so that she can feel comfortable delegating.” (Member of Governing Body, medium-sized urban primary)

Open and approachable

“Approachable, open and transparent, we have a say in everything and the style of the leadership is about being inclusive.” (Deputy head, small rural primary)

Democratic

“It’s more widespread and democratic. Everyone is encouraged to pursue their initiative throughout the school.” (Member of a PTA, large rural secondary)

Adaptable

“I believe I have evolved and adapted my style dependent on where the school has been along its journey and you have to bring in all the different types of leadership techniques dependent on the circumstances of the school.” (Headteacher, large urban secondary)

4 Reward

Introduction

4.1 The formal and informal rewards on offer to school leaders create incentives and, in some instances, barriers towards pursuing a leadership role. This section of the document describes the formal and informal rewards systems in place for school leaders, and identifies issues pertaining to pay differentials. The section is structured around two main themes, namely:

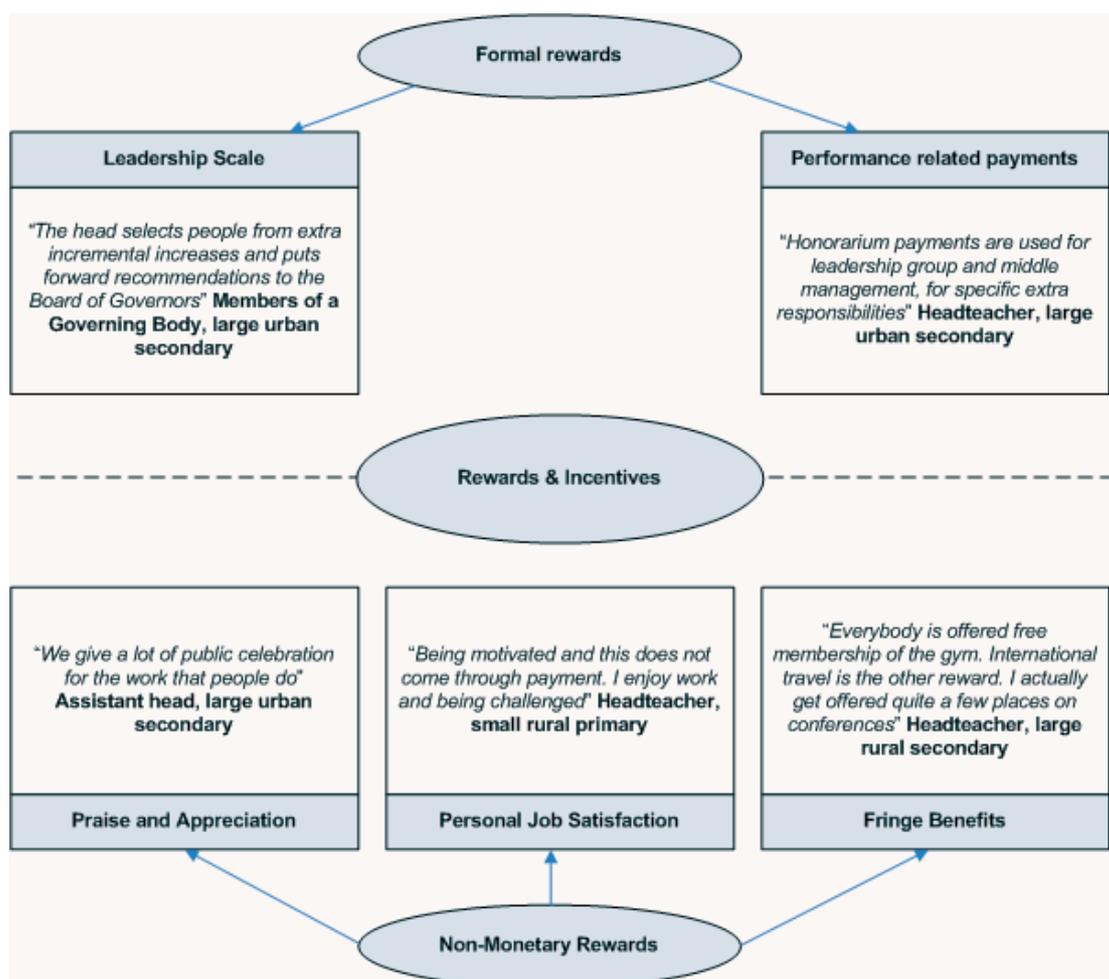
- Formal and informal rewards; and
- Pay differentials.

Formal and informal rewards

- 4.2 In most of the schools visited, headteachers and members of the SLT were rewarded through annual pay reviews based on their performance and, if appropriate, movement up the leadership pay spine. Many members of the SLT believed they received remuneration commensurate with their roles and responsibilities.
- 4.3 Most leaders were rewarded for good performance and for taking on additional responsibilities with additional leadership points. The practice of giving honorarium¹ payments was fairly common across all the schools visited. However, whilst most schools practiced this, they were given out only in exceptional circumstances where members of staff had taken on extra responsibilities.
- 4.4 Interestingly, many respondents stated that salary was not their main driver. Linked to this, financial incentives did not appear to be a key driver for leaders to take on additional responsibility. Rather personal development, job satisfaction and praise acted as the primary incentive towards pursuing a leadership role.
- 4.5 Some respondents believed that fringe benefits such as those provided in the private sector would provide greater incentives to school leaders. A number of the schools visited had established non-monetary reward systems for their staff. These included the benefits of gym membership, private health insurance, health screening, flu jabs, international travel, and places at national/international conferences.
- 4.6 An illustrative summary of the formal and informal rewards and incentives in place for school leaders is provided in the following figure.

¹ A one-off payment made to members of staff for exceeding expectations.

Formal and informal rewards and incentives



- 4.7 Governors, headteachers and other members of the SLT were mostly satisfied with the rewards and incentives on offer to school leaders and these were considered to be fair and flexible.
- 4.8 Leaders in smaller schools were most likely to be dissatisfied with their reward. This may be linked to the point made earlier in this document, where it emerged that leaders in smaller schools were having to balance a heavy teaching load with their leadership responsibilities. Some co-heads expressed dissatisfaction because they were rewarded on the same pay scale as a deputy head. The following table provides a range of views on the rewards and incentives for school leaders.

Views on rewards and incentives

Rewards and incentives are adequate	Rewards and incentives are inadequate
Governors	
<p><i>"We have never had a complaint. Staff are rewarded for the successes of the school. This stretches them, but they are adequately rewarded."</i> (Large urban secondary)</p> <p><i>"I think the headteacher is satisfied with what she gets and I think most of the salaries are reasonable to be honest. I think the package is reasonable."</i> (Medium-sized primary)</p>	<p><i>"The headteacher's reward is not enough for what she does... her management is excellent."</i> (Small urban nursery)</p> <p><i>"Pay is not enough, but the headteacher doesn't complain."</i> (Small rural primary)</p> <p><i>"I think our hands are tied and they know what they can be given...and we know they are worth more and we try to make them feel valued."</i> (Small rural primary)</p>
Headteachers	
<p><i>"I feel I am relatively well paid and there has been pay progression. I don't think pay is the issue."</i> (Large urban secondary)</p> <p><i>"The conditions of employment meet the needs we have."</i> (Medium-sized urban primary)</p> <p><i>"It meets my needs really well."</i> (Small rural primary)</p> <p><i>'I don't think pay is the issue. If you doubled headteachers' salaries you would still have the same problems. Its not about throwing money at it - it's generally the right amount. We have set up the concept of 'the head is the school' – and that has got to change. You cannot have this one person who is solely responsible. That's the thing that should shift - there are lots of people responsible for schools.'</i> (Headteacher, large urban secondary)</p>	<p><i>"It doesn't meet the needs of a co-headship model as it is not recognised by the DfES. The co-head is rewarded on the deputy head terms and conditions with an extra letter."</i> (Large urban secondary)</p> <p><i>"You don't get a lot of thanks – it's rare as a school leader for someone to thank you. I am not expecting it - I spend a lot of my time thanking other people. School leaders are largely self-driven people that say that this year is a better year than last year and next year will be better than this year and that drives them on."</i> (Headteacher, large urban secondary)</p>
Other members of the SLT	
<p><i>"It meets my needs and expectations."</i> (Medium-sized urban primary)</p> <p><i>"I enjoy the job and don't think much about it. Beyond praise, I am not looking for additional perks."</i> (Large urban secondary)</p>	<p><i>"They are not paid enough for the job – too many hours. Compared to other professionals...they are quite badly off."</i> (Medium- sized urban primary)</p> <p><i>"I think you can get a nice salary, but you are on to a loser here – you do it for the love of it here, not for the money."</i> (Class teacher, small rural primary)</p> <p><i>"Children's centres are required to open all year round, which is not consistent with teachers' pay and conditions. This is difficult to manage."</i> (Headteacher)</p>

Pay differentials

- 4.9 The balance of evidence suggests that members of the SLT (including the headteacher) were, in their view, adequately rewarded and that there was sufficient flexibility in the system to provide the necessary rewards and incentives.
- 4.10 However, a number of Governing Body members felt that headteachers were not adequately rewarded within the current system, although in most cases they felt unable to provide a solution to the perceived problem.

4.11 In addition, a number of respondents highlighted concerns in relation to pay differentials. These related to situations where comparable salaries were considered to be inequitable, inconsistent, or inadequate. These findings are highlighted in the table below.

Pay differentials

Pay differentials	Respondent's comments
Inequitable	<i>"Deputies earn more than many heads because of enhancements. So for them pay does not provide an incentive to progress to headship."</i> (Deputy head, large urban primary)
Inconsistent	<i>"...because we are classed as a small school, I get paid the same as the head down the road which has 12 children... there are 130 pupils here."</i> (Headteacher, small rural primary)
Inadequate	<i>"Wage differentials are an issue for the level of responsibility I have. I do not earn as much as £1,000 more than the highest paid teacher in the school. I do not feel that the differential in salary is sufficient for the extra work and responsibility my job entails relative to a senior teacher."</i> (Deputy headteacher, medium-sized urban primary) <i>"The headteacher's reward is not enough for what she does because her management is excellent. We got an outstanding report from Ofsted, but she didn't get a pay rise because there was no money in the kitty. We would like to give her money but there is not enough money in the system."</i> (Member of Governing Body, small urban primary)

5 Sustainability

Introduction

5.1 There are a variety of factors which will impact upon the ability of schools to sustain school leadership. This section is structured around some of the key factors that were explored with respondents, namely:

- Recruitment;
- Retention;
- Performance management;
- Continuing Professional Development (CPD); and
- Succession planning.

Recruitment

5.2 A range of incentives and barriers to the recruitment of school leaders emerged from the research.

5.3 A number of respondents indicated that the successful recruitment of good leaders was closely associated with the school's reputation and performance. Linked to this, the ability to offer a positive working environment was noted to be an important factor, as was gaining the 'respect' associated with a leadership role. In addition, having appropriate opportunities for career progression, feeling valued, and receiving adequate professional development and support were all seen as important incentives.

5.4 The point was made that pay and conditions were not the driving factor in recruitment. Rather respondents suggested that in some instances the incentive of a good pay package was on a par with job satisfaction and the personal challenge associated with becoming a school leader.

5.5 A number of barriers to the recruitment of good school leaders were also highlighted. These included the cost of relocating, which in some cases involved a substantive increase in both housing and living costs. Workload/work-life balance issues were seen as major obstacles to the recruitment of leaders in schools. Government initiatives were also viewed by some respondents as having a negative impact on the recruitment of school leaders. Linked to this, respondents identified initiative overload and the pressure associated with increased bureaucracy. The level of responsibility associated with the head being ultimately accountable for everything was considered by some respondents to be a potential barrier to the recruitment of good school leaders. Some respondents suggested that the pressures accompanying Ofsted inspections may often create fears of isolation and loneliness which, in turn, may act as a recruitment barrier to school leadership. Finally, some respondents believed that the apparent drive towards non-teaching, or executive heads, would negatively impact upon the recruitment of school leaders.

5.6 The following table provides a summary of the incentives and barriers to recruiting school leaders which emerged from these findings.

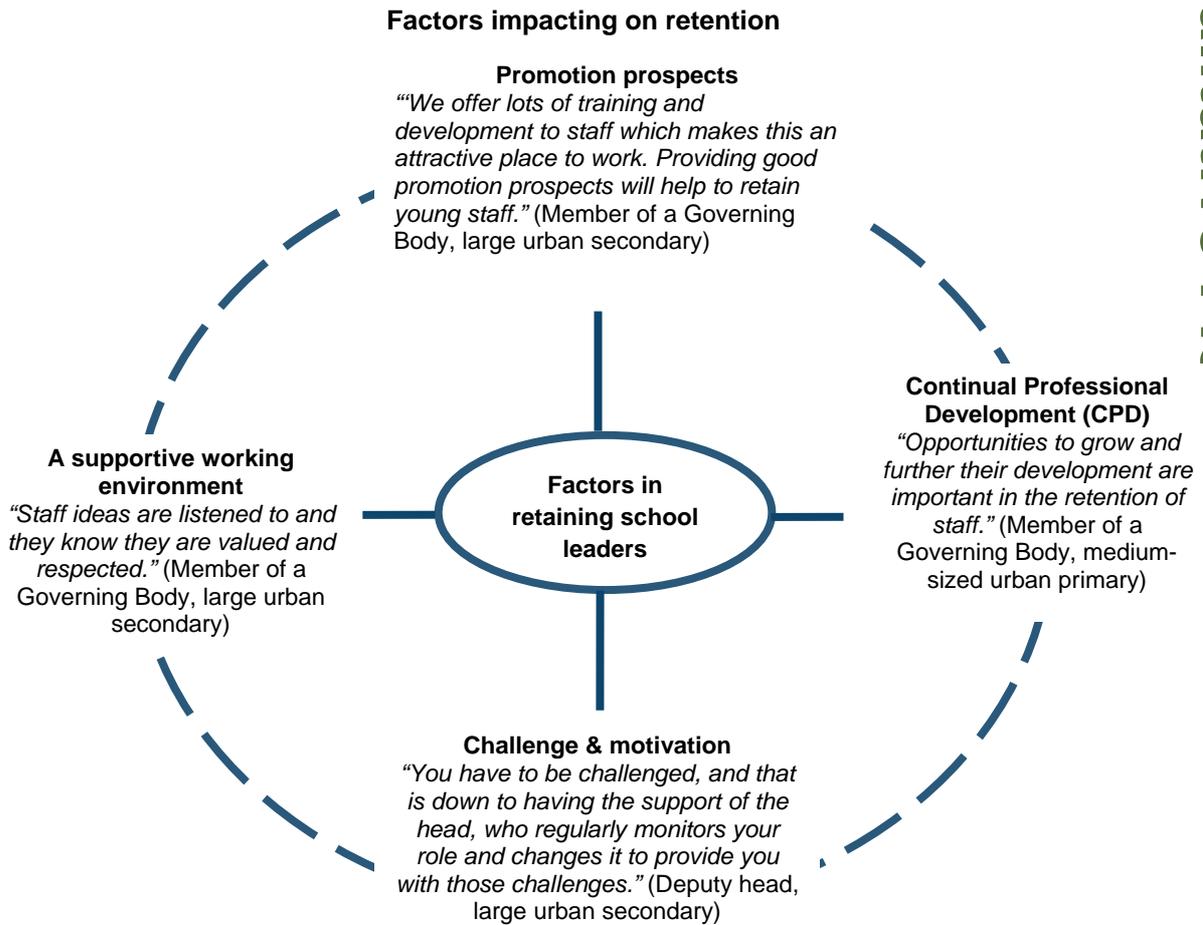
Incentives and barriers to recruiting school leaders

Incentives to recruiting leaders	Barriers to recruiting leaders
<p>Reputation of school <i>"The reputation of the school in terms of leadership is very important. Such is the reputation of this school that people within the community aspire to work here."</i> (Member of a Governing Body, medium-sized urban primary)</p> <p><i>"The school attracts good leaders because it's a successful school. The head is a very dynamic person and has made a huge difference."</i> (Class teacher, large urban secondary)</p> <p><i>"The reputation of the school is very important. We had a very good Ofsted report a few years ago."</i> (Class teacher, small urban nursery)</p>	<p>Cost of relocating <i>"The geographical location of the school could be a barrier to recruitment. This is a very expensive area and it costs a lot to settle in areas like this. Property and rent are expensive."</i> (Member of a Governing Body, large urban secondary)</p>
<p>Personal challenge & motivation <i>"The content of the work and personal challenge is equal to reward in recruiting school leaders."</i> (Member of governing body, medium-sized urban primary)</p> <p><i>"It's not always pay because I took a drop in pay to come here. I thrive on the challenge."</i> (Headteacher, large urban secondary)</p> <p><i>"Responding to challenges and achieving a vision is important to many heads."</i> (Deputy head, small urban nursery)</p>	<p>Level of responsibilities <i>"I think there are a lot of deputies who would make good heads but who see the pressures and demands placed on headteachers and who don't want it."</i> (Deputy head, large urban secondary)</p> <p><i>"With greater autonomy, you have greater responsibility for everything. It is a constant battle to keep ahead and it is a battle to have an overview of everything."</i> (Deputy head, large urban secondary)</p> <p><i>"The job of a head has changed a lot over the last 10 years. It is more demanding and there is lots of responsibility."</i> (Member of a Governing Body, large urban secondary)</p> <p><i>"You want to appear calm and create a happy atmosphere but behind the scenes there is an awful lot of pressure. The work-life balance gets harder and harder."</i> (Headteacher, small urban nursery)</p> <p><i>"We talked about work-life balance and if there is anything we could do - it turned out that there was nothing we could do. The sheer demands on her time because there is only one of her. That has definitely an impact on recruitment."</i> (Member of a governing body, small urban primary)</p> <p><i>"If there was a reduction in teaching commitments that would encourage me into leadership, however there are so many expectations of the headteacher in a village."</i> (Class teacher, small rural primary)</p>

Incentives to recruiting leaders	Barriers to recruiting leaders
<p>Career progression & professional development <i>"They need to see that they will have a lot of support, a lot of experience and opportunities to gain competencies and skills that leaders require both in theoretical and in practical terms. People are keen to come here because they see there are lots of opportunities to go on courses, and to travel and go to conferences and they feel good."</i> (Headteacher, large rural secondary)</p>	<p>Government initiatives <i>"Government policies are also leading towards non-teaching leaders. This may be discouraging as people enter education with a desire to teach."</i> (Deputy head, medium-sized urban primary)</p> <p><i>"We still suffer from an overload of initiatives. These initiatives are not managed but just rushed through without any evaluation."</i> (Headteacher, large urban secondary)</p> <p><i>"As well as the many initiatives which eat into a head's time, targets are a great pressure, although things have got better since the introduction of value-added. Ultimately the head is accountable and this can be lonely, isolating and frightening."</i> (Headteacher, small rural primary)</p>
<p>Rewards & incentives <i>"People do not go into teaching and school leadership for the money, but pay does make a difference. It is important that leaders are empowered and that there is an ethos of being valued."</i> (Headteacher, small urban nursery)</p>	<p>Remuneration <i>"Smaller schools can lose out on quality staff if bigger schools can offer more money."</i> (Member of a Governing Body, large rural secondary)</p> <p><i>"The salary levels for small school heads are not, when you consider the responsibilities, particularly attractive against the deputy head of a larger school."</i> (Member of a Governing Body, small rural primary)</p>
<p>Respect, reputation, and training <i>"I think it all comes down to respect when applicants come round the school and when they are employed it is to know they are respected within the school and their impact is not ignored. Pay and conditions are important but they are not the driving force. The reputation of the school helps and the fact that it is obvious from the NQTs right through to experienced members of staff there are training opportunities - that means almost more than everything."</i> (Member of a Governing Body, medium-sized urban primary)</p>	

Retention

- 5.7 Many of the factors which respondents considered as incentives to recruiting school leaders were also cited as important factors in their retention. For example, creating challenge and maintaining motivation was mentioned by a number of respondents, as were opportunities for training, professional development, and career progression. A good work-life balance, feeling valued and respected, the provision of a supportive and enabling working environment, and a solid staffing structure were all considered to be important factors in retaining good school leaders. An illustrative summary of the factors which were considered to impact upon retention is provided in the following figure.



5.8 Additional supporting comments in relation to retaining school leaders are provided in the text box below.

Factors in retaining school leaders

Promotion prospects
"The school helps teachers to develop their careers; those that leave the school leave to work in higher positions elsewhere." (Member of a Governing Body, medium-sized urban primary)

Continual Professional Development (CPD)
"For me, it's training. I am getting a lot more support here than I would in other schools." (Assistant head, medium-sized urban primary)

"Increased status and training are important in retaining school leaders. What has also helped retain the head and the deputy head is that we have enabled them to benefit from training." (Member of a Governing body, medium-sized urban primary)

Challenge and motivation
"The school is very aware of maintaining motivation and rewarding success." (Member of Governing Body, large urban secondary)

"...people have to feel challenged in the work that they are doing and we look for opportunities to give challenge and excitement..." (Head teacher, large urban secondary)

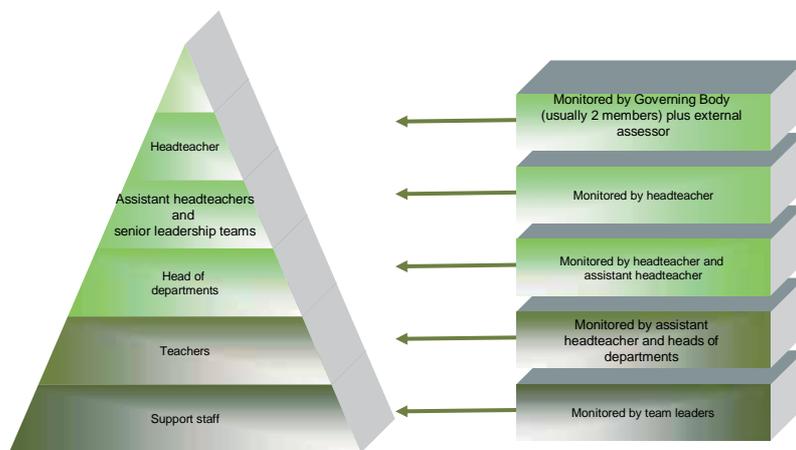
A supportive working environment
"A supportive and enabling working environment is important. Staff stay here because there is a certain amount of creative freedom. They are supported and encouraged and consequently there is a low turnover... we take care of everyone's well-being." (Headteacher, medium-sized urban primary)

"If they want to retain me, they need to know I can't work the hours I have been working – they need to rethink my role." (Headteacher, medium sized urban primary)

Performance management

- 5.9 Performance management plays an important role in identifying skill gaps and in sustaining good school leadership. This sub-section provides an outline of the performance management hierarchy and appraisal process that existed in the schools visited.
- 5.10 There was a clear performance management hierarchy evident in the majority of schools visited. The following figure illustrates the performance management structure most commonly in place in schools across phase and type.

Performance management in schools



Performance management hierarchy

Headteacher's performance managed by independent assessor and governors

"The headmaster's performance is managed by an independent assessor from the local authority and by the governors. The deputy head is managed by the headmaster and the assistant headteachers as well." (Deputy head, large urban secondary)

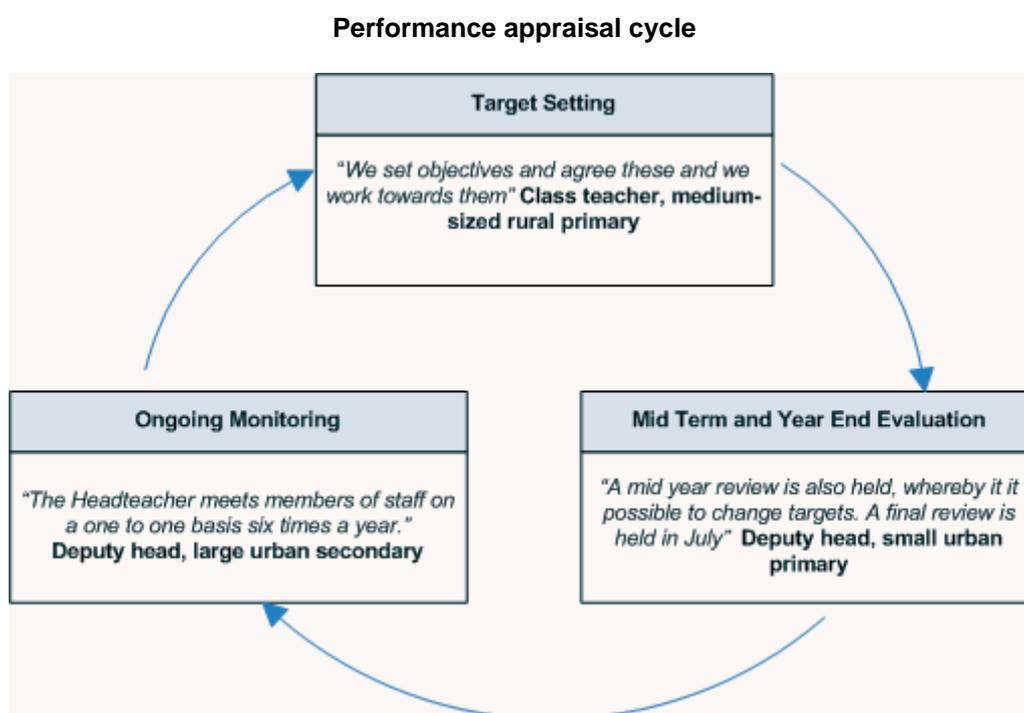
Cascade model of performance management for those in grades below

"The headteacher performance manages the rest of the SLT... the rest of the SLT performance manages heads of department who then manage heads of year." (Assistant head, large urban secondary)

"Everyone goes through the same performance management process. It is a very hierarchical structure, and everyone monitors the performance of someone below them." (Deputy head, large urban secondary)

Performance management appraisal process

5.11 The research suggests that schools also had a similar performance management appraisal process in place. The diagram captures the most commonly identified appraisal cycle.



5.12 Across schools of all types and phases, agreed objectives and targets were set at the beginning of each year for individual members of staff. In addition, a number of schools identified a continuous process of formally monitoring performance. Linked to this continuous process, mid-term and year end evaluations were often used as the basis of providing participants with summative and formative feedback.

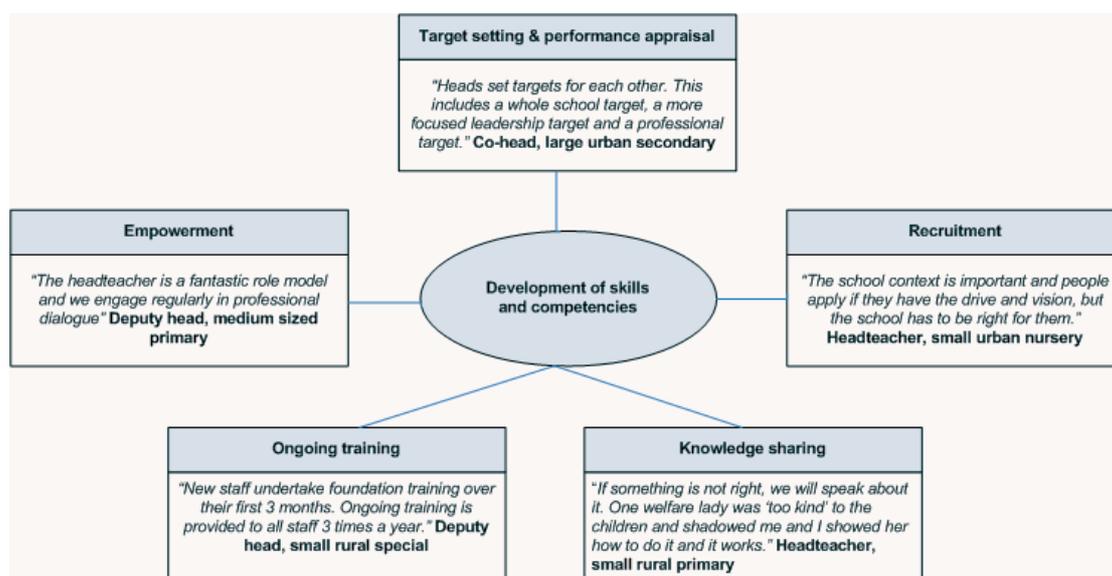
Continuing Professional Development

5.13 Continuing Professional Development is an important element in ensuring that current school leaders have the skills to operate effectively, and in enabling other staff to develop the necessary skills to become leaders in the future. It therefore involves increasing teachers' skills, knowledge and understanding. This sub-section firstly addresses respondents' views on the factors that underpin the development of skills and competencies. Secondly, respondents identify and assess the usefulness of the professional training they had accessed. Finally, the overall value and effectiveness of formal training is discussed.

The development of skills and competencies

5.14 The majority of SLT members interviewed identified several key elements which they considered to underpin the development of skills and competencies. These are illustrated in the following figure.

Development of skills and competencies



Professional development training

5.15 The majority of school leaders had participated in a range of formal training. The most common training courses identified were Leading from the Middle and the National Professional Qualification for Headship (NPQH). The following table illustrates the mixed views about the value and quality of these two training courses.

Most commonly identified training courses for leaders

	Positive comments	Negative comments
Leading from the Middle	<p>"I have just coached two people on the Leading from the Middle which I think is superb training... the good aspect of this is the school focus... which enables people to take on tasks and develop things that work for you." (Deputy head, large urban secondary)</p> <p>"Leading from the Middle I would say has been very effective and has raised awareness for class based teachers around the bigger picture stuff." (Headteacher, medium-sized urban primary)</p>	<p>"Leading from the Middle hasn't worked. The remit was to allow individuals to articulate beliefs about their job and as a gateway qualification to leadership and it does neither." (Headteacher, large urban secondary)</p>
National Professional Qualification for Headship	<p>"I think they are all effective at different levels, but I certainly learnt a lot from the NPQH." (Deputy head, large urban secondary)</p> <p>"NPQH is fundamentally good." (Deputy head, large urban secondary)</p>	<p>"The problem with NPQH is that it sees what a school does as set in stone, and it is not flexible enough to cope with new models such as children's centres." (Headteacher, small urban nursery)</p> <p>"I am doubtful about NPQH because it is not quality assured. I cannot believe you can actually get a qualification as long as you can tick the boxes." (Headteacher, medium-sized urban primary)</p>

5.16 A number of additional training courses were identified by respondents, although these were cited to a lesser extent.

- Development Programme for Consultant Leaders;
- Leadership Programme for Serving Headteachers (LPSH);
- Investors in Excellence (IIE);
- Making Headway,
- Widening Horizons; and
- League for the Exchange of Commonwealth Teachers (LECT).

The value and effectiveness of formal training

5.17 Respondents had mixed feelings as to the overall value and effectiveness of formal training. Training initiatives relevant to particular contexts or issues were noted as being particularly useful. Some suggestions for improvements were offered.

The value and effectiveness of training

The usefulness of contextualised training
“Training needs to be specific to the type of school. If you are in a primary school it needs to focus specifically at primary schools.” (Deputy head, large urban primary)

“...there is no difference in the skills needed for primary and secondary schools.” (Headteacher, large urban primary)

“SIPS advisory service were very helpful, they came into the nursery school.” (Deputy head, small urban nursery)

A need for training for non-teaching staff
“Training is needed for non-teaching staff especially administration courses and training on new IT systems”. (Headteacher, small urban primary)

Gaps in training
“There is a lack of local courses available.” (Deputy head, medium-sized urban primary)

“Training is not available in a structured way.” (Deputy head, small rural special)

“The school assumes you have the management skills but there is no management training available when you take on new roles.” (Deputy head, small rural special)

“Cross-fertilisation is really useful but there are different issues for larger secondary schools.” (Headteacher, small urban nursery)

5.18 A few interviewees commented on the implications of government initiatives for the training of leaders.

Implications of government initiatives
“There are huge implications. As regards Every Child Matters, teachers are now more aware of all the services available for children - the whole child and not just the education of the child. The transformation of 14-19 will require the introduction of vocationally trained staff.” (Key Stage 3 leader, large urban secondary)

“You need to know your way around the initiatives and how to manage your workload within this.” (Assistant head, medium-sized urban primary)

- 5.19 The value of embarking upon and completing a specific Masters or Doctoral thesis was noted by a number of respondents. This had enabled leaders to explore school issues and change in other countries and within different contexts, and then to bring new ideas to their own situation. In their view this had been particularly valuable.

Studying management and change in the school context was helpful

"I did a Masters in management, motivation and change and that course really set me up to have lots of the skills one needs as a leader; as well as providing me with an understanding of how individuals and groups work. Going on that course gave me a very good grounding and I am surprised at myself because I still use the tools today. I have a student who was really putting peoples' backs up and I was able to discern what was happening by using 'transactional analysis'. I did my doctorate in change of school culture, which helped me understand where we were. I realised there were barriers to changing the school culture, I knew I had to change the staff within it and then move forward."
 (Headteacher, small urban primary)

Exploring education in an international context was helpful

"The best leadership training I ever did was my MBA. The reading, the demands of the management log, and the fact that it was an international MBA meant that I had the opportunity to examine different schools in different circumstances in different countries. That's why I encourage staff to go and observe teachers in different countries – it places you outside of your own context." (Headteacher, large rural secondary)

- 5.20 A number of professional networks were identified, such as the Association of School and College Leaders (ASCL), the Special School's Trust, and Investors in Excellence. The research suggests that involvement of leaders in professional networks was fairly strong. Notwithstanding, some interviewees indicated that steps needed to be taken to strengthen and maximise the potential benefits that can be derived from involvement in both formal and informal professional networks.

Professional networks need strengthened

"I don't really get support from external sources, only headship meetings." (Deputy head, large rural secondary)

"I believe on the job training is the best training. You learn from good heads." (Assistant head, large rural secondary)

"We need to do more informal networking." (Headteacher, large urban secondary)

Succession planning

- 5.21 Whilst it is important to build leadership capacity in schools, it is also important to address leadership succession, as this also has implications for the future of school leadership. This section explores the evidence of systematic planning for succession in the schools visited. It goes on to address respondents' knowledge of succession planning generally and at LA level.

- 5.22 Overall, there appeared to be a relatively small amount of systematic planning for succession and a large number of respondents indicated that the issue had not been spoken about or addressed in their school.

No formal succession planning

"As regard to succession, there are no formal succession activities in this school."
 (Deputy head, medium-sized urban primary)

"I don't know of any. It always seems a fire-fighting exercise to try and get staff."
 (Member of a Governing Body, large urban secondary)

"It is not spoken about specifically, deputies are encouraged to go through the NPQH."
 (Member of a Governing Body, large urban secondary)

"This is an unknown quantity." (Headteacher, medium-sized urban primary)

- 5.23 Where succession planning did exist in schools, it focused predominantly on the 'organic' development of staff. Some respondents termed this 'grooming'. A small number of respondents felt confident that if the head was to leave, their deputy would be competent enough to fill his/her role.

The 'organic' development and 'grooming' of staff

"In this school we are putting huge amounts of energy into developing leaders of the future." (Headteacher, medium-sized urban primary)

"The management team have specific roles and responsibilities and staff at all levels take on responsibilities in order to equip them for middle and senior management roles in the future." (Deputy head, large rural secondary)

"The school has grown organically. The current head has been in her position for the past 11 years. Six teaching assistants have trained as fully qualified teachers through the school. The deputy head came as a PGCE student and as an NQT. She taught for a couple of years and left to join another school. She has returned and has grown into the deputy headship post. She is being groomed for the headship." (Member of a Governing Body, medium-sized urban primary)

"We extend the leadership team through internal promotion and nurturing potential leaders." (Headteacher, large urban secondary)

- 5.24 One consistent initiative was mentioned by a number of interviewees illustrated below.

Evidence of formal succession planning at one school

"Yes, we have started to look at succession planning. A number of the middle leaders have gone through 'Leading from the Middle'. Within my strategic brief, high on the list, is succession planning. If I am not going to be at the school for another five years, I will need to look at it now. I think many heads don't think along those lines and haven't really thought about their legacy. I am getting this from the research I am doing with other heads."
 (Headteacher, large urban secondary)

- 5.25 Knowledge of succession planning at Local Authority (LA) level was mixed. It is difficult to conclude if this was reflective of the activities of the LAs in which the schools were located, or if it demonstrated a lack of awareness or knowledge on the part of respondents. A few examples were provided of succession planning at LA level, one of which suggested that succession planning at this level had focused upon rationalisation and amalgamation of schools in the LA.

Succession planning at LA level

Unaware of any formal processes/arrangements in place

"I'm not aware of any formal processes in place in the local authority other than providing training. They strongly support the QH programme." (Headteacher, large urban secondary)

"It's very much up to the individual schools. I don't know of any arrangements in the local authority. The jobs are advertised and the right person gets the job." (Headteacher, small urban nursery)

"I think there is an issue with recruiting leaders at a national level and that is only going to get worse. I am not aware of anything within the local authority." (Deputy head, large urban secondary)

Concerns at LA level

"They know it needs to be done. They are considering it. They are concerned that they will lose all these heads. Ironically, I was part and parcel of a local authority strategy set up to look at leadership. Sadly, it got lost amidst the different government initiatives." (Headteacher, large rural secondary)

Transforming Learning Communities

"We plan to recruit for a permanent head in 2007. But this is reliant on 'Transforming Learning Communities,' a county council initiative to look at potentially closing or merging a number of schools." (Member of a Governing Body, medium-sized urban primary)

Aspiring heads

"The local authority has a programme called 'Aspiring Heads.'" (Headteacher, large rural secondary)

6 Governance

Introduction

- 6.1 An effective and supportive Governing Body is an important element in ensuring successful school leadership. This section of the document describes the structure and roles of the Governing Body in the schools visited and identifies current issues in governance. This section concludes by outlining the characteristics of effective governance, from the perspective of the respondents.
- 6.2 This section of the report is structured as follows:
- Governance structures and roles;
 - Current issues in governance; and
 - Characteristics of effective governance

Governance structures and roles

- 6.3 Most schools had 'traditional' governance arrangements in place, i.e. a single Governing Body consisting of parent and teacher representatives, and a range of other individuals with particular professional skills and experience, such as local businessmen and women, educationalists and community representatives. The majority of Governing Bodies had working groups or committees to lead on different areas, such as finance, estates, curriculum, personnel and standards.
- 6.4 Such a traditional model was considered by many respondents to be very effective as it enabled governors to focus on important and manageable issues. In some schools, governors and members of the SLT worked together on committees, and this had enabled positive working relationships to be created. Other schools had assigned governors to subject departments, year groups, or specific initiatives.
- 6.5 The majority of respondents believed that the role of governance should be to support and challenge the leadership team, and to be 'a critical friend'. The key role of governance, as identified by respondents, was to offer strategic direction to the school.

Typical governance structures and roles

Traditional

"The Governing Body is traditional with full representation from the communities that come here." (Assistant head, large urban secondary)

"There are 23 members: chair of governors, head, deputies, LA, teacher and parent governors. We have a wide range of people with lots of skills." (Member of Governing body, large urban secondary)

Committees

"The Governing Body is committee based...it works well as each SLT member is linked to a committee." (Headteacher, large rural secondary)

Specific responsibilities for governors

"The model in this school works really well. In particular, the fact that (members of) the Board of Governors are associated with different faculties is highly effective. They hold regular meetings with the heads of faculties and report back on issues and progress." (Key Stage 3 leader, large urban secondary)

Strategic direction

"Our role is to determine the strategic direction for the school, to develop the vision, to set objectives, be a critical friend, and support the school." (Member of Governing Body, large urban secondary)

"The Governing Body can help me make operational and strategic decisions, and they help me carry them out, but we abide by national conditions of service." (Headteacher, large urban secondary)

Support and challenge

"Governors are very enthusiastic, knowledgeable, and supportive. They are critical friends. They do question and they know they are responsible and accountable. They attend lots of events, training days and curriculum open evenings." (Headteacher, medium-sized urban primary)

Collaborative

"The model we have now is more typical and there is a greater understanding of the role of the governing body. ... the notion of the governing body was introduced and I think they felt in order to prove their worth they had to get involved in the managing and running of the school but it was proved that the best model was to work in collaboration. That intense relationship has now softened everywhere. The work is collaborative ... people are working more collaboratively now." (Deputy head, large urban secondary)

A critical friend

"Our purpose is to be supportive, to be a critical friend... to develop the school." (Member of a Governing Body, large urban secondary)

- 6.6 Amongst the other types of governance encountered were federations, where members of the governing bodies of schools met with members of the governing bodies of other schools in the federation in a committee of representatives. Similarly, in an academy we visited, there were joint governance arrangements with other academies that were sponsored by the same organisation and where strategic decisions tended to be undertaken on a collective basis, and with day-to-day decisions taken assumed by local governing bodies.

"We are part of a soft federation. It has no joint governing body but has a committee of representatives from different governing bodies." (Headteacher, large urban secondary)

"Our Academy sponsor supports more than one Academy, where strategic governance tends to be undertaken mainly on a collective basis (i.e. relates to all of the Academies in the group, not just to one Academy), and local governing bodies assume responsibility for day-to-day decision-making." (Headteacher, Academy)

Current issues in governance

- 6.7 Finding skilled governors was identified as a particular problem for schools. In addition, poor attendance at meetings was noted by a small number of respondents, and this was considered to be a principal weakness in the functioning of a Governing Body, as it held up important decisions that impacted on the strategic direction of schools.
- 6.8 Some respondents expressed concerns related to the high level of accountability governors held, vis-à-vis the voluntary nature of their role. Linked to this, and taking into account the responsibility and commitment involved in being a governor, a few respondents indicated that governors should be remunerated.
- 6.9 There were relatively few criticisms levelled at governors. However, one respondent believed the Governing Body in his school to be a 'stumbling block' to pursuing more efficient, less costly forms of leadership and organisational structures. Another respondent suggested that an 'over-involved' Governing Body could actually hinder the operational running of a school. One school leader had felt 'isolated' due to being 'unsupported' by the Governing Body.

Issues in governance

A shortage in skilled governors

"In some schools the pool of skilled people doesn't exist and so it's not feasible for governors to take over more responsibility." (Headteacher, medium-sized urban primary)

Too much accountability for governors

"They do this on a voluntary basis. I think if we are not careful, the amount of responsibility and accountability put on their heads will put them off. These are good people who want to contribute to education and use their skills." (Headteacher, large urban secondary)

Remuneration for governors

"We can't grow without a good Governing Body and a good SLT... If you don't have a strong Governing Body, it will not work. Good people are precluded. They should be paid for their time." (Member of a Governing body, large rural secondary)

"I think it is a cheek to actually think that people should give up their time and take on this role. This is outdated and outmoded; people should be rewarded for this responsibility." (Deputy head, medium-sized rural primary)

Out of touch governors

"The governors are getting in the way, at a strategic level, of pursuing more efficient, less costly, organisational structures. At times they need to see the bigger picture." (Headteacher, large rural secondary)

Finding the balance in governance

"They should not interfere on a daily basis." (Deputy head, medium-sized urban academy)

"Schools need to strike a good balance between responsibilities and where governors or trustees 'let go' and how much involvement they have in operational affairs." (Headteacher, small rural special)

Characteristics of effective governance

- 6.10 Schools were asked to give their opinions on what they considered to be the most effective model of governance. The most effective model of governance, as identified by respondents, was a Governing Body that possessed some or all of the following characteristics.

Characteristics of effective governance

Are in regular contact with the school, either informally or formally

“On a Monday, when the deputy has her non-contact time in the afternoon, often I meet with the headteacher and her to discuss issues. The headteacher is very willing to involve the deputy head in all aspects of leadership and she wants to get her up to speed as soon as possible. The other governors have contact with other year leaders when they have their class/year visits.” (Member of a Governing Body, small urban primary)

Have the aptitude, skills and experience necessary to contribute effectively

“The last Ofsted for the Governing Body was ‘outstanding’. There is a high degree of experience and aptitude amongst the Governing Body and this works very well.” (Member of a Governing Body, large urban secondary)

Are aware of and inform the future direction of the school & contribute to shaping that vision

“The Governing Body works very closely with the SLT. It knows the direction in which the school is going and keeps others informed as to what is going on. There is informal day-to-day contact in addition to formal half term meetings. There is strategic input and vision from the Board.” (Deputy head, small urban primary)

Are attached to different faculties and/or heads of year

“In particular, the fact that the Governing Body is associated with different faculties is highly effective. They hold regular meetings with the heads of faculties and report back on issues and progress.” (Headteacher, large urban secondary)

Allow the SLT a high degree of autonomy and independence to make their own decisions and to undertake day-to-day core responsibilities free from interference

“I think the SLT has been given a significant amount of independence and this has increased because of our success.” (Headteacher, large rural secondary)

Work together collaboratively on a light-touch basis

“When the notion of the Governing Body was introduced, I think they felt that in order to prove their worth they had to get involved in the managing and running of a school but it proved that the best model is to work in collaboration.” (Deputy head, large urban secondary)

7 Conclusion

- 7.1 This section of the technical report has examined a number of key issues around school leadership from the perspective of headteachers, other senior leadership team members and governing bodies in schools across England and Wales. The research has shown that school leaders in England and Wales are facing a variety of challenges and issues in an ever-changing landscape. The following outlines the key findings.
- 7.2 School leaders were reported to be facing a variety of challenges, including raising and maintaining standards, recruiting and maintaining the workforce, work-life balance issues, dealing with government initiatives and ensuring a personalised learning environment.
- 7.3 Headteachers were found to have both an internal and external dimension to their role. Internally they have overall accountability and are responsible for the leadership and management of the school. Externally, headteachers have responsibility for collaboration with the wider community and external organisations. Deputy heads tend to handle particular aspects of school management, with assistant heads carrying out similar but more restricted responsibilities.
- 7.4 As a result of their complex role, school leaders were largely perceived as having a negative work-life balance. Issues linked to this include the plethora of government initiatives, inability of leaders to effectively delegate and insufficient non-contact time. Despite this, the majority of respondents indicated that they enjoy their role.
- 7.5 The workforce remodelling agenda has had a number of implications for staff at all levels. The reallocation of administrative tasks has led to a restructuring of support staff and provided more time for teaching and learning. Teachers have had a mixed reaction to this, with some demonstrating concerns over the allocation of particular tasks to non-teaching staff. The findings suggest that the implementation of Teaching and Learning Responsibilities (TLRs) has been successful, with many expressing satisfaction with the system. The research also suggests that Planning, Preparation and Assessment (PPA) has also been generally welcomed, despite concerns around an increased workload for the senior leadership team and less continuity for pupils.
- 7.6 The principles of the *Every Child Matters* agenda were thought to have always been at the heart of the role for most school leaders. However, the majority still welcomed the policy, indicating that it had given structure to their provision. The research suggests that the agenda has not yet had a great impact on leadership roles and structures.
- 7.7 Respondents believed that the leadership role would become more strategic over the next five years. The idea of schools being managed and run like a business elicited mixed views. Some respondents would welcome this, due to their view that managing both teaching and administration is particularly challenging. Others advocated moving some administrative tasks to non-teaching leaders in order to allow headteachers time to focus on teaching and learning.
- 7.8 The research presents a variety of leadership styles in schools across England and Wales, ranging from autocratic to democratic. The importance of an open and proactive leadership style was consistently asserted by respondents. A distributed or delegated leadership approach was the most commonly reported style.

- 7.9 The majority of school leaders are rewarded through annual pay reviews, with most rewarded for good performance and for taking on additional leadership roles. Salary was not described as the main driver for the majority of respondents. Rather, job satisfaction, personal development and praise were cited as the main incentives for pursuing a leadership role. A number of respondents believed that a variety of benefits, such as international travel, private health insurance, gym membership and places at conferences would provide greater incentives to school leaders.
- 7.10 While the majority of senior leadership team members believed that they are adequately rewarded, many respondents demonstrated concerns around inadequate differentials between headteachers and deputy headteachers, and between senior leadership team members and the highest paid classroom teachers.
- 7.11 The research highlighted a number of issues around sustainability. The successful recruitment and retention of good leaders was closely associated with the school's reputation and performance. A positive working environment, good opportunities for career progression and feeling valued were also cited as important factors. Pay and conditions were not considered to be driving factors impacting on recruitment and retention. Barriers to the recruitment and retention of school leaders cited by respondents included the cost of relocating, work-life balance issues, accountability, the inspection regime and government initiatives together with their associated bureaucracy. The findings suggested that there is relatively little systematic planning for succession in school. Where succession planning did exist, it tended to focus on the 'organic' development of staff.
- 7.12 Clear performance management hierarchies and appraisal processes were evident in the majority of schools visited. The majority of school leaders had participated in a range of formal training, usually 'Leading from the Middle' or the National Professional Qualification for Headship (NPQH). Views on the effectiveness and overall value of these courses were mixed.
- 7.13 The majority of schools operated a 'traditional' model of governance, which was considered to be very effective. Many respondents asserted that the role of governance should be to support and challenge the leadership team, and to be a 'critical friend'.
- 7.14 Finding skilled governors was found to be a concern for schools. Another issue reported by a number of respondents was the high level of accountability of governors who hold a voluntary role. Some respondents suggested that governors should be remunerated to take this into account.

Independent review of school leadership

Technical Report Part E: Focus Groups

Contents

Introduction	E1
Roles and responsibilities – support staff	E2
Roles and responsibilities – teachers	E6
Career framework – support staff	E11
Career framework – teachers	E13
Conclusion	E16

Introduction

1. The purpose of this document is to outline key findings from the focus groups phase of the research, undertaken between October and November 2006. This part of the technical report sets out the key findings and corresponding evidence from the research under the headings outlined below.
2. The report is set out in the following sections:
 - Roles and responsibilities – support staff;
 - Roles and responsibilities – teachers;
 - Career framework – support staff; and
 - Career framework – teachers.

Roles and responsibilities – support staff

Challenges

- Support staff reported facing a number of challenges in their role. The most commonly noted challenge was a lack of recognition in school in terms of being considered as professionals. Many complained of divisions within the school workforce and the perceived low status that they, as support staff, have:

'You're not appreciated for what you do. What you do is sometimes over and above what you're supposed to do. It's not reciprocated and it's not recognised'.

'You never get looked on as a professional person'.

'It's a "them and us" situation, they just see us as support staff and don't communicate properly to us'.

- A large number of respondents reported increases in their workload and responsibilities resulting in a lack of clarity around their role, without corresponding increments in reward:

'The main problem is not having a defined role, we do everything and anything. From fixing the photocopier to putting up posters, then having to sit in on meetings with social workers'.

'I haven't even got a job description'.

'The amount of work. With workforce reform everything teachers don't want to do has been dropped onto us. Teachers just do teaching and learning. Everything else seems to be on support staff... You're not recognised for the amount of work you put in. Teachers' workloads are reduced because we have more work to do and we are not paid any more'.

- Concerns over behaviour management and a lack of training in this field, particularly in terms of working with children with special needs, were also expressed.

'We don't get enough training... We are expected to handle, control, maintain, keep, mind and protect, as well as protect ourselves, without any form of training. We're not well regarded, we're low-paid, we're just there to keep the peace. We're like childminders'.

'I have children in my class with Down's Syndrome and Asperger's Syndrome, and the only information I have is what I have found out for myself. We're not trained on any of this'.

'My main challenge is working with children with behavioural problems. It's literally dangerous to stop them trying to hurt each other, to stop a major accident; I feel like we need a security guard'.

- Most support staff were of the opinion that the main challenge facing school leaders is dealing with the plethora of new initiatives. Many also mentioned attainment targets, the inspection regime and managing behaviour.

'The amount of initiatives landing on their desk. There's always something new, and the pressures that go with that, a lot goes on that we're obviously not aware of, so I would say it's the paperwork. They don't have time to take one thing on board before the next one comes along'.

'We come bottom of the league tables every time because so many new arrivals come to this school with no English: some do improve but then they move on – we could have six students in one week and six out the next. It's moving all the time. The targets are inappropriate for a school like ours'.

'Behaviour: because of restrictions on schools planned by the Government, children these days don't respect the leadership of schools: they can get away with blue murder and have very little punishment. They are not deterred by exclusion – it's a holiday for them. Children have no fear of anything. They don't respect leadership because they think, "well: what can you do about it?"'

Models of leadership

7. For the most part, models of leadership in participants' schools were traditional in structure, involving a headteacher, one to two deputies and three to four assistant heads. Some smaller schools had one deputy headteacher working alongside the head.
8. Very few participants described 'new' models - one respondent reported a co-headship model, while another spoke of Attainment and Achievement Leaders now being on the senior leadership team as a result of Every Child Matters.

As a result of Government policies our school has had a rethink. Now there is an ECM team with job titles changing to things like 'Achievement' and 'Attainment', these are on the senior leadership team'.

9. The majority of support staff reported a move towards a more open style of leadership in their school, describing headteachers distributing leadership responsibilities, having a "hands-on" approach and being visible within the school:

'There has been a change in the management. It's a lot more open style of management, it's a lot more consultative, all the staff make a contribution to all the policies, it's not as dictatorial as it was. Everyone is working together and the ethos in the school is that every child does matter'.

'It used to be that you didn't see the head for days, when you walked past his office it was always closed... ours actually does lunchtime duties – he goes out into the playground and supervises the kids. I think that's quite good because he sees what goes on'.

10. Some respondents thought that their senior leadership team had a closed style of leadership, with headteachers spending the majority of their time in the office and appearing autocratic:

'Our headteacher has an autocratic leadership style. She does exactly what she wants to do. It doesn't work because I don't think she understands our type of children, the area the school is in, she doesn't really understand LEA schools. You've got to know your job inside out but she doesn't'.

'If you do speak up you know about it. You know the children better than anyone. They should ask you your opinion. It's like "keep your mouth shut and do your job"'

11. Most participants agreed that leadership in their schools had changed in the last 5 years, commenting that they are now being run more like a business and the majority thought that this trend would continue in the future:

'It has become more business-minded'.

'The headmaster will no longer be seen, he could be a managing director. It's a business now, as a manager, you're treating the child as a commodity'.

'We're going to have great teachers who are wasted in an office'.

12. Views on non-QTS heads varied. Some thought that non-QTS leaders would have an advantage due to better managerial skills, whilst others considered it essential that leaders are qualified teachers in order to be effective. A few suggested that perhaps there should be both a manager (non-QTS) and a qualified teacher leading the school.

'It's managing money and budgets. I think it's probably better to have a non-teacher as a head. They might have better management skills'.

'How can you manage the job without having done the job? There is no doubt that you need to have business skills, but to manage people in a school you need to have teaching experience. Managing pupils, behaviour and that sort of thing – I fail to see if you don't have a teaching background how you can manage that'.

'It's a business. So should that head person be a manager or a teacher? I think it needs a mix'.

13. There was consensus that leadership models for schools should not be prescriptive; rather, they should be flexible in order to meet the needs of the pupils and the community.

'The leadership model should be based on the needs of the children. Somehow you have to mould your staff team to meet the needs of the children. We knew we had to be more focused because of the type of children who are coming in, and I think it will change even more with extended schools'.

'I think it should be up to the school how it is organised. A lot of things decided at central government can have catastrophic consequences and it takes a long time to change it again, and meanwhile the schools suffer'.

'They need to be careful in a big school on how to communicate'.

Contribution to leadership

14. There was general consensus among support staff that their role is fundamental to the leadership of schools, with support staff acting as the link between the pupils and the leadership team. Respondents commented that as they have closer relationships with the pupils they are able to bring issues with the children to the attention of the management team.

'Children find you very approachable, I find out a lot of stuff going on at home that we need to know about, we keep the management team informed. That's a huge contribution. We're the link between the child, the parent and the management team'.

'We are the foundation of the school'.

'We're the ones with the relationship with the kids, the ones who know the backgrounds of the kids, the ones who speak one to one with the parents, we make the phone-calls home, we've read all the statements, everything, we know the child inside out; the deputies and heads don't'.

15. The majority of respondents thought that their contribution had grown over recent years, with many reporting enhanced roles and responsibilities and stating that their reward had not increased in accordance with this.

'We used to fill paint pots, sharpen pencils, but the role of the TA has changed considerably, and I don't think any school could do without us'.

'My role is no longer just a teaching assistant. It's growing. I'm now working closely with social services and foster carers. From last year and this year there have been new roles such as child protection officer'.

'I do think that we're given more responsibility, and we do take classes, but I don't think they value what we do and we're not paid enough'.

Management

16. Many respondents were dissatisfied with the amount of interaction they have with the senior leadership team, commenting on inadequate consultation and feeling undervalued. However, some were satisfied with their interactions, and this was due to regular,

scheduled meetings with the leadership team, open consultation and a sense of recognition.

'We aren't even told if there's a meeting'.

'At one meeting I made a point and a member of the senior leadership team said to me "you haven't been to university". It's disgraceful how undervalued we are'.

'In our school everyone's included. That's not the issue. Our head at the moment is 100% inclusion-minded. Inclusion is important'.

'Our head was off sick and the first thing she did when she came back was to come round and see all of us, not the teachers... I think our school runs well. We work well as a team. We feel valued by the teachers too'.

17. Many respondents thought that the amount of interaction between support staff and the senior leadership team depends on the school's size:

'The size of the establishment you are in determines how much you are consulted with'.

'In primary schools, I think, the door is always open. I know people from high schools; they can't believe what it's like in our school'.

18. The majority of support staff were of the opinion that the best way for leaders to support and empower them would be to include, value and appreciate them, providing feedback on their work and any issues they have raised:

'Communication and the feedback to show what has happened with what you have told them. Appreciation and acknowledgement of what you actually do'.

'I think the SLT should come into the classroom, ask how you're getting on: that would make a big difference'.

'They should just value you more and recognise that you make a valuable contribution to the teaching and development of the child'.

'No one congratulates you if the SATS results go up – it's the teachers and the headteachers, but you've put a lot of time and effort into that group. You don't want continual praise, but it would be nice if it comes from a bit further up'.

19. The majority of teachers reported having an annual performance review, and some have interim reviews throughout the year. Deputies, assistant heads and cluster managers carried out performance management for most respondents.

20. The majority were dissatisfied with the process due to a lack of follow-up throughout the year and poor access to training, due to financial constraints. Many described it as simply a 'box-ticking exercise' while others remarked that the process is not reward-driven. Those that were satisfied have interim reviews throughout the year and thought that their development is viewed as important by the school.

'We have targets, but we never achieve them. It's forgotten about as soon as you leave the room'.

'I don't see the point of appraisals because I know for a fact the one that I did with a colleague – she didn't get any of the training she put down for. It's all put down on paper and that's it'.

'Ours is yearly, by the cluster head. I don't know where she gets the information from because she never sees me in action. I have been told I use too much initiative. Support staff are never observed in a lesson'.

'You put in all your targets and your objectives – if you're a member of teaching staff you get a pat on the back and more money – but we don't get rewarded financially'.

Roles and responsibilities – teachers

Challenges

21. Teachers reported facing numerous challenges. The main challenges included:

- Dealing with new initiatives and constraints on their time:

'Regardless of what you teach, the main problem is keeping up with all the new initiatives: you've got enough of a problem with controlling pupils who are sometimes distinctly disinterested in learning, without trying to teach new concepts and theories and ideas'.

'One of the main problems is finding time to teach. There are so many other things that we're being asked to do, actually teaching: it's very difficult'.

- Managing behaviour and social issues:

'Getting behaviour managed and communicating it with the leadership team'.

'We're becoming more and more social workers: parents come to you with their problems, you're constantly making referrals to social services, working through various agencies'.

'We spend a lot of time clearing up the mess from weekends and holidays, because of the breakdown in the family unit. It's so prevalent here. We call it "Monday Syndrome" where kids come back from spending the weekend with their non-custodial parent, and they're unsettled. By the time they settle down it's time to start the cycle again'.

- Meeting targets and the inspection regime:

'Having to meet targets that keep rising, the accountabilities that have gone beyond reasonableness, and the constant pressure to gain results in a context where pupils now turn round and say "it's not my problem, it's your problem". And on top of that, being "Ofsteded" on criteria that are totally unacceptable to the teaching force'.

- Dealing with paperwork:

'Pressure with SEF forms, pressure on staff to tick all the boxes and do all the paperwork'.

'Trying to keep on top of the data and information you have to keep. There's a lot of information that you have to store'.

22. School leaders were said to be facing challenges such as dealing with initiatives, meeting targets and managing finances.

'They get all those initiatives coming at them and they have to say yes or no, plus they also have to head up a variety of meetings and committees and no matter how many deputies you have, there's only so much you can delegate. As a head you are expected to be seen at all these things. It must be difficult to get much of a home life'.

'I believe that education is no longer a vocation – it's become a business. They are concerned with results. Getting money into schools, financing, balancing, and it's no longer, as it should be, an educational priority'.

23. In addition, challenges such as inadequate accommodation, falling rolls and coping with issues presented by an influx of immigrants were raised:

'Our building cannot cope with the influx of children. We haven't been given any resources to deal with the kids coming from the special schools that are closing down'.

'The fact that they have falling roles'.

'There are many immigrants who are bright, but have no English, they begin to struggle, they have problems; that's when they turn the corner'.

Models of leadership

24. In line with findings from support staff, the majority of schools had a traditional model of leadership. No new models were reported.

25. The majority of teachers described an open style of leadership in their school, describing headteachers being visible within the school and acting supportively towards staff:

'We have a head, deputy and assistant head: they are all very approachable and it works well for us'.

'All of the leadership team teaches. The head always takes the borderline C/D kids. He says "I'm the guy who has to get them through", and he does because he's an excellent teacher. That's the thing that really strikes me: he's a wonderful role model. Now the problem is that he's a workaholic. He works seven days a week because not only does he teach, but he also involves himself in the school, and he does the chief executive role'.

26. A number thought that their headteacher was not adequately visible within the school and that this had an impact on the effectiveness of the school:

'I think the head we have is very good at ticking the boxes, but not so good at school management. The best leader I have worked for was out in the middle of things. He was on top of things, he was 100% supportive of his staff and he didn't delegate unless there was good reason to, and if he did delegate you were given carte blanche to do whatever you thought was best. It created a very good atmosphere within the school'.

'It's a weak leadership. I've been there 29 years and I've never really witnessed a good teacher... In industry I was used to a management style where leaders got down and worked with you. That hasn't happened for me in schools'.

27. A small number of respondents described the leadership in their school as hierarchical and dictatorial:

'Ours is a bit like the Leaning Tower of Pisa. It's really top heavy, with lots of deputies and assistant heads. We're about to move to vertical year groupings, so that's all changing. The job specs are changing. Some are hands on, but I don't think it's spread out evenly. It seems to focus on just a few who are really dedicated'.

'We have a head, a deputy and four year leaders; it's the same after restructuring as before. The head has always been in absolute control. The deputy was never given a role, just two hours of the week out of the classroom. The headteacher has been criticised by Ofsted for being too dictatorial'.

28. The majority of teachers did not believe the leadership model in their school to have changed in recent years. A number reported that the role had become more business-like.

'In my school it hasn't changed the leadership style at all. There are a group of heads 50 and onwards who think "why should I bother?" Other new ones coming through, it doesn't seem to be part of their training; there are very few heads that are actually changing'.

'We've swapped things around a bit; given people different titles, but I don't think it's dramatically different'.

'Ours is more executive – business-like, our head has changed: he is very seldom in school, he's always out at meetings that don't involve the staff, but the school politically. He tries to see other practice in different schools and brings a raft of new initiatives, but the staff haven't been given any understanding of that. We had extension of the school day, vertical tutoring and new behaviour for learning code all in the one month, and he's off somewhere else. If he's asking us to do this he needs to be there, his team needs to be there. The idea of someone who is not loyal to their school... you need someone there who knows the school, knows the staff and the pupils.'

'Our headteacher is only interested in targets: how many target words they know, what their reading level is, can they count to ten and backwards; she's not interested that I've got children who are waiting to be lifted by social services, she's not interested in the underlying problems of society affecting children. She's only concerned about results.'

29. Some commented that their leadership teams had failed to restructure the school effectively following workforce reform, stating that headteachers had failed to use the agenda to reduce teachers' workloads.

'The leadership team in my school failed to pick up on restructuring, and workforce reform, because what that was about was reducing school teachers' workload, a lot of leadership teams have divorced it... if they had seen it as a way of raising standards, it would have worked better.'

'The infrastructure was created, teaching and learning was the focus, they've largely ignored the statutory regulations. Headteachers can't get their heads around people other than teachers in schools doing things.'

'Workforce remodelling produced a lot of stress. To many headteachers they were always struggling to keep up as it was, then all these new initiatives came out. It's dreadful to see the stress and the pressure. The joy of the profession has been eroded by pressures from above.'

30. Views on non-QTS leaders were mixed. Many believed that leaders must teach, or have taught, to be effective in their role. Some advocated the non-QTS model, in line with findings from support staff. A small number suggested having one head in an administration role and another in an educational capacity in order to provide effective leadership across all aspects of the role.

'Having seen a lot of other schools in my previous role, I know that we have a superb management team. But it takes a tremendous amount of charisma, effort and being an excellent teacher to be there. Truly excellent teachers make the best heads because they understand what it takes to be good in the classroom. Chief executives: don't call yourself a headteacher.'

'We've got a headteacher who doesn't teach, and I feel very strongly that school leaders should teach, so that they can understand what it's like: we keep getting things pushed down onto us to do, and I don't think the powers that be have any idea how much pressure that creates, because they don't teach. I feel passionately that all headteachers teach, or have taught at some point. The ideal would be... we had one headteacher who taught every class at some point, and he knew every student.'

'Just because you're a good teacher doesn't mean you're a good leader, and it doesn't matter because you're not doing that any more. Your PR skills are important.'

'The American model works well: those running American schools are often accountants.'

'In the NHS you have a clinical director and an admin person and I think that's the way schools should go. Instead of those people at the top... they should be the best teachers, they should be the role models for teachers, they should be doing model lessons and that kind of thing.'

'I think there should be two heads, one academic and one management. The academic aspects of school life are pushed aside because headteachers have so much else to deal with.'

31. The majority of teachers were of the opinion that school leadership models should not be prescriptive, with only a very small number advocating a generic model, in line with findings from support staff.

'I don't think you could have a one size fits all, schools are completely different. Even having a single sex school has huge implications'.

'The leadership should be adapted according to the school context. Sometimes you might need a big personality to drive a failing school forward, or you might simply need someone to keep the school moving along'.

Contribution to leadership

32. While some teachers felt that they were prohibited from contributing to the leadership of the school due to a perceived lack of status, others believed that they are fundamental to the school's progress.

'Schools are very hierarchical. If you're a classroom teacher, you have very little input'.

'I feel I am just an information-giver. I feel I am given a lot of stuff to find out. I do feel like I'm there just so they can sponge or find something out from me'.

'I think teachers are the root of all schools and the success of all schools. Hang everyone else because without the teachers you wouldn't have a school'.

33. There were mixed views on enhancing teachers' roles with regard to leadership. Some expressed scepticism over what this would entail and demonstrated an unwillingness to take on an enhanced role. Others would welcome an enhanced role but commented that that the "hero-head" culture in their school prohibits this.

"Enhanced roles" usually just means more work and no more money. They've relied for too long on teachers' good will. I think they will be fighting a losing battle if they try to push that'.

'Teachers have far too much responsibility to begin with, with regard to paperwork and delegated duties from senior management. I just think they really need to be listened to'.

'I do, particularly in the areas of pedagogy, management and professional development. I think it's a very powerful model'.

'In my school the headteacher never goes off site, he must feel he can't let anyone else make a decision. He doesn't use the strengths within the school'.

'I think they should raise the status of classroom teachers so that we're not seen as the bottom of the pile'.

Management

34. The majority of teachers were dissatisfied with their interaction with the senior leadership team. Whilst many are regularly consulted by the head, they thought that this was largely a "box-ticking exercise" and that the outcome of the consultation is preordained. Some teachers complained that they were not adequately consulted.

'I think often you are seen to be consulted. That's the impression that I get, that we are gathered together to discuss, but there is no element of discussion. There is a consultation process, but you know that a decision has already been made'.

'In my school last year decisions were made regarding extending the school day. Staff were consulted, we had arguments about why it would be disruptive and that kind of thing, but it seemed to me that we were brought together as a formality, but he'd already made the decision, he was going ahead anyway but he went through the steps of doing all the consultations. The gap in our school between the senior leadership team and the rest of us is getting larger. No one is affording us the opportunity of reaching up to their level and attending their meetings, no one knows what they are doing'.

'It's discouraged in an open form'.

35. Those that were satisfied believed that their opinions are valued and taken on board. Some commented that interaction with the senior leadership team is better in smaller schools:

'We are invited to the policy group. I'm interested in the department, that's where I voice my concerns. He turns up to those meetings and he hears what we say, I have seen him act on things we've said... When I'm out and about he's always there. He likes to be one of the troops'.

'Because our school is so small, everyone is there at every meeting. You do feel you are valued. In primary school you get more togetherness than in secondary schools. The headteacher knows everyone – teachers, children, parents'.

36. There was consensus that the best way for heads to support and empower teachers is to value and listen to them. A small number of respondents also suggested providing more support around disciplinary issues.

'Listen to what they've got to say. Not just sitting there and making a few notes. Actually listening to them and acting upon it. Their role is to lead the teachers. The way that they're doing that is by demanding that this should be done. It has to be a two-way thing'.

'The kids are able to get away with blue murder. If the structures are there, they take too long. Your discipline is more diluted all the time. It's too easy for kids. Heads need to act swiftly. They need to assume that if we raised the issue they need to accept it and act quickly. We deserve support on a higher level. Too many heads are worried about league tables – you have to be seen as having no exclusions etc. It wouldn't take very much to make a big difference'.

37. Most teachers were dissatisfied with their performance management process, with many describing it as a "paper exercise". Others remarked that it was not viewed as a priority by their leadership team and some commented that they found it ineffective as it has no impact on their career.

'I question the value of it. I think they're just doing it to be seen to be doing it'.

'In my school performance management hasn't happened much, but we've still had the money. There are lots of schools where it hasn't happened it all, and teachers should be progressing but they can't because there's no performance management'.

'I remain to be convinced that this has the slightest effect on the quality of teaching. Everyone in our school is working to the best of their ability. I think it's far more useful to observe other teachers' lessons'.

Career framework – support staff

Leadership aspirations

38. Many support staff stated that they had no aspirations of progression to school leadership. The most commonly cited disincentives were bureaucracy, lack of contact with the classroom, pressure, work-life balance, lack of appropriate skills and a perception that it is not possible to progress.

'I look at my deputy and the pile of paper on her desk and I think – I would never even consider that. Health and safety, policies for this, policies for that, building management, amalgamations, they are stuck in an office all day barking at the odd kid'.

'I'm more of a hands-on person, I love working with the kids'.

'I don't think I could be in charge of 1500 pupils and 200 staff in terms of skills and the sheer responsibility. Targets, budgets, young ones, adults, governors... it's too stressful'.

'I don't think it's possible. If it was I wouldn't be interested'.

39. Those who did have leadership aspirations gave varied reasons for this such as the benefits they could bring to the leadership of the school due to their close relationship with the children. Others aspired to leadership in order to better represent the school population and community, widen the leadership vision, simply to have a voice and raise the profile of support staff'.

'I would, because I work very closely with them. I'd like to make some changes. I see that their vision is very narrow, looking at Government policies all the time; mine is a lot wider... it's looking at the impact on the child and the family. We can see the big picture. It's like they forget that when they go to those meetings. We know all our families – out in the community as well as in the school. We have got a lot to contribute'.

'We don't have any ethnic minority people on the senior leadership team. Even though, without us in the school, the school wouldn't be able to function. It doesn't reflect the school population'.

'I would like to do it to raise the importance of support staff'.

40. There was general consensus that the best way for leaders to encourage support staff to progress to leadership roles would be to provide adequate training, involve and appreciate them and recognise their skills and contribution to the school.

'We need more involvement, more training'.

'They could encourage us by being more involved, showing more of an interest, asking people how they are getting on; it's nice to be paid attention to'.

'You're not appreciated, you're not paid enough, so why do it?'

41. The majority of respondents thought that the current structure of pay and conditions was not sufficient for support staff to encourage them to seek leadership roles. Many stated that there was no pathway for them.

'No, it isn't adequate for support staff. There's only a certain level you can get to'.

'You can't progress because you need to be a teacher. That's the point – the leadership model has to change'.

'It's not going to happen, there's no encouragement within the school to progress'.

'No. What you are getting is not enough; there isn't a path for us to progress. There are not enough roles in the school to take up these new responsibilities'.

Qualifications and training

42. The majority of support staff were of the opinion that they receive insufficient training due to budgetary constraints. While some had found training such as the HLTA, NVQs and Certificate in Learning Support beneficial, others were unaware of any courses available.

'We were told this year that there was no money for training'.

'We need training on dealing with children with Asperger's and other learning difficulties. If they want to close down the special schools and integrate them into mainstream schools, then you've got to train the staff or else we can't help the child... To get a child with severe learning difficulties... I've got to have training for that. We're not nurses'.

'I think there are lots. I did barriers to learning and certificate in learning support, they were very good and they made a difference to me'.

'I don't know of any courses'.

43. Many respondents stated that they did not experience any on-going professional learning activities. Suggestions for what may be useful included peer lesson observations, workshops with practitioners from other sectors and observation at special schools for those working with children with special educational needs in mainstream schools.

'I don't think there is anything for TAs'.

'We are always telling them that we need to do lesson observations of each other, that we need to go on training, but we're always told that there isn't the time, there isn't the money'.

'It might be useful for people working with children with special needs in mainstream schools to come and observe at special schools'.

Professional networks

44. Most respondents were not aware of or involved in any professional networks. Those involved in external networks, such as school partnerships, found them particularly beneficial in reducing a sense of isolation.

'I don't know of any networks'.

'We do have a support network in schools but we never meet. That would be useful... This group today has been great, because you sort of feel that you're not on your own'.

'External networks with schools in the area. It's very interesting, it's good to meet like-minded people and share ideas. It's just good to talk'.

Career framework – teachers

Leadership aspirations

45. Almost all teachers said that they had no aspirations of becoming a school leader. The most commonly cited disincentives were:

- A lack of contact with the classroom:

'I left the health service because the next step up was a management role. I like that contact with people. Also, the higher up the tree you go, the less of a life you have'.

'I really enjoy being in the classroom, I work very closely with the kids, that's what I enjoy. I like that day to day contact and I love being head of year'.

'Heads were trained as teachers. Once they become a head they have to take on a lot of responsibilities without much training. Everyone is pressurising you. At least we have the kids saying "that was a good lesson Sir, can we meet again next week": I can't see too many situations where heads get a pat on the back or a feeling of well-being for what they have achieved'.

- Pressure and work-life balance:

'No one wants to do it because they see the stress the headteachers are under'.

'I know quite a few whose family life has really suffered. It's led to divorce, it's led to breakdowns, to children becoming disaffected because dad promises to go and see the football and he can't. These are people who are good with kids and their own families are falling apart. Your whole life just goes out the window. I decided years ago – no thanks'.

- Dealing with the plethora of Government initiatives:

'I look at those that are doing it and think "who in their right mind would do that?" It's become impossible. I admire those heads who really do a good job because I don't know how they do it. Something needs to be done to decide what their role is because it's too big'.

*'It's not worth the hassle. I feel I have sufficient experience to know what it takes to run an effective school, but I think my opinions would count for nothing because national ideas would be thrust forward and it would be a case of "you will do that, you will do the other"'.
'It's not worth the hassle. I feel I have sufficient experience to know what it takes to run an effective school, but I think my opinions would count for nothing because national ideas would be thrust forward and it would be a case of "you will do that, you will do the other"'*

- Bureaucracy:

'The paperwork is terrible'.

- A perceived "blame culture" in schools:

'It's a blame culture in schools. That's a major factor that drives people out'.

46. Many teachers asserted that school leaders could most effectively encourage teaching staff to progress to higher levels by valuing them, recognising talent early in teachers' careers and by being an inspirational role model.

'They need to recognise and encourage talent. Those who do aspire need to see that there is reward. Talented teachers now look at deputy heads and think – there's no way I would want to do that'.

'They should be inspirational, encourage you with your continuing professional development, send you on trips and help you to get good experience'.

47. The majority of teachers were of the opinion that reward is not an important factor in considering progression to leadership.

'Pay is not an issue. If you offer them 200,000 pounds a year, if you offer them a million pounds a year, it wouldn't make a difference to these teachers who don't want to do it. It doesn't encourage you'.

'No amount of money would encourage me to do it'.

Qualifications and training

48. Many teachers believed that there is a lack of adequate training for teachers due to financial constraints and a lack of encouragement on the part of school leaders. Many suggested that leaders were reluctant to remove teachers from the classroom for training purposes. Some teachers reported a lack of awareness around training available to them.

'We aren't allowed to go on much training because of financial problems'.

'There is no proper structure within education. Because you are so valuable in front of a class: that overrides everything else'.

'It seems in Wales we don't have structure for management that's not for headteachers. The London Leadership Challenge – whose slogan is "Leadership from the Middle" – I think that's very important'.

'There isn't a programme for teachers to follow. There's a lack of awareness'.

49. Professional development activities in which teachers participate are thought to be inadequate and ineffective due to their lack of focus on skills needs, and many reported that there are inadequate opportunities for the dissemination of information to other staff.

'I went on a Leadership course. It was a waste of time, a waste of two years. It wasn't well put together'.

'Five of us went to learn about vertical tutoring. That was five of us who needed cover. We stayed in a very nice hotel, quite expensive. So when we got back I thought we would have a feedback meeting, about what do with any information we might have learned, and there was nothing. That was a huge amount of money but it is quite a regular thing, and what was the point of it?'

'When people from our school go on these meetings, all the information should be relayed back to those who couldn't go on it. But this never happens'.

50. A few respondents suggested that management "taster" experience would be useful for progression, as well as secondments. Some suggested providing leaders with a variety of experience would improve retention.

'Taster experience would be useful. Give teachers small management responsibilities, for example taking care of a short-term initiative, to give people the chance to prove whether they have leadership potential'.

'Secondments are excellent, but they're just not available anymore'.

'People need change, or they become burnt out'.

Professional networks

51. Many teachers were involved in professional networks, including partnerships, forums, the GTC and unions. These teachers commented that these networking opportunities were highly beneficial, in line with findings from support staff.

'Years ago, when it was the old exam system, there used to be a lot of moderation required, so groups of teachers used to get together. It was a massive loss when that system was replaced. You were meeting other teachers from the area. Ideas were swapped and support was given'.

'(Networks) make you realise that you're not on your own, that other people are going through the same thing'.

'Networking – having a network of schools, this can be very supportive. But it's not usually given time in schools'.

Conclusion

52. This document has examined a number of issues surrounding school leadership from the perspective of teachers and support staff across England and Wales. The research has shown that teachers and support staff are facing a number of challenges and issues with regard to school leadership. The following is a summary of the key findings.

- A sense of being undervalued and of lacking status within the school was reported by the majority of both teachers and support staff. Many respondents demonstrated dissatisfaction with their interaction with the senior leadership team. Support staff reported inadequate consultation while many teachers believed that their consultations were simply 'box-ticking exercises'. This perception also applied to the majority of respondents' performance management processes;
- Both teachers and support staff commented that the best way for leaders to support and empower staff would be to include, value and appreciate them. Many believed that acting in this way would help to encourage teachers and support staff to progress to leadership roles. A number of teachers commented that leaders should also look out for potential leaders early in their careers. There was consensus that 'a good head is a visible head';
- Concerns over behaviour management were shared by both teachers and support staff. Teachers cited dealing with government initiatives, meeting targets and paperwork as main challenges, with support staff commenting on a lack of clarity around their role;
- Dealing with government initiatives, the inspection regime, managing behaviour and coping with an influx of non-English speaking children were considered to be the most pressing challenges facing school leaders at present;
- Models of leadership in schools were largely traditional in nature, and the majority of respondents reported a move towards a more open style of leadership. Many believed that the model of leadership in their school had become more business-minded over recent years, with this trend set to continue;
- While support staff thought that their role was fundamental to the leadership of the school, as a result of their close relationship with the children, the majority of teachers commented that they had little impact on how the school is led, due to a perceived lack of status;
- Views on non-QTS heads varied. Some believed that leaders must be qualified teachers in order to be effective in their role, while others thought that non-teachers would have an advantage due to their management skills. A number of participants suggested dual roles in line with the NHS model of leadership;
- Almost all teacher participants stated that they had no leadership aspirations, with only a small number of support staff expressing such objectives. The main disincentives reported were concerns over work-life balance, lack of contact with the classroom, bureaucracy, government initiatives and a lack of career pathway for support staff. Reward was not considered to be an important factor in considering leadership; and

- Both support staff and teachers reported inadequate training due to financial constraints. A number of respondents also demonstrated a lack of awareness around the training available to them. Professional development activities were also thought to be inadequate.

Independent Review of School Leadership

Technical Report Part F: Stakeholder Consultation

Contents

Background.....	F1
Current leadership capacity in schools.....	F1
Leadership in other sectors	F4
Models of school leadership.....	F6
Developing leadership capacity for the future	F11
Governance and accountability	F14
Reward	F17

Introduction

Background

1. The purpose of this part of the technical report is to outline key evidence from the extensive stakeholder consultation phase of the study, undertaken from May 2006 to November 2006. This phase of the research involved 50 stakeholder interviews, 10 focus groups for teachers and support staff, written submissions, the establishment of a Reference Group comprising a number of organisations and groups and several meetings with the Workforce Agreement Monitoring Group (WAMG). This document comprises a number of quotations representative of the consultation's key findings, presented under the following headings:
 - Current leadership capacity in schools;
 - Leadership in other sectors;
 - Models of school leadership;
 - Developing leadership capacity for the future;
 - Governance and accountability; and
 - Reward.
2. The topic guides used for this phase of the research are included in Part B, the methodology section.

Current leadership capacity in schools

An increasingly diverse landscape:

'We have nursery schools attached to infant schools and junior schools; we have primary schools some with nurseries and some without. We have middle schools, we have lower schools, we have upper schools, we have schools with sixth forms and schools without, we have high schools, that's 10 types of school of which some are Roman Catholic, some are Church of England and some are Muslim. So, you have got already a far from uniformed system and leadership in each and every one of those is different, and then you have community schools and other variations on that too'. (Stakeholder interview)

'In primary schools, a smaller number of people are expected to deal with some of the same problems... initiatives are less well understood and established in primary schools than they are in secondary schools'. (Stakeholder interview)

'[New initiatives] are not given time to bed down before a new initiative comes along... you run to stand still'. (Stakeholder interview)

'It was starting to change when I became a headteacher... certainly in infant schools you were much more a leader of how you wanted the children to be taught and there wasn't external pressure from the governors, local authorities. We still had some pressure from parents, but, over the years, the job grew much more complex. When I left, although I had done 40 years, I think if the job had been different I would have stayed on for a couple more years, but it was growing more complex and there was initiative after initiative'. (Former headteacher)

Increasingly diverse roles and responsibilities and resulting capacity concerns:

'Their primary role is the day to day running of the school, as well as responsibility for attainment in the school. There are also the unofficial roles: social worker, behaviour consultant, marriage guidance counsellor, parenting consultant, governor placatory. You've then got the roles to do with the extended school day'. (Local authority respondent)

'You were having to deal with things that often you know nothing about, certain health and safety issues, drains and water stopcocks, reading meters and things that I don't think headteachers need to be responsible for'. (Former headteacher)

'I look at those who are doing it and I think: who in their right mind would do that? It's become impossible. Something needs to be done to decide what their role is because it's too big'. (Teacher focus group respondent)

'In reality, schools are over-burdened with restrictive and frequently conflicting regulation and guidance. This contradiction between Government policy and practice adds to uncertainty and workload and must impact negatively on recruitment and retention in the leadership group. Equally importantly, we believe it acts as a disincentive to innovation because it stifles the creative time and energy of school leaders'. (Written submission)

'It is the micro-management of smaller initiatives that cause problems for heads'. (Reference Group respondent)

'Heads don't have enough time to know what's really going on in a school. They have to spend so much time sorting out policies and paperwork: they don't spend time in the classroom. The impression is that they are too busy to find out exactly what's going on in the school'. (Support staff focus group respondent)

Work-life management:

'I know quite a few whose family life has really suffered. It's led to divorce, it's led to breakdowns, to children becoming disaffected because dad promises to go and see the football and he can't. These are people who are good with kids and their own families are falling apart. Your whole life just goes out the window. I decided years ago – no thanks'. (Teacher focus group respondent)

'They get all those initiatives coming at them and they have to say yes or no, plus they also have to head up a variety of meetings and committees, and no matter how many deputies you have there's only so much you can delegate. As a head you are expected to be seen at these things. It must be difficult to get much of a home life'. (Teacher focus group respondent)

Every Child Matters:

'The provision that schools offer will change fairly radically over the next few years as they take up the extended schools agenda. This will have implications for the way in which leadership works in schools'. (Stakeholder interview)

'The Every Child Matters agenda is a fundamentally important policy shift and its implications are being seen in the ways that local authorities structure their leadership teams and certainly there are implications for schools. I would doubt whether radically different structures for leadership teams can be seen'. (Stakeholder interview)

'Every Child Matters is something that some schools are passing by; others are saying 'we've been doing that for donkey's years'. If your school's got a big sports centre attached to it, you can take it for granted that that's part of the job - you welcome the income generation'. (Stakeholder interview)

'We think the danger is that the contractual obligations of the provision have not been thought through. [The Government] will say things like "we don't expect teachers and headteachers to run extended services" but it is quite clear that they actually do'. (Stakeholder interview)

'The whole organisation of the extended services doesn't have to be done by the headteacher because it is not teaching and learning in their sense; it is an additional vision for children and for community. We would certainly expect a different person, as part of the leadership team, who is responsible for that. There are all kinds of different issues, regarding contracts, dealing with different providers, managing charging systems etc., that is quite a different area and we would not expect a headteacher to do that'. (Stakeholder interview)

'There are a lot of people already working in and around the school and I think as we get more confidence, the benefits of working with other colleagues will outweigh the time it takes. From a multi-agency perspective it is well worth the time spent'. (Local authority respondent)

'I think it's about building on that (ECM) in a very positive way... it's about the light touch and a focus on the outcomes. Some freedom to set those structures... What we want is less focus on prescription, a description of what we want as an outcome and the flexibility for schools to deliver that outcome without too much micromanagement'. (Reference Group respondent)

Workforce remodelling:

'Where schools have used the remodelling culture programme, they've actually moved forward in leaps and bounds in terms of the way they use their staff, the way they've brought in more support staff, the way they share staff across schools, their whole approach to doing things differently... has been absolutely tremendous... Where schools have implemented the National Agreement but didn't take on remodelling and didn't get into the culture change piece... I couldn't honestly say to you that the change is sustainable'. (Stakeholder interview)

'The idea that you create your own structures to suit your own circumstances is all very well and good, but unless people have got the imagination and an understanding of what they're doing, some of the structures are very poor'. (Stakeholder interview)

'The successful models that I've come across are ones where they're saying - I'm doing that so I can do less of that - Not doing less of that because I feel insecure unless I'm doing something - I'm doing less of that so I can do more'. (Stakeholder interview)

'Primary schools tend to get on with things quicker - they are not so cynical or maybe they are not as confident and self assured to want to do it their own way like the secondary sector do. For whatever reason primary schools pick things up quicker but take longer to implement them. The secondary sector has more people and a greater range of expertise to enable them to do things more effectively when they decide to do it'. (Stakeholder interview)

'The ones that are probably most advanced are the special schools because they've always been much more integrated in the teaching system and support systems because that's how they had to work for a long time. It very much depends on the leadership, whether they work in teams that include everybody or whether they try to do it in the old style in which the school leadership team thinks up ideas and tells everyone else to do it'. (Stakeholder interview)

'Generally it's a success, but inevitably it comes down to capacity and budget. It's all very well saying that you're not going to be doing these roles all the time, but if you're being shot to pieces, then the idea of spending lots of money on support staff might be very difficult. The next issue is sustainability'. (Stakeholder interview)

'I think that, probably as so many resources have gone into this remodelling process, in a sense it becomes reliant on that support always being there. I don't know what'll happen in ten years time, whether that sort of very close scrutiny and support will still be there'. (Stakeholder interview)

'There is no costing of the challenges that are being placed on headteachers' shoulders by local authorities and government. There is no quantification and measurement of the cost impacts on headteachers' time. Headteachers have had to pay for the introduction of remodelling by doing it themselves'. (Stakeholder interview)

'The leadership team in my school failed to pick up on restructuring, and workforce reform, because what that was about was reducing school teachers' workload, a lot of leadership teams have divorced it... if they had seen it as a way of raising standards, it would have worked better'. (Teacher focus group respondent)

'Headteachers can't get their heads around people other than teachers in schools doing things'. (Teacher focus group respondent)

'Workforce remodelling produced a lot of stress. To many headteachers they were always struggling to keep up as it was, then all these new initiatives came out. It's dreadful to see the stress and the pressure. The joy of the profession has been eroded by pressures from above'. (Teacher focus group respondent)

'Headteachers were always struggling to keep up as it was, then all these new initiatives came out'. (Teacher focus group respondent)

The 14-19 agenda:

'ECM is a philosophy shift with a massive structural change at a local authority level, whereas 14-19 is a systemic thing. People have got to offer different things across different places and work out if they have got minibuses available and whatever, whereas, I don't know if that is the difference, but people aren't talking about it'. (Stakeholder interview)

Skill sets for headteachers in the changing educational landscape:

'The number of self-confident headteachers in the population who know how to manage the impact of demands coming from the outside and have the confidence to select, cherry pick and use what is coming at them for the school and reject the rest if they feel it to be damaging. Out of ten, you could identify two in any sample'. (Stakeholder interview)

'People management skills need to be developed particularly for new heads, because of the way the people management works in schools at the moment; there isn't a huge amount of opportunity for headteachers to learn on the job'. (Children's Trust respondent)

'Some of them are also the project manager for Building Schools for the Future; they are everything rolled into one, and that is becoming more and more complex'. (Local authority respondent)

Leadership in other sectors

An ever-changing landscape:

'It is all about public accountability and we are all consumers now so you have got to give as much information about your performance as an institution as possible. You cannot hide it or try to manage it; you have got to put information out there'. (FE stakeholder)

Governance arrangements:

'Like a lot of organisations in the public sector... there have been significant increases in funding, which is not going to go on forever... whoever is in government will want better value from the money we spend'. (FE stakeholder)

'Governance and accountability is becoming much more important. It is not just about regulation but about public trust and media coverage; any impropriety or poor customer service is very harshly judged'. (Private sector interview)

'To do it properly, and this has to be the function of the college principal, you have to make sure that the governing body is properly educated... about the sorts of demands that there are on colleges and what sort of funding is about, and what the expectations of colleges are by councils, government and all of the various bodies'. (FE interview)

'My board of governors is actually a board of directors and therefore there is a small number of them and they are mostly senior figures in industry and government. They expect me to be a chief executive, to manage my team, and work with my colleagues to ensure that we have clear performance indicators and very clear service agreements'. (HE interview)

Organisational design:

'Increasingly, leaders have matrix responsibilities, i.e. the IT director should have links to HR/finance/audit, joining up on jobs'. (Private sector interview)

New skills sets:

'Education is a business but it is not like any other business. It is unpredictable and because you are dealing with people, you cannot create a 'one system suits all' model. It has got to be handled sensitively and you have got to deal with the enormous divergence of skills and experience'. (HE stakeholder)

'The range of things you have to balance has changed... the skills required of a leader in those days (30-40 years ago), I think was to be a sort of spokesperson for a collective and the management of the institution was left very much in the hands of the registrar. Now we have administrators (e.g. registrar) and managers and this has pervaded right throughout the system, HR and finance managers etc'. (HE stakeholder)

'Ten years ago in the finance/insurance industry leadership was all about being the best banker or salesman. Now there is an equal balance between delivering the task and the manner in which it is delivered, i.e. behaviour is now 50% in most banks – and behaviour is rewarded'. (Private sector interview)

'Leadership is now less and less about leading hierarchically but having the ability to influence and build relationships across the organisation'. (Private sector organisation)

'We are not about providing people with a functional knowledge. It is about leadership behaviour and leadership qualities so it is about how as a leader or an aspiring leader you can deal with particular situations either within your own institution, within your team or maybe working in collaboration with other schools and local authorities. It is about personal leadership development'. (FE stakeholder)

Succession planning:

'Senior leaders in the private sector are now identified and recruited in a much more scientific and rigorous way'. (Private sector interview)

'We firmly believe that leaders should have had experience of operating in more than one division'. (Private sector interview)

'We rate people not just on their performance but on their potential and gather that data twice yearly'. (Private sector interview)

'In terms of succession planning, I don't think many institutions have engaged in it, but one might argue that the CEL programmes are nationally making a contribution in this respect'. (FE stakeholder)

'Within CEL, we are running a project for DfES which is funded by the Department and is a succession planning strategy. Basically what we are doing is providing succession planning intervention to try and fast track people through to be the aspiring middle managers, senior managers and principals of the future'. (FE stakeholder)

'We have a definite policy about promoting from within, if we can. There is not a shortage of things that you can do'. (FE stakeholder)

Diversity in senior leadership teams:

'The majority of governors in our sector are over-50 white males, so women are underrepresented and black minority ethnic people are underrepresented as well'. (FE stakeholder interview)

'A programme has been developed for black ethnic minority staff which is offered free of charge. This is a programme which gives them a taste of leadership opportunities, leadership work and what becoming a leader involves within the sector'. (FE stakeholder interview)

Reward:

'Flexibility in reward packages is key to recruitment and retention of leaders'. (Private sector interview)

'The structure should be tailored to the needs of the individual providing, for example, sabbaticals'. (Private sector interview)

'We do have a flexible working policy, designed to suit the individual'. (Private sector interview)

'We pay people well but we don't have performance related pay... people normally leave because of their ambition, or because they feel that the job they are doing is difficult or not rewarding. As long as people feel they are valued and that is recognised and celebrated, it is an incredible way of keeping hold of people'. (FE stakeholder)

'I have concerns regarding bonus schemes as these can skew organisational development and it is difficult to quantify or measure performance against bonuses'. (FE stakeholder)

'Overall, we probably do not recognise individual performance, personally I struggle with the issue and I remember someone who said 'why should I pay twice for doing your job properly, but across the sector I think that some poor performers are given good pay'. (FE stakeholder)

Models of school leadership

Overview and assessment of existing and emerging models:

'What is emerging is that within different contexts, there are different models. There are custom models, federating models, hard and soft models and different forms of leadership associated with those models. The managers for example are very different animals compared to where one might have come from before and not necessarily from the education sector'. (Stakeholder interview)

'I don't think that that model exists or is clear at the moment as people are developing it in different ways. With schools leading at the front line, as this is what the public sector reform demands, then of course you get multiple models beginning to develop; we're looking at quite a diverse and confused picture in terms of the kinds of things that are emerging. Roles and responsibilities of leadership at all levels of the school, not just the headteacher, are becoming quite diverse and disparate and I'm always struck these days by how many imaginative new roles and responsibilities people are thinking of as we move forward on this integrated public service agenda'. (Stakeholder interview)

'There is a range of models for various school contexts where one can think more out of the box about who the leaders are, whether they are qualified teachers, bursars and so on'. (Stakeholder interview)

Traditional models:

The models of school leadership by and large remain traditional models of school leadership and that puts the pressure on in that the heads have simply embraced more things in the role'. (Stakeholder respondent)

'We've swapped things around bit, given people different titles, but I don't think it's dramatically different'. (Teacher focus group respondent)

'In my school it hasn't changed the leadership style at all. There are a group of heads 50 and onwards who think "why should I bother?" Other new ones coming through, it doesn't seem to be part of their training; there are very few heads that are actually changing'. (Teacher focus group respondent)

'All of the leadership team teaches. The head always takes the borderline C/D kids. He says "I'm the guy who has to get them through", and he does because he's an excellent teacher. Now the problem is that he's a workaholic. He works seven days a week because not only does he teach, but he also involves himself in the school, and he does the chief executive role'. (Teacher focus group respondent)

Managed models:

'As a result of Government policies our school has had a rethink. Now there is an ECM team with job titles changing to things like 'Achievement' and 'Attainment', these are on the senior leadership team'. (Support staff focus group respondent)

'I can't get a clear picture on whether these groups are being utilised, whether at worst, there is someone doing admin and clerical tasks, rolled up a bit to become a schools manager, or whether they are fully integrated into the school's leadership. The impression you get from heads is that they are not'. (Stakeholder interview)

'We are very much pressing for a school leadership team that is a mix of qualified teachers who are school teachers and support staff who have key roles. We have a vision of a school leadership team which includes qualified support staff, highly paid support staff, regarded as leaders who manage support staff in schools, the whole administration of the school, the finance. We think this model applies to primary'. (Stakeholder interview)

Co-headship models:

'Co-headship has been able to sustain the quality of leadership, it has stabilised the school, it's built up a new management structure, it's completely restructured jobs. We believe that one person would not have been able to do that within the timeframe... The feedback from the executive board has been very positive... Why would you have a shared headship? Because you can reduce stress, increase the capacity and the resilience, and you can have a variety of models'.(Stakeholder interview)

Extended models:

'For people who work in that area to have a closer relationship with schools... because that's where the children are. If we can begin to introduce that then it's going to have a massive impact because a lot of this is about relationships between different people. If someone from a school is ringing round to get support and making referrals to a list of agencies they don't necessarily understand what those services do. Those people get those referrals, they don't really know they people they're getting them from: they don't know the story of the children or what they're about. But if you can bring those people together and develop their relationships... I'm a strong believer that that can't really fail if we get the culture change right'. (Children's Trust respondent)

'In the most successful schools, the head is able to delegate to a good, effective team or send along another member of the leadership team'. (Extended schools cluster manager interview)

Federated:

'Smaller schools and federations working together is certainly a good model to create more sustainable provision. This is always the problem because smaller schools may have some good ideas but can't really sustain it... You can't have everything in one school and maybe if you link up with a neighbouring school, which the kids can then use, that would be beneficial'. (Stakeholder interview)

'The Darlington village cluster... is quite an interesting model because they've got eight schools (including a special school) all within the village and a half-federated governing body. They're running the whole thing together - so although there might be four or five separate schools they have the structure of one even though they have a principal/ headteacher for each of the separate schools whose focus is on teaching and learning'. (Stakeholder interview)

'Many of the primary schools need a leadership team that is across a number of schools because most primary schools could not afford the size or variety of a leadership team that is needed. We want a mix between qualified teachers in the leadership group who are helping the head to lead on teaching and learning, who may have a whole school responsibility for the curriculum, a whole school responsibility for behaviour, or quality assurance, but also included in that team are support staff with administrative roles and the headteacher then leading that team. The problem is that the reality in many schools is far from that'. (Stakeholder interview)

'There are federations of schools but they are not sharing governing bodies, they are not sharing leadership teams... and we have had a lot of issues with small primary schools where headteachers have said, "I can't introduce this agenda because I don't have the funding", and when we have suggested, "you could have a bursar shared between five schools, you could have an excellent teacher shared between three schools, you could have your administrative tasks done by a senior administrator who could also do it in those schools", they immediately said, "but who manages them, who has the responsibility?" (Stakeholder interview)

'It's difficult to have proper support structures at primaries, as they don't have the capacity to do this. This could mean there could be 'loose federations' rather than 'hard federations' - schools pooling resources in a network for a particular issue rather than with a formal executive head. Federation must have a purpose and not just be for the sake of it'. (Stakeholder interview)

'The other thing about collaboration is that it takes time. Some of our schools belong to collaboratives for this that and the other and it takes a huge amount of time and money sending people along to all these meetings and actually contributing effectively to all these collaboratives – that is why it fails sometimes. You have to ask the question: what is in it for me? Why am I going to this collaborative? What is it going to do for me? What is my part in this? What am I going to get out of this?' (Stakeholder interview)

Networked:

'We've done a bit of parachuting into a school that's struggling, and that has proved very effective. There's an issue about getting governors to agree to lose their head teacher, but we've done it in a number of schools that have gone into special measures. That depends on us knowing enough about our schools to be assured that there is sufficient capacity in the ascending school to allow the head to go'. (Local authority interview)

Roles and responsibilities of the school leader:

'It's a business. So should that head person be a manager or a teacher? I think it needs a mix'. (Support staff focus group respondent)

'It's managing money and budgets. I think it's probably better to have a non-teacher as a head. They might have better management skills'. (Support staff focus group respondent)

'I'm not fixed on the head teacher being a qualified teacher. They may have a better appreciation but this can be built... they have to manage people who are not qualified teachers'. (Extended services cluster manager)

'A managing director is needed for the school... it's a full-time job dealing with other agencies'. (Extended services cluster manager)

Lessons from other sectors and countries:

'Doctors don't always make the best chief executives in the same way as player/managers don't always fare well in football, leading an organisation requires a different skill set. You need that corporate perspective on finance, HR, business development...'. (NHS respondent)

'You call it the principal because you are the principal teacher, you have to manage money and everything else but to manage a college I think you have to be steeped in education. I think the academic leader is still an important role and therefore academic leadership is a means by which the workforce is inspired and the main customer base by parents and full-time students are inspired'. (FE interview)

Professional credibility and the centrality of teaching and learning:

'The ultimate decision-making should continue to rest with leaders who hold QTS and who are able to balance practical and financial concerns with their educational consequences in order to make informed choices'. (Written submission)

'How can you manage the job without having done the job? There is no doubt that you need to have business skills, but to manage people in a school you need to have teaching experience'. (Support staff focus group respondent)

'The head may become more a system leader, while the deputy leads learning and teaching in each school. Nonetheless, the skill sets required argue for a solid base in first-rate practice so that heads may properly be able to judge the educational impact of strategic decisions for which they are responsible'. (Written submission)

Potential options for the future:

'There is already a problem in federated schools where a person with the authority of a deputy (regardless of title) is in charge of a school all the time. There is a legal issue over exclusions; and while day-to-day authority can be exercised over children, the situation can be difficult, if not impossible, where issues of staff discipline, which may continue over a significant period, are involved'. (Written submission)

'I think there should be two heads, one academic and one management. 'The academic aspects of school life are pushed aside because headteachers have so much else to deal with'. (Teacher focus group respondent)

'In the NHS you have a clinical director and an admin person and I think that's the way schools should go. Instead of those people at the top... they should be the best teachers, they should be the role models for teachers, they should be doing model lessons and that kind of thing'. (Teacher focus group respondent)

'The model I always use is the health service one, that the most highly paid person in a National Health Trust is the clinical director, and the clinical director still practices medicine, and he or she does that because it is an issue of peer credibility, it is an issue of somebody representing them and having that overview. Somebody who actually understands what their job involves and can practice themselves'. (Stakeholder interview)

'In the complex organisation that some secondary schools may become in the future, with extended school provision, teacher training capacity, health and other services on site, as well as the prime activities of teaching and learning, ASCL believes that it will be possible for someone without qualified teacher status (QTS) to be the chief executive of such an institution. It is, however, vital to ensure that the responsibility for learning and its outcomes continues to be vested in the control of someone who has QTS and has the qualifications and experience to carry out these responsibilities effectively'. (Written submission)

'People such as directors or chief executives, or leaders of charities, organisational managers. I wouldn't apply for a headship but I would apply to be a chief executive of a service, my background [is] in education, I'm an ex-teacher. I could be a probation officer or a social worker; it wouldn't make any difference. What suits me to doing that role are the things which I have done over the last 10 years around project management, auditing and government, people management, being a director in a large organisation; that's what fits me for that role, not being a teacher. It might give me additional credibility with the teachers but it's not going to give me any additional credibility with the social workers on the provision or the health service professionals. I think you would be [drawing] from a much larger pool and that's got to be good'. (Stakeholder interview)

Potential barriers to implementing new models:

'The provision that a deputy can deputise for a head is being stretched as far as it is possible to go lawfully and perhaps further. This provision is meant to apply to occasional abnormal absences, not a situation where absence is normality'. (Written submission)

'We support these developments (new models of leadership), which have often proved very successful in raising achievement, where they are appropriate. However the regulatory framework has fallen behind the reality and new regulations are required to take account of the situation in which some school leaders are serving'. (Written submission)

'Large secondary schools and some primary schools at their most innovative have already begun to re-shape their leadership. They have embraced the opportunities that workforce reform has offered and they have done this in the context of a culture, regulations and pay and conditions requirements which are, to say the least, unhelpful. In the present framework, distributed leadership is hard to achieve and distributed accountability; almost impossible'. (Written submission)

'What is becoming more important is the whole area of human resources. By taking on more support staff, the contracts are more complex especially where schools are trying to have split contracts. They need to find a level of pay, they need to liaise with the local authority on what that level of pay should be - and that is a lot more complex than it used to be when the teaching assistant was just paid whatever the school could afford. Because of equal pay legislation, they can no longer get away with this'. (Stakeholder interview)

'The children's centre programme is gathering pace; however, there is no consistency in approaches by local authorities on leadership salaries and conditions of service. This is leading to fragmentation and confusion, both within and between local authorities'. (Stakeholder interview)

'The inspection regime has been quite good for schools: absolutely schools ought to be held accountable for what's going on in them. But what you might want to get to is a position in the future where the learning network community has to account for a group of schools, because until they do that, there is no reason to make an investment in the school down the road'. (Local authority respondent)

'Some governors will block everything including the colour scheme'. (Reference Group respondent)

Developing leadership capacity for the future

Levels of distributed leadership in schools:

'The notion of a leadership team and leadership being distributed within the school is now widely accepted, leadership is not the prerequisite of the headteacher or the sole responsibility of the headteacher, it's shared with other members of school staff. The accountabilities of other members of staff are now not just to do with management but to do with leadership. Beyond the senior leadership team, there are leadership roles for other members of staff... leadership in schools has become sharper, more focused and more distributed'. (Stakeholder interview)

'I think it has been a trend over the past couple of decades to progressively distribute leadership, and to expect more of the leadership roles of people other than the headteacher, and it's from those people that you will identify your future top people'. (Stakeholder interview)

'Previously it was thought that you could tell the quality of the school by speaking to the headmaster, now the evidence shows that the era of that kind of leader is definitely in the past. A good sign of an effective school is collegiate leadership and distributed leadership. The question is: how can teachers be facilitated in being confident about collegiate leadership?' (Stakeholder interview)

'Too many heads think the organisation cannot run when they are not there'. (Stakeholder interview)

'There is a consultation process, but you know that a decision has already been made'. (Teacher focus group respondent)

'No one is affording us the opportunity of reaching up to their level and attending their meetings, no one knows what they are doing'. (Teacher focus group respondent)

A preponderance of "hero head" beliefs:

'It's the hero head cult, "everything on my site has to be me", they find it very hard to do anything that is contracted out'. (Stakeholder interview)

'There is a disconnect in what we're expecting from headteachers... parents expect to see them 24/7'. (Extended schools cluster manager)

'In my school the headteacher never goes off site, he must feel he can't let anyone else make a decision. He doesn't use the strengths within the school'. (Teacher focus group respondent)

Restrictions through legal accountabilities:

'Current regulations promote a concept of headship that leaves stakeholders in no doubt that there is only one key decision maker in the school. Headteachers are held accountable for everything, sign everything and are given exclusive ownership of key documentation'. (Written submission)

'A significant change in perception is needed to move from the image of the all-powerful head to that of an institution with a team of leaders. In legislation and regulations, many responsibilities are placed directly on the head – signing all exclusion letters, examination declarations, ITT GTP contracts, school journey forms. This needs to be changed in order to allow the head/principal to delegate more'. (Written submission)

'Headteachers are held accountable for everything, sign everything and are given exclusive ownership of key documentation. It is surely wrong, for example, that in a school that may employ as many as 200 people only the head is allowed access to performance review statements, not the leadership team member who may have delegated responsibility for staff quality, development and appraisal'. (Stakeholder interview)

'[Some governing bodies] 'are able to separate that which they [headteachers] have to do and the rest, but there are many who don't'. (Reference Group respondent)

More diverse leadership teams:

'There has been an enormous shake up in many schools. In order to remove barriers to learning, we've seen a whole wealth of new roles and responsibilities come out... All of those have made a significant contribution to how a school functions, challenging traditional models. What they'll contribute is specific knowledge and understanding, as well as a new dimension in accessing hard-to-reach families who have not been reached through traditional models'. (Local authority respondent)

'There are examples where primary schools share a bursar so it can be done. Those who have done it have clearly benefited'. (Stakeholder interview)

'In terms of the public sector, generally I think one of the interesting things we found through our multi-agency working is that one of the barriers to cross-agency working is language. We talk about things differently as well as doing them differently'. (Stakeholder interview)

Building leadership capacity in the sector:

'There is nothing compulsory for head teachers. We would like to see a regular 'upskilling' every three to four years, carried out nationally on a local level. We would like to see a national programme that says "you're worth it as leaders"'. (Local authority respondent)

'There is a view that the only way to train is on some wonderful centralistic model with hubs and things like that. What I need to do, if I want you to become a head, I've got to encourage you, I've got to coach you, I've got to have some fun, have some flexibility and bring you along'. (Local authority interview)

Access to mentoring, coaching and professional support:

'If the governing body is unhappy with the head's performance do they talk to the SIP or do they talk to someone in the local authority?' (Stakeholder interview)

'The SIP model is a major problem as it's developing... there is very real concern that the SIP model is going to be anything but a critical frame for headteachers, and potentially a source of stress. Many heads have already voiced their concern over SIPs to their local authority. Conceptually, as far as we are concerned, the SIP model is flawed... We are very concerned that SIPS are about acting as quasi-inspectors in front of inspections... when actually, the models that LAs tend to use are actually far more flexible and tend to target the areas of real anxiety'. (Stakeholder interview)

Planning for succession in leadership:

'Distributed leadership helps resolve the succession challenge by giving leadership opportunities to the next generation... it frees up experienced leaders (some of whom may be approaching retirement and considering leaving the profession) to take on wider System Leadership roles'. (Written submission)

Young teachers:

'Part of the challenge here will be to create more flexible career pathways and accelerate routes into senior leadership for talented people, whatever their professional background. It currently takes around 20 years to 'grow' a leader from Qualified Teacher Status (QTS) to headship, over twice as long as for a junior doctor to reach a consultant role... All this reflects the historic hierarchical model in schools, where promotion has been a condition of age, experience and, in some cases, turn, rather than merit or ability'. (Written submission)

'There are a high number of teachers leaving the profession approximately three years after qualifying, due to a lack of clear career paths'. (Reference Group respondent)

'In my school the headteacher never goes off site, he must feel he can't let anyone else make a decision. He doesn't use the strengths within the school. There is nothing in our school about teachers making a contribution to the management'. (Teacher focus group respondent)

'Schools are very hierarchical. If you're a classroom teacher, you have very little input'. (Teacher focus group respondent)

'Give teachers small management responsibilities e.g. taking care of a short-term initiative, to give people the chance to prove whether they have leadership potential'. (Teacher focus group respondent)

Pathways for senior support staff:

'You never get looked on as a professional person'. (Support staff focus group respondent)

'We're classed along with admin staff but we're more aligned with teaching staff. To be classed as "non-teaching staff" is ludicrous'. (Support staff focus group respondent)

'There is no pathway. I think there is a place for people like us for pastoral care on the SLT. I think the best way to do this is to provide training'. (Support staff focus group respondent)

'We have targets, but we never achieve them. It's forgotten about as soon as you leave the room'. (Support staff focus group respondent)

'You put in all your targets and your objectives – if you're a member of teaching staff you get a pat on the back and more money – but we don't get rewarded financially'. (Support staff focus group respondent)

In-service heads:

'The traditional model of school leadership is a big reason why heads don't move on to difficult schools, and it's also a reason why heads leave headship early; they get bored and want a change'. (Local authority respondent)

'I think it's really important for us to encourage multiple career paths with more flexibility where people are moving in and out of different roles, not necessarily at different levels. It could be at the same level moving in and out of schools, across the education service and back into schools, and maybe across other public services... I think that kind of flexibility is really important first of all because of the whole succession planning issue, but secondly I think if you're talking about an extended school setting and multi-agency working, then that kind of flexible approach to roles would actually help join these services up more effectively'. (Stakeholder interview)

Perceptions of the role of school leaders:

'It's not worth the hassle. I feel I have sufficient experience to know what it takes to run an effective school, but I think my opinions would count for nothing because national ideas would be thrust forward and it would be a case of "you will do that, you will do the other"'. (Teacher focus group respondent)

'I look at my deputy and the pile of paper on her desk and I think – I would never even consider that. Health and safety, policies for this, policies for that, building management, amalgamations, they are stuck in an office all day barking at the odd kid'. (Support staff focus group respondent)

'Heads were trained as teachers. Once they become a head they have to take on a lot of responsibilities without much training. Everyone is pressurising you. At least we have the kids saying "that was a good lesson Sir, can we meet again next week: I can't see too many situations where heads get a pat on the back or a feeling of well-being for what they have achieved'. (Teacher focus group respondent)

'[Deputies] see certain behaviour but what they don't see is the sense of enjoyment and fulfilment that headteachers will also say that they have when they are challenged on those apparently negative views and beliefs. We have been saying to our heads, "for goodness sake think of succession planning, make sure that you are telling people that you do love the job despite all the complaining that you do"... I can't say all head teachers are like that but certainly quite a few, when you push them they will say, "but I wouldn't have it any other way, I love what I do, it is a great job and I recommend it to anybody". They do give out mixed messages and we are trying to work with them on that to try and get them to stop doing that. (Children's Trust respondent)

A lack of diversity in senior leadership teams:

'They are not sufficiently represented in Governing Bodies; they are not sufficiently represented in the teaching population'. (Local authority respondent)

'We don't have any ethnic minority people on the senior leadership team. Even though, without us in the school, the school wouldn't be able to function. It doesn't reflect the school population'. (Support staff focus group respondent)

'The time to start recruiting black and minority ethnics should be much lower down. It should be a long-term strategy. [We] need to start at initial teacher training'. (Stakeholder interview)

'Ethnic minority backgrounds – it's not the leadership problem we need to worry about, it's a core problem'. (Stakeholder interview)

'People from BME groups don't get on that first rung'. (Reference Group respondent)

'We've got to find ways of enabling people to take on leadership roles when they're ready to take them on. We tend as a profession to be quite conservative. You can't do C until you've done A or B. Actually some people can do C without doing A or B but it's about how you recognise that potential, identify it, support it and enable the people to grow and develop at a pace that suits them'. (Stakeholder interview)

Governance and accountability

The sustainability of existing models of school governance:

'Attendance has been a big issue that you will come across in rural schools'. (Stakeholder interview)

'It's not easy to get governors in some areas - businesses don't allow time off to attend governing body meetings'. (Former head)

'Schools want to fill the room rather than say: "we need these qualities'. (Reference Group respondent)

Effectiveness and skills:

'The main barriers for governors are confidence, skills and time'. (Former head)

'If you are going to have more autonomy for heads with this greater degree of flexibility, you have to have a governing body that actually understands what's happening and is able to put the checks and balances in the system'. (Stakeholder interview)

'Governance is the \$64,000 dollar question. All too often, it is not the case that you have a governing body that works effectively with the head in a strategic way. There are a band of 17 or so volunteers all from disparate backgrounds who meet four times a year... and they have to be managed by the school leadership (by the head) if it's going to be effective'. (Stakeholder interview)

'There are governors who want to micro-manage and governors who just leave you alone. They can be very protective of their schools, and that can retard strategic planning and effectiveness'. (Local authority interview)

'It is more important to have a governing body that's representative of the school community and is committed to that community rather than somebody who has got a lot of professional skills but who is rather detached from the school. It is important that governors are viewed as partners in a leadership team, rather than something that works outside it'. (Local authority respondent)

'The current stakeholder model of governance can work against the critical friend, the challenge and support aspect, because as a stakeholder you become very loyal to your school and I think that is something that we shouldn't move away from but that weakness should be recognised and that governors need to be reminded'. (Stakeholder interview)

'I would certainly go for people who could make a contribution rather than, I think there are two dangers in having too cosy, time on their hands, sorts of people who pitch up to a governing body and a) don't necessarily have much value and b) you might think that that would have in some way involved your parent body in what you were thinking about'. (Stakeholder interview)

'The right question has to be what is the best body to add value to the school in strategic planning [and in] holding the school to account... You may well end up with a representative structure, but I don't think you should start with that. I think you should start with what do you need from the bottom'. (Stakeholder interview)

'Governing bodies should be much smaller and much more strategic... Would that lead to better quality governors because you needed less governors who needed less time but who needed more skills because you have got to be able to absorb and understand the data, and then you have got to evaluate?' (Stakeholder interview)

'It is more important to have a governing body that's representative of the school community and is committed to that community rather than somebody who's got a lot of professional skills but who is rather detached from the school'. (Local authority respondent)

'The current stakeholder model of governance can work against the critical friend, the challenge and support aspect, because as a stakeholder you become very loyal to your school'. (Stakeholder interview)

'The right question has to be what is the best body to add value to the school in strategic planning [and in] holding the school to account... You may well end up with a representative structure, but I don't think you should start with that. I think you should start with what do you need from the bottom'. (Stakeholder interview)

'Governing bodies should be much smaller and much more strategic... Would that lead to better quality governors because you needed less governors who needed less time but who needed more skills because you have got to be able to absorb and understand the data, and then you have got to evaluate?' (Stakeholder interview)

Modernising the operation of governing bodies:

'Governors should get childcare cover and so on'. (Former head teacher)

'Businesses should be encouraged to give time off to employees to be governors'. (Former head)

'The workload of governing bodies should be addressed'. (Former headteacher)

'Potential governors should be required to undertake an induction course before becoming a full governor. They don't realise their full responsibility and accountability. They need that understanding before committing 100%'. (Former headteacher)

'Governor training is very patchy and there is an expectation that governors will be trained but nothing beyond that, one of the things that we are fighting for is that induction training will be made mandatory, and we are always being told that you can't do that because they are volunteers'. (Stakeholder interview)

'I think governors cannot actually do the job now if they're not on-line'. (Stakeholder interview)

'We can't grow without a good Governing Body and a good SLT... Good people are precluded. They should be paid for their time'. (Member of a Governing body, large rural secondary)

New structures of governance:

'Governance has evolved more slowly than the pace of change. Over the next five years, we're going to see more head teachers playing an associate role across two or more schools. If that's going to be the case, I think governing structures need to change quite dramatically... you need to have some sort of process by which the governing body can fulfil the statutory requirements in their own school, but also start to harden relationships across the two schools: they shouldn't be treated as separate entities'. (Local authority respondent)

'Further down the line, if you are looking at neighbourhood renewal, then you could argue that an umbrella governance structure would answer a lot of the issues around meeting the needs of the ECM agenda'. (Local authority respondent)

Levels of accountability and school governance:

'We have been very concerned from the outset of the extended schools agenda about the governance, responsibilities and accountabilities in an extended school. How, for example, does the accountability of governors of an extended school square with the overarching control of the director of children's services?' (Written submission)

'The key issue is that governors don't know what they are to be responsible for'. (Stakeholder interview)

'We have actually structured [extended services] in a way in which it is not necessary for the head teacher to be there more often, although there is an issue on the responsibility of governance if anything does go wrong in that extended provision, it is a particular difficulty for governors that they will actually be responsible for issues that they may not even be aware is happening'. (Children's Trust respondent)

The relationship between schools and local authorities:

'Many feel that they can run their schools almost like little businesses... that does ignore community responsibility. That community responsibility needs to be managed by something... I think schools end up the poorer for not having some kind of local authority involvement'. (Local authority interview)

Children's Trusts:

'I would like to see schools being seen as the heart of social regeneration, and that the headteachers realise the opportunities that they have got to put the school into the middle of everything that goes on in that community. So for that to happen I would expect the headteacher to get more involved in the school activity, but that would have to be at the expense of other duties which comes back to what you want the head teacher to do'. (Children's Trust respondent)

'I'm a strong believer that we can't really fail if we get the culture change right. For me, it's not really the structure that we've introduced, it's the fact that the people want to do it, want to change the way that they work, want to build relationships, and want to understand better what other people do. That's what's going to make the difference'. (Children's Trust respondent)

'We are using a different model to the national extended school model; because of our urban nature we have got lots of schools very close together, so what we have done is put schools into cluster groups, rather than each school having to deliver extended service on its own (Children's Trust respondent)

'If you are a head and you are used to managing everything within your four walls, and you are suddenly in an environment where you are working with other people who are within your four walls to which you feel you have a line manager responsibility, but they aren't necessarily answering to you. I think that is quite a management challenge for anybody but given the traditional model of schools this is a particular management challenge for heads'. (Children's Trust respondent)

'Clearly there are a number of challenges, one of which is resourcing'. We're working in a situation where many of the trust members, particularly the local authority and the health members are severely financially constrained, more so than in previous years... Its much more difficult to move to new models of working when you haven't got a little extra money to tide you over the change and everybody concerned is implementing cost saving; it's not impossible but it's a challenge'. (Children's Trust respondent)

'I think the biggest challenge in establishing Children's Trust arrangements and working together is related to the joint commissioning... There are a lot of indeterminables around the commissioning side or the planning side and some of the barriers to that are the different commissioning arrangements within different organisations, but also the fact that things seem to be changing all the time... School funding arrangements add an extra layer of complication around how do we want to provide services in the future if schools are going to be more empowered to commission services themselves, how do we then centralise or agree jointly across the agencies what our priorities are if there is also a local agenda in the neighbourhoods and around the schools'. (Children's Trust respondent)

Reward

Rewarding new roles for leaders:

'Leaders' jobs are changing yet they are being paid the same amount'. (Stakeholder interview)

'Heads are now responsible for more members of staff than ever before - this needs to be taken into consideration'. (Stakeholder interview)

'Accountabilities and responsibilities must be rewarded, particularly with the impending shortage of heads'. (Stakeholder interview)

'The increased sums of money for Every Child Matters do not take into account the strategic vision and direction required from heads - this money is solely for the implementation and provision'. (Reference Group respondent)

'We have been driving very hard on this issue of lead practitioner and we want headteachers to remain within the STPCD and to be paid as lead professionals. But the more the role drives to administration, the more you are actually looking at a much different contract, more on the lines of a local government contract or a chief executive contract. In fact a lot of academy heads are on chief executive type contracts and of course often these are fixed term contracts'. (Written submission)

'We have been driving very hard on this issue of lead practitioner and we want headteachers to remain within the STPCD and to be paid as lead professionals. But the more the role drives to administration, the more you are actually looking at a much different contract, more on the lines of a local government contract or a chief executive contract. In fact a lot of academy heads are on chief executive type contracts and of course often these are fixed term contracts'. (Written submission)

'It's one of the areas where governors feel least confident in terms of determining, not only the objectives of the head teacher but also their salary... The other area where I think it is difficult is if the governing body perceived the head's pay as being much higher than theirs, then that can create difficulties... if the chair or governors do not have a higher level of income than the head teacher, it inhibits their willingness to give the head teacher a pay rise'. (Former head)

'There needs to be recognition that governors do not generally have the experience/knowledge to make decisions on performance management or pay. The current system is too dependent on whether governors are strong enough to make decisions and rely too much on LA advice'. (Headteacher survey)

'Schools don't know what the level playing field is. They can see that the head has a new task, but they don't know if that's something every other head has taken on board five years ago. Or to put it another way, they don't know whether it's a negotiated margin, or whether this is part of the core activities'. (Stakeholder interview)

Factors to be recognised in the pay structure:

'I think we are the only country that has the same pay arrangements for primary and secondary teachers'. (Stakeholder interview)

'The Children's Centre programme is gathering pace; however, there is no consistency in approaches by local authorities on leadership salaries and conditions of service. This is leading to fragmentation and confusion, both within and between local authorities'. (Stakeholder interview)

'I think we are the only country that has the same pay arrangements for primary and secondary teachers'. (Stakeholder interviewer)

'The review must also address the pay and conditions of service of leaders of children's centres. The children centre programme is gathering pace; however, there is no consistency in approaches by local authorities on leadership salaries and conditions of service. This is leading to fragmentation and confusion, both within and between local authorities'. (Written submission)'

Recognition in the pay structure – Headteachers:

'The head is in the playground every morning and afternoon saying hello and goodbye come rain or shine, he speaks to all the staff all the time, he's a very good listener, he sets a very good example. It really is working; you can see it in the results. Why aren't improving schools rewarded?' (Teacher focus group respondent)

Flexibility in rewarding school leaders:

'Leave these issues entirely to schools, with Governing Bodies determining structures, roles, salaries etc. Schools are developing the extended agenda in a variety of ways, frequently in co-operation with a number of other schools and agencies. This emphasises the need for greater flexibility in determining leadership roles, responsibilities and pay...' (Written submission)

'Local flexibility means that local authorities are able to make decisions, but the problem is that in some parts of the country there is a culture of low pay and Governing Bodies are reluctant to pay leadership team members what they deserve. This is particularly true in the North of England. This is why you need a national framework with local flexibility.' (Stakeholder interview)

Differentials:

'There isn't enough gap between the head and the deputy... a headship is perceived as being a lot more hassle for not an awful lot more money. If you have a good head in a school, the deputy's job can be quite a nice number: you get to do all the interesting stuff if you want to. Why would you make your life a lot more difficult and get up at four in the morning for £4000-£5000 more?' (Local authority respondent)

The leadership spine and non-QTS senior school support staff:

'The fact that the salary ranges in the STPCD can only apply to teachers leads to difficulties when schools are seeking to put non-teaching staff onto leadership teams. The re-modelling agreement has accelerated the appointment of Business Managers, Bursars etc and schools reasonably want to pay them on the Leadership Scale alongside Assistant and Deputy Heads, but are unable to do this overtly. Community Schools have a particular problem as they are bound by LA job evaluation schemes and pay scales which rarely allow payment at the required level.' (Written submission)

'We certainly want to see the whole of the leadership under the same pay review body.' (Stakeholder interview)

'There should be national pay scales for school support staff and, although we are aware that some schools do pay senior support staff on the leadership spine, we are not convinced that this is appropriate.' (Written submission)

'In terms of rewards there is a certain tension between schools and authorities because at the moment schools have to pick a grade at local authority as devised and because schools are changing so quickly there is a tension because of equal pay legislation. Because they are technically/legally employed by the local authority they can't give them a different pay level. There is increasing tension there; particularly when you see what bursars are being paid.' (Stakeholder interview)

'Because the contracts are so different for support staff and teachers (they are actually specified in hours) you find that they work a lot of overtime which they are not paid for and there's no real way of rewarding this because if you go across to the local authority senior management there is no overtime. The support staff are only on a contract so they are not paid for the time the school is not open. So there is no real compensation for the work that they do during the term. Again that creates terrible tension and is perceived as very unfair.' (Stakeholder interview)

A holistic approach to reward:

'I think we should be driving it towards a complete rewards package, but I think that's based on circumstances, job size, and we're not there yet. It's a big concept...'. (Stakeholder interview)

'With a younger generation of teachers being groomed for leadership roles through fast-track programmes, different forms of reward packages may be better suited to the aspirations and lifestyles of the 'gap year generation'. (Stakeholder interview)

'The biggest single strain is the compressed working year. 39 weeks is a really major constraint in terms of achieving things. It's not just having the school painted outside the school holiday; it's the huge compression of taking decisions effectively by June, for next September. Or by November for January. It really is an awful constraint'. (Stakeholder interview)

'In Australia if you bank your salary, you are entitled to sabbaticals. Sabbaticals give people different insights, new perspectives, credibility'. (Stakeholder interview)

'Secondments are excellent, but they're just not available anymore'.

'Reflection time to enable teachers and head teachers to go in to the classroom with more confidence'. (Former head)

'Given the gender balance of the profession, many new young heads will be women. There are still too many examples of governing bodies and local authorities who will not accept job share, or flexible working, for members of the leadership group'. (Written submission)

Independent Review of School Leadership

Technical Report Part G: Survey Findings

Contents

Introduction	G1
Primary Sector	G2
Secondary Sector	G41
Nursery Sector	G80
Special Sector	G118
Other – PRU and Academies.....	G156
Welsh Schools	G194

Introduction

The purpose of this document is to set out key evidence from the quantitative survey phase of the study, undertaken between October 2006 and November 2006. This phase of the research involved a survey completed by a sample of 3260, comprising Headteachers, both QTS and senior support staff team members and governing body members. This document comprises a series of tables containing all the data from the surveys.

Primary Sector

Section1: You and Your School

As of 1st September 2006, how many years have you been a Headteacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	6%	-	-	-
1 - 5.9	49%	-	-	-
6 - 10.9	24%	-	-	-
11 - 15.9	10%	-	-	-
16 - 20.9	5%	-	-	-
21 - 25.9	1%	-	-	-
26 - 30.9	0%	-	-	-
Missing	3%	-	-	-
Total count	554	-	-	-

As of 1st September 2006, how many years have you been a Headteacher in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	5%	-	-	-
1 - 5.9	33%	-	-	-
6 - 10.9	28%	-	-	-
11 - 15.9	15%	-	-	-
16 - 20.9	11%	-	-	-
21 - 25.9	5%	-	-	-
26 - 30.9	1%	-	-	-
31 - 35.9	0%	-	-	-
Missing	2%	-	-	-
Total count	554	-	-	-

As of 1st September 2006, how many years in total have you been teaching?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	0%	8%	-	-
6 - 10.9	4%	23%	-	-
11 - 15.9	12%	18%	-	-
16 - 20.9	16%	12%	-	-
21 - 25.9	13%	8%	-	-
26 - 30.9	26%	12%	-	-
31 - 35.9	22%	10%	-	-
36 - 40.9	6%	3%	-	-
41 - 45.9	0%	0%	-	-
Missing	1%	8%	-	-
Total count	554	494	-	-

Does your school offer extended services?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes full core offer	6%	8%	5%	6%
Yes some services	74%	70%	74%	70%
No	19%	21%	20%	24%
Total count	554	494	78	229

How effective do you think these extended services will be?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improving pupils' achievement				
Not at all effective	3%	3%	0%	3%
Not very effective	12%	8%	4%	8%
Neither/nor	32%	32%	32%	22%
Quite effective	48%	48%	51%	55%
Very effective	4%	7%	8%	9%
Missing	2%	2%	4%	3%
Improving pupil's well-being				
Not at all effective	2%	1%	0%	3%
Not very effective	5%	3%	4%	4%
Neither/nor	13%	15%	14%	13%
Quite effective	57%	58%	46%	47%
Very effective	22%	22%	32%	29%
Missing	2%	3%	4%	3%
Improving pupil's motivation				
Not at all effective	4%	2%	0%	3%
Not very effective	5%	5%	2%	3%
Neither/nor	32%	27%	29%	29%
Quite effective	48%	52%	49%	45%
Very effective	9%	10%	16%	16%
Missing	2%	3%	4%	3%
Improving pupils' behaviour				
Not at all effective	4%	2%	0%	3%
Not very effective	8%	10%	8%	5%
Neither/nor	38%	31%	22%	30%
Quite effective	42%	46%	57%	46%
Very effective	7%	8%	8%	12%
Missing	1%	3%	4%	5%
Creating an effective transition				
Not at all effective	2%	1%	0%	2%
Not very effective	3%	3%	0%	3%
Neither/nor	16%	16%	9%	15%
Quite effective	46%	49%	44%	46%
Very effective	30%	30%	43%	32%
Missing	3%	2%	4%	2%
Total count	448	388	64	175

How would you describe your collaborative arrangements with another school/other schools?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Hard governance federation (joint governing body)	1%	-	-	1%
Soft governance federation (own governing body and joint governance committee with delegated powers)	4%	-	-	3%
Soft federation (own governing body and joint governance committee without delegated powers)	2%	-	-	3%
Loose, informal collaboration	61%	-	-	53%
No collaboration	20%	-	-	35%
Other	9%	-	-	3%
Missing	2%	-	-	1%
Total count	554	-	-	229

What is the biggest benefit for your school from this collaboration?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Better entitlement for 14-19 year olds	1%	-	-	0%
Better strategic leadership	11%	-	-	4%
Development of own staff from supporting other schools	7%	-	-	7%
Improved curriculum	8%	-	-	7%
Improvement in behaviour	1%	-	-	1%
More extended services	8%	-	-	6%
More sports and arts activities	14%	-	-	10%
Shared services e.g. bursar	2%	-	-	2%
Smoother transition of pupils from feeder schools	17%	-	-	31%
Training and development for support staff	4%	-	-	4%
Training and development for teachers	18%	-	-	11%
There are no benefits	2%	-	-	4%
Other (please specify)	5%	-	-	8%
Missing	2%	-	-	4%
Total count	447	-	-	147

Do you have any collaboration with other external organisations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	70%	-	-	62%
No	26%	-	-	27%
Don't know	-	-	-	9%
Missing	3%	-	-	1%
Total count	554	-	-	229

What are these collaborations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Career service e.g. Connexions	14%	-	-	3%
Childcare providers	54%	-	-	50%
Further Education	32%	-	-	12%
Health and social care providers/professionals	66%	-	-	53%
Higher Education	34%	-	-	16%
Other training providers	37%	-	-	36%
The business community	31%	-	-	40%
The voluntary sector/not for profit organisations	49%	-	-	39%
Other (please specify)	0%	-	-	18%
Missing	-	-	-	0%
Total count	390	-	-	142

What is your current position on the governing body?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Chair of the Governing Body	-	-	-	78%
Vice Chair of the Governing Body	-	-	-	8%
Member of the Governing Body	-	-	-	13%
Chair of the Staffing committee	-	-	-	0%
Chair of the Curriculum committee	-	-	-	0%
SLT	-	-	-	0%
Observer	-	-	-	1%
Missing	-	-	-	0%
Total count	-	-	-	229

Which of the following best describes your category as a governor?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Associate member	-	-	-	1%
Community	-	-	-	24%
Foundation	-	-	-	16%
Local Authority	-	-	-	28%
Parent Governor	-	-	-	22%
Partnership	-	-	-	1%
Sponsor	-	-	-	1%
Staff	-	-	-	7%
Co opted	-	-	-	0%
Member of board of trustees	-	-	-	0%
Non-Teaching	-	-	-	0%
Trustee	-	-	-	0%
Administrator	-	-	-	0%
Chair of Governors	-	-	-	1%
Missing	-	-	-	1%
Total count	-	-	-	229

How many years have you been a Governor of this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	-	-	1%
1 - 5.9	-	-	-	45%
6 - 10.9	-	-	-	32%
11 - 15.9	-	-	-	10%
16 - 20.9	-	-	-	6%
21 - 25.9	-	-	-	2%
26 - 30.9	-	-	-	0%
Missing	-	-	-	3%
Total count	-	-	-	229

How many years have you been a Governor in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	-	-	37%
6 - 10.9	-	-	-	35%
11 - 15.9	-	-	-	13%
16 - 20.9	-	-	-	8%
21 - 25.9	-	-	-	3%
26 - 30.9	-	-	-	1%
31 - 35.9	-	-	-	0%
36 - 40.9	-	-	-	0%
Missing	-	-	-	2%
Total count	-	-	-	229

How many years have you been a Teacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	3%	-	-
1 - 5.9	-	37%	-	-
6 - 10.9	-	24%	-	-
11 - 15.9	-	11%	-	-
16 - 20.9	-	10%	-	-
21 - 25.9	-	4%	-	-
26 - 30.9	-	2%	-	-
31 - 35.9	-	0%	-	-
36 - 40.9	-	1%	-	-
Missing	-	7%	-	-
Total count	-	494	-	-

Which of the following best describes your position?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Advanced Skills Teacher	-	2%	0%	-
Assistant Headteacher	-	17%	0%	-
Bursar	-	0%	32%	-
Business Manager	-	0%	20%	-
Children's Centre Manager	-	0%	-	-
Deputy Headteacher	-	41%	3%	-
Director of Community Liaison	-	0%	0%	-
Director of Inclusion	-	1%	0%	-
Extended School Manager	-	1%	3%	-
Head of Department	-	2%	2%	-
Human Resource Manager	-	2%	0%	-
Key Stage Manager	-	16%	3%	-
Office Manager	-	0%	16%	-
Premises Manager	-	0%	2%	-
SENCO (special educational needs co-ordinator)	-	9%	3%	-
Teaching assistant	-	0%	12%	-
Other	-	7%	3	-
Missing	-	1%	1	-
Total count	-	494	78	-

How many years have you been in the Senior Leadership Team in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	5%	3%	-
1 - 5.9	-	62%	62%	-
6 - 10.9	-	18%	16%	-
11 - 15.9	-	7%	5%	-
16 - 20.9	-	3%	1%	-
21 - 25.9	-	1%	-	-
26 - 30.9	-	0%	-	-
Not Applicable	-	-	1%	-
Missing	-	4%	11%	-
Total count	-	494	78	-

Survey Findings

Have you been on any other Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	32%	5%	-
No	-	66%	89%	-
Missing	-	1%	6%	-
Total count	-	494	78	-

How many years were you on the previous Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	0%	-	-
1 - 5.9	-	77%	37%	-
6 - 10.9	-	18%	32%	-
11 - 15.9	-	3%	0%	-
16 - 20.9	-	2%	-	-
21 - 25.9	-	1%	-	-
Not Applicable	-	-	32%	-
Missing	-	1%	0%	-
Total count	-	164	6	-

Section 2: Roles and Responsibilities

On average, how many hours, if any, do you spend teaching per week in timetabled lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	27%	6%	50%	-
1 - 5.9	40%	5%	0%	18%
6 - 10.9	9%	5%	5%	6%
11 - 15.9	4%	12%	2%	31%
16 - 20.9	2%	23%	3%	0%
21 - 25.9	0%	36%	5%	33%
26 - 30.9	-	6%	2%	-
31 - 35.9	0%	1%	0%	-
Not Applicable	-	0%	5%	-
Missing	17%	6%	30%	13%
Total count	554	494	78	7

On average, how many hours, if any, do you spend teaching per week covering lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	30%	73%	83%	-
1 - 5.9	45%	12%	8%	-
6 - 10.9	4%	2%	5%	-
11 - 15.9	0%	2%	-	-
16 - 20.9	0%	3%	-	-
21 - 25.9	-	4%	-	-
Not Applicable	-	0%	5%	-
Missing	20%	3%	-	-
Total count	554	494	78	-

On average which five take up most of your time over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	81%	37%	38%	-
Acting as an external consultant	6%	3%	3%	-
Curriculum planning and development	38%	82%	13%	-
Directing extended services	6%	4%	8%	-
Finance	31%	3%	65%	-
Implementing new ideas/initiatives	57%	55%	37%	-
Management of premises	-	4%	41%	-
Management of support staff	21%	28%	42%	-
Management of teachers	48%	33%	11%	-
Office management	-	7%	65%	-
Responsibility for pupils' well-being	60%	56%	37%	-
School improvement planning	57%	37%	24%	-
SEN (special educational needs)	26%	34%	16%	-
Staff recruitment and retention	13%	10%	26%	-
Strategic vision	30%	16%	8%	-
Teaching	18%	70%	17%	-
Timetabling	1%	10%	6%	-
Working with the LA (Local Authority)	6%	2%	20%	-
Other	-	6%	13%	-
Total count	554	494	78	-

In your opinion, which three should be your most important activities as a Headteacher over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	44%	15%	32%	-
Acting as an external consultant	2%	1%	2%	-
Curriculum planning and development	31%	56%	11%	-
Directing extended services	1%	0%	5%	-
Finance	6%	2%	62%	-
Implementing new ideas/initiatives	28%	24%	16%	-
Management of premises	-	1%	11%	-
Management of support staff	4%	6%	24%	-
Management of teachers	17%	13%	6%	-
Office management	-	2%	36%	-
Responsibility for pupils' well-being	46%	49%	27%	-
School improvement planning	49%	22%	14%	-
SEN (special educational needs)	4%	18%	6%	-
Staff recruitment and retention	4%	4%	6%	-
Strategic vision	58%	19%	10%	-
Teaching	5%	63%	13%	-
Timetabling	0%	3%	5%	-
Working with the LA (Local Authority)	1%	0%	5%	-
Other	0%	2%	6%	-
Total count	554	494	78	-

Which three aspects of your role give you most satisfaction??	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Developing staff	71%	32%	28%	-
Helping other schools improve	4%	4%	5%	-
Improving results	18%	30%	10%	-
Introducing new ideas	29%	22%	41%	-
Involvement in extra curricular activities	8%	8%	11%	-
Meeting school improvement targets	13%	13%	22%	-
Regular teaching commitment	12%	54%	22%	-
Seeing children achieve	93%	76%	51%	-
Setting strategic vision	40%	-	-	-
Contributing to strategic vision	-	28%	49%	-
Deputising for Headteacher	-	15%	3%	-
Working with individual pupils	11%	18%	19%	-
Other (please specify)	0%	0%	22%	-
Total count	554	494	78	-

In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruitment & Retention	6%	1%	2%	7%
Absenteeism	2%	0%	0%	-
Issues re motivation/morale	4%	4%	5%	1%
Staff improvement/development	7%	4%	3%	3%
Financial restraints/budgetary deficits	6%	2%	7%	8%
Meeting targets/Ofsted inspections	7%	4%	3%	1%
Developing/Implementing curriculum	3%	7%	0%	2%
Time management/limitation	4%	3%	0%	1%
Building development/expansion	3%	2%	5%	11%
Insufficient resources	1%	0%	-	0%
Lack of support from Local Authorities	0%	-	-	1%
Liaising with local boards/schools	1%	0%	0%	0%
Pupil attainment/achievement/performance	11%	7%	5%	5%
Special needs/behavioural issues	4%	5%	2%	2%
Pupil recruitment/attendance/class size	5%	1%	3%	4%
Parental involvement/support	2%	1%	0%	1%
Maintaining & improving teaching standards/results	16%	24%	2%	14%
Introducing new structures/procedures	8%	6%	2%	5%
Provision of extended services e.g. Children's Centre	1%	0%	3%	4%
Other	8%	15%	30%	15%
Don't know/Not applicable	0%	0%	1%	0%
Missing	9%	12%	28%	13%
Total count	554	494	78	229

Do you currently have any external roles?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	32%	17%	14%	-
No	66%	82%	86%	-
Missing	1%	1%	0%	-
Total count	554	494	78	-

As a member of the Senior Leadership Team what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
School Improvement Partner	-	7%	11%	-
Consultant leader	-	15%	0%	-
Community development / activities	-	3%	0%	-
Steering group	-	1%	0%	-
Project / Development manager / Partnership / Governor / Advisor / Chairperson	-	16%	21%	-
Leading teacher / co-ordinator / development teacher	-	17%	-	-
Educational bodies (e.g. - SSAT / LSN)	-	0%	0%	-
Early years / Children Centre link	-	6%	1%	-
Member of various educational working groups / Cluster board	-	4%	11%	-
Work with Local Education Authorities / Planning groups	-	3%	1%	-
External school / college visits / liaison / support	-	0%	22%	-
Lecturer/Tutor/Mentor to trainee students / teachers / Training Manager	-	15%	11%	-
Student welfare issues	-	0%	-	-
Educational inspector / moderator / assessor	-	7%	0%	-
Lead Behaviour Professional	-	1%	-	-
Area SENCO / SENCO / SEN	-	3%	11%	-
INSET for NQT's	-	0%	-	-
Outreach Co-ordinator	-	0%	-	-
Extra Curricular activities / clubs	-	0%	-	-
Trustee for Princes Trust and Healthy Living Centre	-	-	0%	-
PTA Co-ordinator	-	1%	0%	-
Primary / Secondary Network learning network / Co-ordinator	-	2%	-	-
Multi Agency liaison	-	0%	-	-
Head / Deputy teacher	-	0%	-	-
Extended school services	-	0%	0%	-
Director of Pre-school / Pre-school links	-	1%	-	-
Admin duties for Governor / Headteacher	-	1%	11%	-
Advanced Skills Teacher	-	4%	-	-
Arts Co-ordinator	-	0%	-	-
Missing	-	8%	11%	-
Total count	-	83	11	-

As a Headteacher what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Executive Head	5%	-	-	-
School Improvement partner	8%	-	-	-
Consultant leader	32%	-	-	-
Member of Local/Regional Authority initiatives / working groups / partnership	13%	-	-	-
Work for DfES	0%	-	-	-
Vice Chair	1%	-	-	-
Verifier for H.Q.S.	1%	-	-	-
Member of various unspecified panels	1%	-	-	-
Financial/Treasurers role / committees	1%	-	-	-
Tutor	1%	-	-	-
Training/Mentor/Support advisor	16%	-	-	-
Member of steering group	2%	-	-	-
Inspector / Assessor / Moderator	12%	-	-	-
Sit on board of company/committee/community groups	3%	-	-	-
Member of Educational panels (SEN, EAL)	5%	-	-	-
Data Analyst	0%	-	-	-
Member of School/Admission Forums	2%	-	-	-
Member of Headteacher & Leadership groups/association/link/programme	8%	-	-	-
LMS Group	0%	-	-	-
Member of Cluster groups/boards	3%	-	-	-
Chairperson / Governor	6%	-	-	-
Managing Director / Director / Consultant / Management	1%	-	-	-
Magistrate	0%	-	-	-
Member of behaviour support team / monitoring student behaviour	1%	-	-	-
Member of family support group	0%	-	-	-
Member of strategy group	1%	-	-	-
Work on PFI projects	1%	-	-	-
Part of extra curricular activities - (sports/breakfast club/after school projects)	1%	-	-	-
Children's centre	1%	-	-	-
Schools Abroad initiative	0%	-	-	-
Member of creative networks	0%	-	-	-
Member of Church Committee / Representative	1%	-	-	-
Outreach support worker	0%	-	-	-
Voluntary worker	0%	-	-	-
None	0%	-	-	-
Missing	1%	-	-	-
Total count	189	-	-	-

What proportion of your working time would you say that you spend on these external roles on average per year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0 to 20%	84%	92%	77%	-
21 to 40%	10%	6%	23%	-
41 to 60%	3%	1%	-	-
61 to 80%	0%	-	0%	-
81 to 100%	1%	1%	-	-
Missing	2%	0%	-	-
Total count	189	83	11	-

On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all beneficial	1%	1%	11%	-
Not very beneficial	7%	7%	0%	-
Neither/Nor	8%	15%	-	-
Quite beneficial	43%	50%	33%	-
Very beneficial	39%	26%	56%	-
Missing	2%	0%	-	-
Total count	189	83	11	-

On average, how many hours, do you spend as a Governor each year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 – 9	-	-	-	3%
10 – 19	-	-	-	3%
20 -29	-	-	-	8%
30 – 39	-	-	-	6%
40 – 49	-	-	-	10%
50 – 59	-	-	-	7%
60 – 69	-	-	-	5%
70 – 79	-	-	-	4%
80 – 89	-	-	-	5%
90 – 99	-	-	-	1%
100 plus	-	-	-	45%
Don't know	-	-	-	2%
Missing	-	-	-	2%
Total count	-	-	-	229

Do you also teach in the school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	8%
No	-	-	-	89%
Missing	-	-	-	3%
Total count	-	-	-	229

As a Governor, do you take the lead on any of the following?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Collaboration with other schools				
Yes	-	-	-	9%
No	-	-	-	44%
Missing	-	-	-	46%
Developing business partnerships				
Yes	-	-	-	10%
No	-	-	-	43%
Missing	-	-	-	47%
Finance				
Yes	-	-	-	44%
No	-	-	-	26%
Missing	-	-	-	29%
Performance management of Headteacher				
Yes	-	-	-	71%
No	-	-	-	12%
Missing	-	-	-	16%
Pupil behaviour				
Yes	-	-	-	24%
No	-	-	-	36%
Missing	-	-	-	40%
Recruitment/retention of staff				
Yes	-	-	-	49%
No	-	-	-	24%
Missing	-	-	-	27%
School facilities				
Yes	-	-	-	38%
No	-	-	-	28%
Missing	-	-	-	35%
School Improvement Planning				
Yes	-	-	-	52%
No	-	-	-	24%
Missing	-	-	-	24%
Setting strategic vision				
Yes	-	-	-	55%
No	-	-	-	22%
Missing	-	-	-	22%
Staff training and development				
Yes	-	-	-	12%
No	-	-	-	43%
Missing	-	-	-	45%
Working with Local Authority				
Yes	-	-	-	23%
No	-	-	-	34%
Missing	-	-	-	43%
Other (please specify)				
Yes	-	-	-	9%
No	-	-	-	3%
Missing	-	-	-	88%
Total count	-	-	-	229

Do you think your school's relationship with the Local Authority is changing?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	54%
No	-	-	-	24%
Don't know	-	-	-	21%
Not applicable	-	-	-	1%
Missing	-	-	-	1%
Total count	-	-	-	229

What is the one biggest change that has happened in this relationship over the last three years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved working relationship with/ support from the LEA/SIP/Diocese/ local schools representatives	-	-	-	16%
Use of premises by / link up with external organisation	-	-	-	2%
Change in status of school / educational classification / restructuring of DfES	-	-	-	7%
New governing body and staff / new support staff roles	-	-	-	3%
Increase in control over management issues	-	-	-	14%
Recognition of student behavioural issues / special needs	-	-	-	1%
Increased standards within school / development of staff / premises	-	-	-	3%
Reduction in budget / funding issues	-	-	-	5%
Admin requirements / bureaucracy	-	-	-	3%
Provision of extended services	-	-	-	3%
Decrease in service standards	-	-	-	0%
Reduction in level of support / working relationship	-	-	-	14%
Inspections of school	-	-	-	2%
Introduction of the Every Child Matters document / policy	-	-	-	4%
Change in LEA staff / Less supportive / less personal contact	-	-	-	4%
More responsive to feedback / greater sense of autonomy	-	-	-	3%
More emphasis on performance / SAT results	-	-	-	1%
Recruitment of head teacher / new staff members	-	-	-	0%
Increase in use of target / initiatives	-	-	-	2%
Reduction of schools level of control	-	-	-	2%
No great change	-	-	-	0%
Increased level of communication	-	-	-	1%
No Early Years post / support	-	-	-	0%
Induction of / change in SIP	-	-	-	1%
Imposition of initiatives without consultation	-	-	-	1%
Increased workload for providers	-	-	-	0%
Formation of the School Forum	-	-	-	1%
Not Applicable	-	-	-	0%
Missing	-	-	-	10%
Total count	-	-	-	124

Section 3: Pay and Conditions

Can you indicate your current salary band?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Less than £30,000	-	9%	90%	-
£30,000-£39,999	-	62%	10%	-
Less than £40,000	5%	-	-	-
£40,000-£49,999	56%	24%	0%	-
£50,000-£59,999	31%	3%	0%	-
£60,000-£69,999	6%	0%	0%	-
£70,000-£79,999	1%	0%	0%	-
£80,000-£89,999	0%	0%	-	-
£90,000-£99,999	0%	-	-	-
£100,000+	0%	-	-	-
Missing	1%	2%	-	-
Total count	554	494	78	-

Do you think the following should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status				
Yes	82%	86%	70%	78%
No	9%	11%	21%	16%
Missing	9%	3%	9%	7%
Different phase of school				
Yes	14%	11%	30%	21%
No	78%	82%	57%	61%
Missing	8%	7%	13%	18%
Different locations				
Yes	38%	35%	32%	27%
No	49%	58%	58%	53%
Missing	13%	7%	10%	20%
Different socio-economic factors				
Yes	56%	44%	34%	34%
No	33%	48%	54%	49%
Missing	11%	9%	12%	17%
Individual performance				
Yes	70%	59%	73%	81%
No	21%	36%	16%	9%
Missing	9%	6%	11%	10%
Meeting targets in school improvement plan				
Yes	57%	49%	49%	74%
No	31%	46%	38%	17%
Missing	12%	6%	13%	9%
Specialist skills, e.g., finance, HR, etc.				
Yes	40%	48%	78%	61%
No	47%	43%	13%	25%
Missing	13%	9%	10%	14%
Total count	554	494	78	229

Is there anything else that you think should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recognition of workload & hours worked	6%	5%	3%	2%
Level of commitment/loyalty shown by staff/attendance	2%	2%	0%	3%
Recruitment & Retention	2%	0%	-	1%
Level of experience/ability/skills/qualifications/length of service	5%	3%	6%	6%
To take account of additional responsibility/accountability/requirements of position	7%	4%	3%	4%
Performance & achievement	2%	1%	2%	3%
Improvement/added value	0%	0%	0%	1%
Impact, innovation & sustainability	0%	-	-	1%
Recognition for provision of additional services/extended schools/extra curricular activities	4%	0%	0%	2%
Number/age of pupils/SEN/EAL pupils within the school	0%	2%	-	0%
Size/type/location of school/budget	5%	1%	0%	2%
Challenge provided by school	2%	0%	0%	-
Greater differential in pay/responsibility between each role/level	6%	4%	2%	1%
Incentives to get staff to take on / stay in roles & projects	1%	0%	0%	0%
Comparative level of pay with private sector / industry roles	1%	0%	0%	0%
Holiday pay/TOIL	0%	0%	-	-
Overall management of school/number of staff /size of management team	2%	1%	2%	2%
Management of community issues/external agencies	0%	0%	-	-
Delegation	0%	-	-	-
Other	3%	3%	7%	-
Not applicable	0%	0%	1%	5%
Nothing	62%	76%	77%	1%
Don't Know	-	-	-	0%
None	-	-	-	7%
Missing	-	-	-	66%
Total count	554	494	78	229

For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
To recruit leaders with QTS				
Yes	69%	70%	78%	72%
No	27%	24%	2%	13%
Missing	4%	7%	20%	14%
To recruit leaders without QTS				
Yes	34%	40%	18%	35%
No	46%	39%	59%	34%
Missing	20%	22%	23%	31%
Total count	554	494	78	229

How flexible, in practice, are the current reward structures and other terms and conditions in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very inflexible	12%	8%	3%	6%
Inflexible	28%	22%	32%	22%
Neither/nor	38%	42%	31%	35%
Flexible	21%	24%	24%	31%
Very flexible	1%	1%	3%	1%
Missing	1%	3%	6%	4%
Total count	554	494	78	229

Which one of the following incentives would you find most attractive?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Car	11%	13%	11%	-
Gym membership	2%	2%	0%	-
Private health insurance	21%	22%	21%	-
Season tickets/travel costs	2%	2%	2%	-
Secondments/sabbaticals	31%	25%	11%	-
Support in external roles	2%	1%	3%	-
Work some school hours at home	19%	25%	33%	-
None	8%	5%	10%	-
Other (please specify)	3%	2%	9%	-
Missing	0%	1%	2%	-
Total count	554	494	78	-

How would you describe your work-life balance?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	14%	9%	0%	-
Poor	46%	39%	16%	-
Neither/nor	21%	25%	26%	-
Good	18%	25%	50%	-
Very Good	1%	2%	8%	-
Total count	554	494	78	-

How would you describe the work-life balance of the Headteacher in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	-	-	-	4%
Poor	-	-	-	34%
Neither/Nor	-	-	-	25%
Good	-	-	-	28%
Very good	-	-	-	7%
Missing	-	-	-	2%
Total count	-	-	-	229

Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	40%
No	-	-	-	36%
Don't know	-	-	-	20%
Missing	-	-	-	4%
Total count	-	-	-	229

Which task should they delegate first?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Parent contacts	-	-	-	0%
Management / supervision of school behaviour	-	-	-	7%
Organisational tasks / meetings / management	-	-	-	7%
Already delegate what they can	-	-	-	5%
Admin tasks	-	-	-	25%
Staff training / development / assessment / recruitment / cuts / management	-	-	-	5%
On call duties	-	-	-	3%
Teaching / co-ordinator role	-	-	-	11%
Timetable/curriculum design	-	-	-	3%
Property / premises management & development	-	-	-	5%
Off site / extra curricular activities	-	-	-	1%
Financial management issues	-	-	-	4%
Community / Business links	-	-	-	0%
SEN / EMAG	-	-	-	1%
Unspecified tasks	-	-	-	1%
Provision of cover	-	-	-	0%
Provision of Extended services	-	-	-	0%
Not Applicable	-	-	-	2%
Don't know	-	-	-	0%
Missing	-	-	-	20%
Total count	-	-	-	90

Thinking about support networks. On a scale of 1 to 5 where 1 is not all supported and 5 is completely supported, how would you rate the level of support you receive...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From the NGA (National Governors Association)				
Not supported at all	-	-	-	17%
Not very supported	-	-	-	21%
Neither/Nor	-	-	-	34%
Quite supported	-	-	-	24%
Completely supported	-	-	-	1%
Missing	-	-	-	2%
From the NCSL (National College of School Leadership)				
Not supported at all	-	-	-	31%
Not very supported	-	-	-	17%
Neither/Nor	-	-	-	35%
Quite supported	-	-	-	11%
Completely supported	-	-	-	1%
Missing	-	-	-	4%
From any other local governors organisation				
Not supported at all	-	-	-	18%
Not very supported	-	-	-	9%
Neither/Nor	-	-	-	32%
Quite supported	-	-	-	27%
Completely supported	-	-	-	7%
Missing	-	-	-	7%
From the Local Authority				
Not supported at all	-	-	-	2%
Not very supported	-	-	-	7%
Neither/Nor	-	-	-	13%
Quite supported	-	-	-	53%
Completely supported	-	-	-	24%
Missing	-	-	-	1%
Governorline				
Not supported at all	-	-	-	14%
Not very supported	-	-	-	8%
Neither/Nor	-	-	-	43%
Quite supported	-	-	-	25%
Completely supported	-	-	-	5%
Missing	-	-	-	5%
DfES (Department for Education and Skills)				
Not supported at all	-	-	-	11%
Not very supported	-	-	-	16%
Neither/Nor	-	-	-	38%
Quite supported	-	-	-	29%
Completely supported	-	-	-	3%
Missing	-	-	-	3%
Other (please specify)				
Not supported at all	-	-	-	1%
Not very supported	-	-	-	1%
Neither/Nor	-	-	-	4%
Quite supported	-	-	-	4%
Completely supported	-	-	-	2%
None	-	-	-	88%
Total count	-	-	-	229

Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Response 1				
Staff development / Personnel / School management issues	6%	4%	2%	-
Teaching / Lunching time / extra curricular duties	5%	11%	3%	-
Curriculum / Timetable / Year group / Extra curriculum design	4%	7%	0%	-
Accountability for standards / performance / after school clubs	1%	1%	-	-
Administration duties	6%	16%	33%	-
Analysis / Appraisal of performance & data	2%	1%	0%	-
Building supervision / maintenance issues / development issues	16%	1%	7%	-
Attendance / organising of meetings / appointments both internally & externally	1%	0%	0%	-
Holding assembly / assembly duties	0%	1%	-	-
Conducting assessments / reviews of staff / pupils	2%	2%	0%	-
Handling student behavioural / general pupil issues	2%	2%	-	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	5%	10%	5%	-
SENCO / SEN / EAL role	9%	5%	0%	-
Budget management / Finance control / Fund raising	13%	1%	5%	-
Child protection issues	0%	1%	0%	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	1%	0%	0%	-
Covering for / Organising cover for absent staff / staff shortages	1%	2%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	0%	0%	-
Extended schools initiatives / cluster	2%	0%	-	-
Governors role / committee	1%	0%	0%	-
Health & Safety issues	6%	1%	6%	-
Handling Government / Education board initiatives, regulations & legislation	1%	0%	0%	-
Marketing / Publicity for school	0%	0%	0%	-
Writing of/organisation of reports / policy / school profile / bids	1%	2%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	1%	-	-	-
Strategy / School development	0%	0%	-	-
Organisation / management of pupil transport	0%	0%	0%	-
All tasks not part of Headteacher job description / External responsibilities	0%	0%	-	-
Management of catering issues	0%	0%	0%	-
Staff recruitment / induction / training	1%	1%	0%	-
Equipment maintenance / management	-	-	-	-
Not Applicable	1%	1%	3%	-
Don't Know	0%	-	-	-
None	2%	27%	36%	-
Missing	9%	-	-	-
Total count	554	494	78	-

Response 2	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	7%	3%	2%	-
Teaching / Lunching time / extra curricular duties	2%	6%	3%	-
Curriculum / Timetable / Year group / Extra curriculum design	2%	4%	0%	-
Accountability for standards / performance / after school clubs	1%	0%	3%	-
Administration duties	6%	11%	24%	-
Analysis / Appraisal of performance & data	2%	1%	-	-
Building supervision / maintenance issues / development issues	10%	0%	2%	-
Attendance / organising of meetings / appointments both internally & externally	1%	1%	0%	-
Holding assembly / assembly duties	0%	1%	-	-
Conducting assessments / reviews of staff / pupils	2%	1%	0%	-
Handling student behavioural / general pupil issues	2%	1%	1%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	4%	5%	0%	-
SENCO / SEN / EAL role	3%	0%	0%	-
Budget management / Finance control / Fund raising	7%	1%	3%	-
Child protection issues	1%	0%	0%	-
Community / Social issues	1%	0%	-	-
Dealing with parental requests / issues / PTA	1%	0%	-	-
Covering for / Organising cover for absent staff / staff shortages	3%	1%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	1%	0%	0%	-
Extended schools initiatives / cluster	2%	0%	0%	-
Governors role / committee	3%	1%	0%	-
Health & Safety issues	6%	1%	2%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	0%	-
Marketing / Publicity for school	0%	-	-	-
Writing of/organisation of reports / policy / school profile / bids	3%	0%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	0%	-	-
Organisation / management of pupil transport	0%	0%	-	-
All tasks not part of Headteacher job description / External responsibilities	0%	-	-	-
Management of catering issues	1%	0%	0%	-
Equipment maintenance / management	-	1%	-	-
Staff recruitment / induction / training	1%	1%	0%	-
Gaining external support	-	0%	-	-
Not Applicable	0%	0%	1%	-
None	0%	58%	59%	-
Missing	27%	-	-	-
Total count	554	494	78	-

Response 3	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	5%	1%	0%	-
Teaching / Lunching time / extra curricular duties	2%	3%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	1%	2%	0%	-
Accountability for standards / performance / after school clubs	1%	0%	-	-
Administration duties	4%	5%	11%	-
Analysis / Appraisal of performance & data	1%	1%	-	-
Building supervision / maintenance issues / development issues	7%	0%	3%	-
Attendance / organising of meetings / appointments both internally & externally	1%	1%	-	-
Holding assembly / assembly duties	0%	1%	-	-
Conducting assessments / reviews of staff / pupils	1%	1%	-	-
Handling student behavioural / general pupil issues	2%	1%	2%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	2%	3%	0%	-
SENCO / SEN / EAL role	2%	0%	-	-
Budget management / Finance control / Fund raising	4%	0%	0%	-
Child protection issues	1%	0%	-	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	0%	1%	2%	-
Covering for / Organising cover for absent staff / staff shortages	1%	0%	2%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	0%	-	-
Extended schools initiatives / cluster	3%	0%	0%	-
Governors role / committee	1%	0%	0%	-
Health & Safety issues	3%	0%	2%	-
Handling Government / Education board initiatives, regulations & legislation	1%	0%	-	-
Marketing / Publicity for school	0%	0%	-	-
Writing of/organisation of reports / policy / school profile / bids	2%	0%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	1%	0%	0%	-
Organisation / management of pupil transport	0%	0%	0%	-
Management of catering issues	-	-	3%	-
Equipment maintenance / management	0%	0%	0%	-
Staff recruitment / induction / training	1%	0%	0%	-
Gaining external support	0%	-	-	-
Not Applicable	0%	0%	1%	-
Don't Know	0%	-	75%	-
None	0%	77%	-	-
Missing	53%	-	-	-
Total count	554	494	78	-

What are the barriers, if any, to delegate these responsibilities?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Responsibility 1				
Legal requirements on head	24%	-	-	-
Lack of skilled/trained staff	22%	22%	22%	-
Lack of support from the Governing Body	2%	1%	0%	-
Can't match reward to delegation	10%	11%	5%	-
Small school, so delegation is not a realistic option	26%	33%	31%	-
Other (please specify)	6%	8%	8%	-
Missing	10%	25%	35%	-
Responsibility 2				
Legal requirements on head	14%	-	-	-
Lack of skilled/trained staff	14%	11%	8%	-
Lack of support from the Governing Body	4%	1%	0%	-
Can't match reward to delegation	8%	7%	0%	-
Small school, so delegation is not a realistic option	25%	19%	25%	-
Other (please specify)	3%	5%	3%	-
Missing	33%	58%	64%	-
Responsibility 3				
Legal requirements on head	11%	-	-	-
Lack of skilled/trained staff	8%	5%	3%	-
Lack of support from the Governing Body	3%	0%	2%	-
Can't match reward to delegation	7%	5%	3%	-
Small school, so delegation is not a realistic option	14%	13%	14%	-
Other (please specify)	3%	1%	3%	-
Missing	55%	76%	75%	-
Total count	554	494	78	-

Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive....?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From your personal support networks e.g., coaching/mentoring				
Not at all supported	6%	2%	0%	-
Not very supported	11%	7%	8%	-
Neither/Nor	15%	14%	12%	-
Quite supported	52%	47%	47%	-
Completely supported	16%	30%	30%	-
Missing	1%	1%	2%	-
From your professional support network e.g. Unions, NCSL, etc.				
Not at all supported	5%	5%	8%	-
Not very supported	17%	16%	19%	-
Neither/Nor	32%	39%	32%	-
Quite supported	39%	29%	32%	-
Completely supported	6%	7%	8%	-
Missing	1%	2%	2%	-
Total count	554	494	78	-

Thinking about the type of professional development you have experienced as a Headteacher, over the past three years, what have you received?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	29%	-	-	-
NPQH (National Professional Qualification for Headship)	24%	27%	0%	-
Headteacher induction	29%	-	-	-
New Visions	10%	-	-	-
Leading from the Middle	5%	15%	2%	-
Local Authority Training	62%	75%	72%	-
Headship support network training	26%	-	-	-
Refer to verbatim report	25%	16%	37%	-
None	6%	11%	7%	-
Missing	0%	1%	3%	-
Total count	554	494	78	-

Which one of these courses did you find most useful?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	17%	-	-	-
NPQH (National Professional Qualification for Headship)	11%	24%	0%	-
Headteacher induction	8%	-	-	-
New Visions	3%	-	-	-
Leading from the Middle	1%	7%	0%	-
Local Authority Training	20%	39%	50%	-
Headship support network training	7%	-	-	-
Other	16%	12%	28%	-
Missing	17%	18%	21%	-
Total count	516	437	67	-

Which one factor has the most influence on keeping you in your post?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Contact with pupils	17%	28%	14%	-
Content of work	4%	4%	15%	-
Location of the school	1%	4%	5%	-
Making a contribution to the community	17%	7%	6%	-
Personal challenge	20%	13%	19%	-
Personal autonomy	3%	1%	0%	-
Potential for professional advancement	1%	5%	6%	-
Regular teaching commitment	1%	7%	2%	-
Relationship with colleagues	5%	11%	8%	-
Reputation of the school	1%	1%	2%	-
Reward	3%	2%	2%	-
Success of the school	13%	4%	0%	-
Support from the Governing Body	1%	0%	0%	-
The structure of the leadership team in the school	2%	2%	5%	-
Training and self-development opportunities	0%	2%	2%	-
Work/life balance	2%	4%	9%	-
Working environment, e.g., quality of buildings etc	1%	2%	0%	-
Other (please specify)	3%	1%	6%	-
Missing	1%	1%	1%	-
Total count	554	494	78	-

Do you want to become a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes, in the next 5 years	-	27%	0%	-
Yes, but not in the next 5 years	-	13%	0%	-
No	-	56%	37%	-
Not applicable	-	3%	62%	-
Missing	-	2%	2%	-
Total count	-	494	78	-

What is the biggest disincentive to becoming a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	22%	0%	-
Work/Life balance	-	12%	5%	-
Level of responsibility / accountability of position	-	18%	9%	-
Too old / late in my career / due to retire soon	-	6%	0%	-
The amount of training required as not qualified to teach	-	3%	22%	-
Too demanding on time	-	3%	0%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	4%	0%	-
The level of pay	-	1%	0%	-
Admin duties	-	2%	2%	-
Reduced contact with pupils / lack of teaching	-	20%	1%	-
Lack of finance / budget restrictions	-	2%	2%	-
Level of stress associated with role	-	5%	3%	-
Would prefer to be ht of an alternative training provision	-	-	0%	-
Enjoy my current position	-	1%	0%	-
Public duties	-	0%	0%	-
Government Initiatives	-	3%	0%	-
Ofsted Inspections	-	0%	-	-
Do not have suitable experience	-	1%	2%	-
The development issues associated with the role	-	0%	0%	-
I have already been a headteacher	-	0%	-	-
Not Applicable	-	-	2%	-
Missing	-	12%	53%	-
Total count	-	358	78	-

What is the biggest disincentive to becoming a Headteacher - Yes I want to become a headteacher, but not in the next 5 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	17%	-	-
Work/Life balance	-	19%	-	-
Level of responsibility / accountability of position	-	13%	-	-
Too old / late in my career / due to retire soon	-	2%	-	-
The amount of training required as not qualified to teach	-	7%	-	-
Too demanding on time	-	5%	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	4%	-	-
The level of pay	-	2%	-	-
Admin duties	-	4%	-	-
Reduced contact with pupils / lack of teaching	-	9%	-	-
Lack of finance / budget restrictions	-	2%	-	-
Level of stress associated with role	-	8%	-	-
Enjoy my current position	-	0%	-	-
Government Initiatives	-	2%	-	-
Do not have suitable experience	-	6%	-	-
Would prefer to be ht of an alternative training provision	-	-	-	-
The development issues associated with the role	-	-	-	-
Missing	-	11%	-	-
Total count	-	63	-	-

What is the biggest disincentive to becoming a Headteacher - Do not want to become a headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	24%	0%	-
Work/Life balance	-	11%	8%	-
Level of responsibility / accountability of position	-	20%	21%	-
Too old / late in my career / due to retire soon	-	7%	0%	-
The amount of training required as not qualified to teach	-	3%	38%	-
Too demanding on time	-	2%	0%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	4%	0%	-
The level of pay	-	1%	0%	-
Admin duties	-	2%	-	-
Reduced contact with pupils / lack of teaching	-	23%	4%	-
Lack of finance / budget restrictions	-	2%	4%	-
Level of stress associated with role	-	5%	0%	-
Enjoy my current position	-	1%	0%	-
Public duties	-	0%	-	-
Government Initiatives	-	3%	0%	-
Do not have suitable experience	-	-	4%	-
Not Applicable	-	-	0%	-
Missing	-	10%	24%	-
Total count	-	273	25	-

Section 4: Governance

How effective do you think the governing body is in your school	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very ineffective	4%	-	-	-
Quite ineffective	16%	-	-	-
Neither	17%	-	-	-
Quite effective	49%	-	-	-
Very effective	14%	-	-	-
Missing	1%	-	-	-
Total count	554	-	-	-

Why do you say that - Very ineffective & Quite ineffective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	15%	-	-	-
Very experienced / able to take work off HT	4%	-	-	-
Good range and use of skills / good chair	7%	-	-	-
Listen to / support HT	14%	-	-	-
Sensible proactive approach / challenge situations	5%	-	-	-
Little / no proactive support / do not practically assist HT	13%	-	-	-
Difficulty recruiting governors	4%	-	-	-
Can't keep governors for very long	4%	-	-	-
Vacancies / need more governors	3%	-	-	-
Development / induction of governors	7%	-	-	-
Positive approach	3%	-	-	-
Know the school well / active within issues	7%	-	-	-
Ask the right questions / very capable	2%	-	-	-
Don't ask right questions / don't add a lot to the school	5%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	13%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	9%	-	-	-
As volunteers they are limited	8%	-	-	-
Problems attending / during meetings	8%	-	-	-
Other	5%	-	-	-
Missing	9%	-	-	-
Total count	112	-	-	-

Why do you say that - Neither?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	17%	-	-	-
Very experienced / able to take work off HT	2%	-	-	-
Good range and use of skills / good chair	2%	-	-	-
Listen to / support HT	12%	-	-	-
Little / no proactive support / do not practically assist HT	8%	-	-	-
Difficulty recruiting governors	7%	-	-	-
Can't keep governors for very long	8%	-	-	-
Vacancies / need more governors	6%	-	-	-
Development / induction of governors	12%	-	-	-
Positive approach	1%	-	-	-
Know the school well / active within issues	3%	-	-	-
Don't ask right questions / don't add a lot to the school	9%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	4%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	18%	-	-	-
As volunteers they are limited	14%	-	-	-
Problems attending / during meetings	7%	-	-	-
Other	8%	-	-	-
Missing	9%	-	-	-
Total count	90	-	-	-

Why do you say that - Quite effective & Very effective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	3%	-	-	-
Very experienced / able to take work off HT	10%	-	-	-
Good range and use of skills / good chair	13%	-	-	-
Listen to / support HT	31%	-	-	-
Sensible proactive approach / challenge situations	18%	-	-	-
Little / no proactive support / do not practically assist HT	1%	-	-	-
Difficulty recruiting governors	1%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	1%	-	-	-
Development / induction of governors	8%	-	-	-
Positive approach	9%	-	-	-
Know the school well / active within issues	15%	-	-	-
Ask the right questions / very capable	6%	-	-	-
Don't ask right questions / don't add a lot to the school	1%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	17%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	2%	-	-	-
As volunteers they are limited	5%	-	-	-
Problems attending / during meetings	3%	-	-	-
Other	7%	-	-	-
Missing	10%	-	-	-
Total count	347	-	-	-

In your opinion, how can governors of the future best support leaders of the future?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved / closer working relationship	-	-	-	22%
Value / listen to the teaching staff	-	-	-	4%
Ensure a good work life balance for both staff and Governors	-	-	-	1%
Ensure governors are fully trained / qualified / have good understanding of the issues	-	-	-	24%
To select governors that are interested/skilled and committed to the role / helping school	-	-	-	14%
Visiting the school / attending meetings regularly	-	-	-	6%
To have a body that will challenge the School Management Team	-	-	-	11%
Actively promote the school within the community	-	-	-	1%
Agreement/focus on the strategy for the way ahead for the schools/staff & pupils development	-	-	-	5%
Reorganise / Define the Governing Body to be an effective / useful tool	-	-	-	2%
Governors set policy & targets Heads / SMT/ Teaching staff have to carry them out.	-	-	-	4%
Conducting performance evaluations / reviews / monitoring	-	-	-	2%
Ensure that governors are fully involved in / utilise all processes & resources	-	-	-	3%
Ensure that governors are fully aware of the legislative issues	-	-	-	1%
Ensure effective use / availability of their time	-	-	-	7%
Secure additional funding for school	-	-	-	2%
Conduct the marketing / PR for the school	-	-	-	1%
Statutory release from job & payment enabling Governors to be involved during school hours	-	-	-	3%
Governor need to come from a good and varied skills / knowledge base	-	-	-	3%
Reduce workload / admin duties on staff & Governors alike	-	-	-	2%
Help provide more staff / assistance / training	-	-	-	2%
To help reduce interference / bureaucracy	-	-	-	2%
Continuity of Governors	-	-	-	0%
Ensure that Governors have all the support they require & their contribution is valued	-	-	-	2%
Gain support structures from other schools / agencies	-	-	-	0%
Ensure that staff are rewarded appropriately	-	-	-	0%
Securing links with business / sponsors	-	-	-	0%
Appoint full time professional Governors	-	-	-	1%
No change of operating procedure needed	-	-	-	0%
Selection of effective leadership team	-	-	-	0%
Not Applicable	-	-	-	1%
Don't Know	-	-	-	1%
None	-	-	-	1%
Missing	-	-	-	23%
Total count	-	-	-	229

Section 5: Staffing structures

Including you, how many members of staff are on your senior leadership team?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	1%	-	-	-
0-5	84%	-	-	-
6-10	13%	-	-	-
Missing	1%	-	-	-
Total count	554	-	-	-

How many members of the senior leadership team are non-Qualified Teacher Status?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	79%	-	-	-
0-5	12%	-	-	-
6-10	2%	-	-	-
Missing	0%	-	-	-
Total count	554	-	-	-

How would you describe the composition of your senior leadership team?	Number		SLT		
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body	
Chief executive					
	1	100%	-	-	-
Total	1	100%			
Executive headteacher					
	1	100%	-	-	-
	3	0%	-	-	-
Total	4	100%			
Headteacher					
	1	100%	-	-	-
	2	0%	-	-	-
Total	516	100%			
Co-headteacher					
	1	76%	-	-	-
	2	24%	-	-	-
Total	10	100%			
Deputy headteacher					
	1	95%	-	-	-
	2	5%	-	-	-
	3	0%	-	-	-
	4	0%	-	-	-
	5	0%	-	-	-
	7	0%	-	-	-
Total	396	100%			
Assistant headteacher					
	1	73%	-	-	-
	2	20%	-	-	-
	3	7%	-	-	-
	4	0%	-	-	-
	5	0%	-	-	-
	6	0%	-	-	-
	7	0%	-	-	-
	8	0%	-	-	-
Total	166	100%			

Head of Department					
	1	51%	-	-	-
	2	35%	-	-	-
	3	3%	-	-	-
	4	3%	-	-	-
	5	7%	-	-	-
	6	0%	-	-	-
Total	38	100%			
Children's Centre Manager					
	1	100%	-	-	-
Total	6	100%			
Bursar					
	1	100%	-	-	-
Total	48	100%			
Office Manager					
	1	100%	-	-	-
Total	20	100%			
Special Educational Needs Co-ordinator					
	1	96%	-	-	-
	2	4%	-	-	-
Total	127	100%			
Key Stage Manager					
	1	52%	-	-	-
	2	37%	-	-	-
	3	9%	-	-	-
	4	2%	-	-	-
	5	0%	-	-	-
Total	154	100%			
Advanced Skills Teacher					
	1	95%	-	-	-
	2	5%	-	-	-
Total	22	100%			
Extended school manager					
	1	98%	-	-	-
	2	2%	-	-	-
Total	9	100%			
Phase co-ordinator					
	1	43%	-	-	-
	2	29%	-	-	-
	3	17%	-	-	-
	4	10%	-	-	-
Total	62	100%			
ICT co-ordinator					
Total	1	100%	-	-	-
Total	37	100%	-	-	-
Other (please specify)					
	1	56%	-	-	-
	2	30%	-	-	-
	3	9%	-	-	-
	4	4%	-	-	-
	5	1%	-	-	-
	9	0%	-	-	-
Total	111	100%			

Does your school have a SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	25%	44%	41%	41%
No	74%	52%	53%	48%
Total count	554	494	78	229

How effective is your SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	2%	3%	0%	1%
Not very effective	3%	8%	0%	10%
Neither/nor	24%	24%	8%	16%
Quite effective	38%	43%	69%	41%
Very effective	30%	18%	15%	30%
Missing	4%	4%	7%	2%
Total count	144	217	32	97

Please indicate the position of the person who mostly manages the following on a day-to-day basis.	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Curriculum				
Head	48%	-	-	-
Deputy Head	28%	-	-	-
Assistant Head	9%	-	-	-
The school management team / manager	1%	-	-	-
Subject leaders / co-ordinators / experts / manager	3%	-	-	-
Curriculum co-ordinator	0%	-	-	-
Head of / Key stage / Year / Education	4%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	3%	-	-	-
Combination of Head and Deputy Heads or Staff	1%	-	-	-
Other	1%	-	-	-
Missing	1%	-	-	-
Performance and development of teachers				
Head	90%	-	-	-
Deputy Head	4%	-	-	-
Assistant Head	2%	-	-	-
The school management team / manager	1%	-	-	-
Subject leaders / co-ordinators / experts / manager	1%	-	-	-
Other	2%	-	-	-
Missing	0%	-	-	-
Performance and development of support staff				
Head	50%	-	-	-
Deputy Head	20%	-	-	-
Assistant Head	10%	-	-	-
The school management team / manager	1%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Head of / Key stage / Year / Education	1%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	4%	-	-	-
Combination of Head and Deputy Heads or Staff	1%	-	-	-
Business / Finance / Office / Site manager (Bursar)	1%	-	-	-
Other	8%	-	-	-
Missing	1%	-	-	-

SEN (Special Educational Needs)				
Head	23%	-	-	-
Deputy Head	10%	-	-	-
Assistant Head	7%	-	-	-
SENCO (Special Educational Needs Co-ordinator)	58%	-	-	-
The school management team / manager	0%	-	-	-
Other	2%	-	-	-
Missing	0%	-	-	-
Extended Services				
Head	74%	-	-	-
Deputy Head	5%	-	-	-
Assistant Head	3%	-	-	-
The school management team / manager	1%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Other	10%	-	-	-
Missing	6%	-	-	-
School Budget				
Head	50%	-	-	-
Deputy Head	0%	-	-	-
Assistant Head	0%	-	-	-
Bursar	36%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	6%	-	-	-
Other	2%	-	-	-
Missing	1%	-	-	-
Total count	554	-	-	-

To what extent is leadership distributed in your school?				
	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all distributed	4%	1%	0%	1%
Not very distributed	11%	11%	7%	12%
Somewhat distributed	47%	42%	44%	32%
Very distributed	34%	37%	39%	49%
Totally distributed	4%	8%	5%	4%
Total count	554	494	78	229

How effective is distributed leadership in your school?				
	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	1%	1%	0%	2%
Quite ineffective	9%	9%	11%	9%
Neither	14%	13%	9%	12%
Quite effective	56%	57%	54%	50%
Very effective	19%	18%	21%	27%
Missing	1%	2%	4%	0%
Total count	533	489	78	222

Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	54%	-	-	38%
No	38%	-	-	52%
Not applicable	8%	-	-	9%
Missing	0%	-	-	1%
Total count	533	-	-	222

Why do you say that?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Higher salaries	43%	-	-	30%
Cost neutral - increase has been offset by savings elsewhere	10%	-	-	23%
No pay increase	16%	-	-	15%
No pay increase but less teaching time	13%	-	-	10%
Reduction in operating budget / wages	1%	-	-	1%
Secured additional funding	0%	-	-	0%
Staff cuts / less full time workers	1%	-	-	-
Increase in staff / team numbers / new job roles	2%	-	-	3%
Staff leaving / retiring	1%	-	-	0%
Don't control budget	0%	-	-	-
Due to restructuring of team / operations	2%	-	-	3%
Additional funding not required	0%	-	-	1%
Position / Roles not included / rewarded in operating budget	1%	-	-	-
Increased operating costs	0%	-	-	0%
Shared leadership duties / responsibilities / cultural development	1%	-	-	0%
Only works part time	0%	-	-	-
No change within last year	1%	-	-	1%
Wage increases not as a direct result of Senior Leadership Team	0%	-	-	1%
Threshold payment	0%	-	-	-
Applies to curriculum	0%	-	-	-
Resulting costs of TLR	1%	-	-	1%
Staff taking on additional duties	0%	-	-	-
As a result of input / consultancy from LEA	0%	-	-	-
Not Applicable	0%	-	-	0%
Don't know	0%	-	-	1%
Missing	6%	-	-	11%
Total count	533	-	-	222

Have you identified any gaps in terms of expertise in your school leadership team??	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	54%	-	-	24%
No	45%	-	-	65%
Total count	554	-	-	229

What is the main gap that you have identified?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Business development	9%	-	-	14%
Change management	13%	-	-	10%
Communication skills	4%	-	-	8%
Curriculum	6%	-	-	6%
Development and management of extended services	22%	-	-	30%
Finance	12%	-	-	6%
Management of support staff	5%	-	-	4%
Management of teachers	6%	-	-	2%
SENCO (special educational needs co-ordinator)	10%	-	-	10%
Other (please specify)	11%	-	-	6%
Total count	293	-	-	53

How will you address or how have you addressed this gap?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Additional training for self	22%	-	-	26%
Additional training for members of the Senior Leadership Team	49%	-	-	51%
Additional training for other staff	25%	-	-	31%
Additional recruitment of staff with QTS	7%	-	-	12%
Additional recruitment of specialist support staff	10%	-	-	16%
The DfES should be addressing these gaps for us	10%	-	-	14%
Do not have the financial resources to do anything	28%	-	-	19%
Conduct review / redesign of operational structure / consult advisers	2%	-	-	0%
Primary leadership programme	1%	-	-	-
Redistributing the workload	1%	-	-	-
Recruiting experienced governors	0%	-	-	2%
Partnership agreement	0%	-	-	0%
Monitoring by governors	0%	-	-	0%
Securing support from all necessary job positions	0%	-	-	2%
Secure support from Governors/Wider community ³	0%	-	-	4%
Not Applicable	0%	-	-	2%
Don't know	0%	-	-	2%
Missing	2%	-	-	2%
Total count	293	-	-	53

In your opinion, what should the composition of your senior leadership team look like in 5-10 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Same as it is now	26%	33%	45%	51%
Some changes required	55%	58%	48%	40%
Complete change in structure	17%	8%	3%	6%
Missing	2%	1%	5%	2%
Total count	554	494	78	229

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	16%	8%	3%	9%
Recruit new/utilise existing staff - QTS	9%	4%	0%	1%
Recruit new/utilise existing staff - Bursar/Non Teaching	17%	6%	6%	9%
Change existing staff/staff duties	11%	12%	25%	5%
Staff redundancy/loss/retirement	4%	7%	3%	9%
Develop understanding/knowledge/expertise via training	10%	10%	19%	13%
Identify responsibility/clarify job descriptions/Develop ICT skills	2%	0%	0%	0%
Leadership review/amendment	6%	11%	10%	7%
SLT review/amendment/utilisation/team dynamics	5%	9%	0%	7%
Increase funding/review financial management	6%	1%	0%	5%
Change/reorganise management/leadership structure	6%	11%	3%	13%
Develop school/community relations	2%	1%	0%	1%
Provision of additional support	3%	3%	9%	4%
Planning/future change to school/curriculum	4%	4%	0%	12%
Extend services/child care centre	3%	1%	0%	1%
Other	5%	8%	3%	10%
None	5%	15%	25%	5%
Total count	399	328	39	109

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Some changes required?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	15%	7%	4%	9%
Recruit new/utilise existing staff - QTS	9%	5%	0%	1%
Recruit new/utilise existing staff - Bursar/Non Teaching	18%	7%	7%	11%
Change existing staff/staff duties	12%	13%	26%	6%
Staff redundancy/loss/retirement	4%	6%	3%	11%
Develop understanding/knowledge/expertise via training	10%	11%	17%	14%
Identify responsibility/clarify job descriptions/Develop ICT skills	2%	0%	0%	0%
Leadership review/amendment	6%	10%	11%	7%
SLT review/amendment/utilisation/team dynamics	6%	9%	0%	8%
Increase funding/review financial management	6%	1%	0%	5%
Change/reorganise management/leadership structure	4%	10%	3%	10%
Develop school/community relations	2%	0%	0%	0%
Provision of additional support	3%	3%	10%	5%
Planning/future change to school/curriculum	3%	4%	0%	11%
Extend services/child care centre	3%	1%	0%	1%
Other	5%	8%	3%	10%
None	5%	15%	23%	5%
Total count	305	291	37	94

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Complete change in structure?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	17%	21%	-	8%
Recruit new/utilise existing staff - QTS	7%	0%	0%	-
Recruit new/utilise existing staff - Bursar/Non Teaching	14%	0%	0%	0%
Change existing staff/staff duties	9%	6%	-	1%
Staff redundancy/loss/retirement	3%	9%	0%	-
Develop understanding/knowledge/expertise via training	11%	3%	50%	1%
Identify responsibility/clarify job descriptions/Develop ICT skills	1%	0%	0%	-
Leadership review/amendment	8%	16%	-	8%
SLT review/amendment/utilisation/team dynamics	4%	10%	0%	0%
Increase funding/review financial management	7%	3%	-	8%
Change/reorganise management/leadership structure	12%	13%	0%	30%
Develop school/community relations	2%	3%	-	8%
Provision of additional support	1%	3%	0%	-
Planning/future change to school/curriculum	8%	3%	0%	15%
Extend services/child care centre	2%	-	-	0%
Other	6%	10%	0%	15%
None	4%	15%	50%	8%
Total count	94	37	11	5

Are there any other comments you would like to make regarding the future of school leadership?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Development of skills/training/mentoring/shadowing	3%	2%	0%	3%
Greater distribution of workload/more support for Headteachers/Delegation	7%	4%	6%	1%
Recruitment & Retention issues	10%	5%	5%	7%
Succession planning concerns / Low level of interest	5%	3%	0%	2%
Job is becoming too difficult	5%	3%	0%	1%
Improve work-life balance	7%	1%	3%	3%
Too many different initiatives/too much paperwork/accountability/bureaucracy	7%	4%	2%	5%
Consolidation period / more paid non-teaching time needed to carry out leadership duties	0%	1%	0%	0%
Headteachers should have education/teaching background	4%	2%	0%	1%
New or updated structure/team (more flexibility/clearly defined roles)	6%	4%	5%	5%
Concern/uncertainty over future/lack of clear strategy	3%	1%	2%	1%
System working well / positive future outlook	4%	2%	2%	3%
Greater financial incentives	3%	2%	0%	1%
Budget / funding issues	5%	2%	2%	7%
Greater differential in pay/responsibility between each role/level	1%	1%	0%	0%
Comparative level of pay/responsibility with private sector/industry roles	2%	2%	2%	1%
Concern of Headteacher leading/supporting more than one school	0%	0%	-	0%
Need to work closer with local community / other schools	1%	1%	0%	3%
Greater freedom from local / central control	3%	2%	0%	3%
More support required from Governing Bodies / OFSTED / LA's	3%	4%	5%	5%
Other	4%	4%	6%	2%
Not Applicable	-	0%	-	-
Nothing	39%	66%	68%	59%
Total count	554	494	78	229

Section 6: Ethnicity

Which of these ethnic groups do you consider yourself belonging to?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
White British	94%	96%	95%	96%
White Irish	2%	1%	2%	1%
Indian	0%	0%	1%	0%
White European	0%	0%	0%	1%
Missing	2%	1%	2%	2%
Total count	554	494	78	229

Secondary Sector

Section 1: You and Your School

As of 1st September 2006, how many years have you been a Headteacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	7%	-	-	-
1 - 5.9	47%	-	-	-
6 - 10.9	28%	-	-	-
11 - 15.9	9%	-	-	-
16 - 20.9	6%	-	-	-
21 - 25.9	1%	-	-	-
26 - 30.9	0%	-	-	-
Missing	3%	-	-	-
Total count	420	-	-	-

As of 1st September 2006, how many years have you been a Headteacher in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	5%	-	-	-
1 - 5.9	36%	-	-	-
6 - 10.9	29%	-	-	-
11 - 15.9	16%	-	-	-
16 - 20.9	11%	-	-	-
21 - 25.9	1%	-	-	-
26 - 30.9	0%	-	-	-
31 - 35.9	0%	-	-	-
Missing	0	-	-	-
Total count	420	-	-	-

As of 1st September 2006, how many years in total have you been teaching?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	0%	1%	-	-
6 - 10.9	0%	6%	-	-
11 - 15.9	2%	12%	-	-
16 - 20.9	10%	15%	-	-
21 - 25.9	19%	17%	-	-
26 - 30.9	30%	20%	-	-
31 - 35.9	28%	15%	-	-
36 - 40.9	9%	3%	-	-
Missing	1%	11%	-	-
Total count	420	370	-	-

Does your school offer extended services?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes full core offer	7%	4%	5%	6%
Yes some services	74%	75%	76%	77%
No	18%	21%	15%	13%
Total count	420	370	172	176

How effective do you think these extended services will be?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improving pupils' achievement				
Not at all effective	1%	1%	2%	0%
Not very effective	11%	7%	4%	6%
Neither/nor	25%	25%	27%	29%
Quite effective	51%	54%	48%	47%
Very effective	11%	11%	14%	17%
Missing	1%	1%	5%	0%
Improving pupil's well-being				
Not at all effective	0%	0%	2%	0%
Not very effective	3%	3%	3%	6%
Neither/nor	12%	21%	19%	16%
Quite effective	67%	58%	52%	63%
Very effective	18%	17%	21%	13%
Missing	0%	1%	3%	1%
Improving pupil's motivation				
Not at all effective	0%	1%	2%	1%
Not very effective	7%	7%	4%	4%
Neither/nor	21%	27%	25%	25%
Quite effective	58%	52%	52%	57%
Very effective	13%	10%	14%	13%
Missing	0%	2%	3%	1%
Improving pupils' behaviour				
Not at all effective	2%	2%	3%	2%
Not very effective	9%	10%	5%	8%
Neither/nor	36%	38%	40%	33%
Quite effective	49%	42%	41%	46%
Very effective	4%	7%	8%	9%
Missing	0%	2%	3%	2%
Creating an effective transition				
Not at all effective	6%	4%	5%	3%
Not very effective	9%	10%	5%	5%
Neither/nor	28%	22%	26%	34%
Quite effective	43%	52%	35%	39%
Very effective	13%	10%	24%	14%
Missing	1%	2%	5%	6%
Total count	340	286	144	145

How would you describe your collaborative arrangements with another school/other schools?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Hard governance federation (joint governing body)	2%	-	-	2%
Soft governance federation (own governing body and joint governance committee with delegated powers)	10%	-	-	2%
Soft federation (own governing body and joint governance committee without delegated powers)	5%	-	-	9%
Loose, informal collaboration	67%	-	-	61%
No collaboration	9%	-	-	17%
Other	5%	-	-	8%
Missing	3%	-	-	1%
Total count	420	-	-	176

What is the biggest benefit for your school from this collaboration?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Better entitlement for 14-19 year olds	41%	-	-	28%
Better strategic leadership	9%	-	-	5%
Development of own staff from supporting other schools	8%	-	-	8%
Improved curriculum	9%	-	-	6%
Improvement in behaviour	1%	-	-	1%
More extended services	1%	-	-	3%
More sports and arts activities	2%	-	-	6%
Shared services e.g. bursar	0%	-	-	0%
Smoother transition of pupils from feeder schools	15%	-	-	33%
Training and development for support staff	1%	-	-	0%
Training and development for teachers	8%	-	-	4%
There are no benefits	1%	-	-	3%
Other (please specify)	4%	-	-	3%
Missing	1%	-	-	1%
Total count	386	-	-	150

Do you have any collaboration with other external organisations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	87%	-	-	77%
No	11%	-	-	14%
Don't know	-	-	-	6%
Missing	2%	-	-	2%
Total count	420	-	-	176

What are these collaborations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Career service e.g. Connexions	86%	-	-	82%
Childcare providers	14%	-	-	13%
Further Education	75%	-	-	57%
Health and social care providers/professionals	59%	-	-	52%
Higher Education	55%	-	-	45%
Other training providers	53%	-	-	52%
The business community	65%	-	-	65%
The voluntary sector/not for profit organisations	50%	-	-	46%
Other (please specify)	19%	-	-	9%
Missing	1%	-	-	0%
Total count	359	-	-	140

What is your current position on the governing body?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Chair of the Governing Body	-	-	-	76%
Vice Chair of the Governing Body	-	-	-	12%
Member of the Governing Body	-	-	-	11%
Chair of the Staffing committee	-	-	-	0%
Chair of the Curriculum committee	-	-	-	1%
SLT	-	-	-	0%
Observer	-	-	-	0%
Missing	-	-	-	1%
Total count	-	-	-	176

Which of the following best describes your category as a governor?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Associate member	-	-	-	1%
Community	-	-	-	32%
Foundation	-	-	-	11%
Local Authority	-	-	-	26%
Parent Governor	-	-	-	9%
Partnership	-	-	-	7%
Sponsor	-	-	-	1%
Staff	-	-	-	7%
Co opted	-	-	-	2%
Member of board of trustees	-	-	-	0%
Non-Teaching	-	-	-	0%
Trustee	-	-	-	0%
Administrator	-	-	-	3%
Chair of Governors	-	-	-	0%
Missing	-	-	-	1%
Total count	-	-	-	176

How many years have you been a Governor of this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	-	-	0%
1 - 5.9	-	-	-	27%
6 - 10.9	-	-	-	27%
11 - 15.9	-	-	-	24%
16 - 20.9	-	-	-	11%
21 - 25.9	-	-	-	6%
26 - 30.9	-	-	-	2%
Missing	-	-	-	3%
Total count	-	-	-	176

How many years have you been a Governor in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	-	-	19%
6 - 10.9	-	-	-	27%
11 - 15.9	-	-	-	23%
16 - 20.9	-	-	-	18%
21 - 25.9	-	-	-	9%
26 - 30.9	-	-	-	2%
31 - 35.9	-	-	-	1%
36 - 40.9	-	-	-	0%
Missing	-	-	-	2%
Total count	-	-	-	176

How many years have you been a Teacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	1%	-	-
1 - 5.9	-	35%	-	-
6 - 10.9	-	16%	-	-
11 - 15.9	-	10%	-	-
16 - 20.9	-	14%	-	-
21 - 25.9	-	10%	-	-
26 - 30.9	-	4%	-	-
31 - 35.9	-	2%	-	-
36 - 40.9	-	0%	-	-
Missing	-	7%	-	-
Total count	-	370	-	-

Which of the following best describes your position?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Advanced Skills Teacher	-	0%	1%	-
Assistant Headteacher	-	38%	1%	-
Bursar	-	0%	33%	-
Business Manager	-	2%	42%	-
Children's Centre Manager	-	0%	-	-
Deputy Headteacher	-	57%	2%	-
Director of Community Liaison	-	0%	0%	-
Director of Inclusion	-	0%	0%	-
Extended School Manager	-	0%	1%	-
Head of Department	-	1%	0%	-
Human Resource Manager	-	0%	6%	-
Key Stage Manager	-	0%	0%	-
Office Manager	-	0%	6%	-
Premises Manager	-	0%	2%	-
SENCO (special educational needs co-ordinator)	-	1%	1%	-
Teaching assistant	-	0%	0%	-
Other	-	1%	3%	-
Missing	-	0%	2%	-
Total count	-	370	172	-

How many years have you been in the Senior Leadership Team in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	1%	7%	-
1 - 5.9	-	55%	65%	-
6 - 10.9	-	23%	14%	-
11 - 15.9	-	8%	8%	-
16 - 20.9	-	9%	1%	-
21 - 25.9	-	1%	-	-
26 - 30.9	-	0%	-	-
Not Applicable	-	-	0%	-
Missing	-	2%	5%	-
Total count	-	370	172	-

Survey Findings

Have you been on any other Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	38%	24%	-
No	-	62%	74%	-
Missing	-	0%	2%	-
Total count	-	370	172	-

How many years were you on the previous Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	1%	-	-
1 - 5.9	-	70%	78%	-
6 - 10.9	-	25%	12%	-
11 - 15.9	-	3%	10%	-
16 - 20.9	-	1%	-	-
21 - 25.9	-	0%	-	-
Not Applicable	-	-	0%	-
Missing	-	0%	0%	-
Total count	-	143	33	-

Section 2: Roles and Responsibilities

On average, how many hours, if any, do you spend teaching per week in timetabled lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	29%	3%	65%	-
1 - 5.9	47%	13%	1%	0%
6 - 10.9	10%	44%	2%	9%
11 - 15.9	0%	25%	1%	17%
16 - 20.9	0%	9%	0%	17%
21 - 25.9	0%	0%	0%	56%
26 - 30.9	-	0%	0%	-
31 - 35.9	0%	1%	0%	-
Not Applicable	-	0%	7%	-
Missing	13%	4%	24%	0%
Total count	420	370	172	7

On average, how many hours, if any, do you spend teaching per week covering lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	28%	31%	90%	-
1 - 5.9	54%	60%	2%	-
6 - 10.9	1%	2%	0%	-
11 - 15.9	0%	1%	-	-
31 - 35.9	-	-	1%	-
Varies	0%	0%	0%	-
Not Applicable	-	0%	-	-
Missing	17%	6%	7%	-
Total count	420	370	172	-

On average which five take up most of your time over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	88%	56%	56%	-
Acting as an external consultant	6%	1%	0%	-
Curriculum planning and development	24%	42%	3%	-
Directing extended services	3%	5%	9%	-
Finance	22%	8%	81%	-
Implementing new ideas/initiatives	49%	60%	37%	-
Management of premises	-	13%	67%	-
Management of support staff	21%	12%	83%	-
Management of teachers	69%	75%	14%	-
Office management	-	4%	39%	-
Responsibility for pupils' well-being	44%	54%	8%	-
School improvement planning	60%	40%	22%	-
SEN (special educational needs)	5%	10%	4%	-
Staff recruitment and retention	40%	16%	32%	-
Strategic vision	47%	28%	20%	-
Teaching	10%	45%	3%	-
Timetabling	1%	16%	5%	-
Working with the LA (Local Authority)	11%	3%	8%	-
Other	-	11%	7%	-
Total count	420	370	172	-

In your opinion, which three should be your most important activities as a Headteacher over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	60%	34%	49%	-
Acting as an external consultant	3%	2%	4%	-
Curriculum planning and development	19%	37%	3%	-
Directing extended services	0%	3%	6%	-
Finance	6%	3%	66%	-
Implementing new ideas/initiatives	25%	31%	25%	-
Management of premises	-	2%	24%	-
Management of support staff	2%	3%	40%	-
Management of teachers	18%	24%	2%	-
Office management	-	4%	12%	-
Responsibility for pupils' well-being	20%	35%	6%	-
School improvement planning	60%	36%	19%	-
SEN (special educational needs)	3%	5%	1%	-
Staff recruitment and retention	10%	7%	6%	-
Strategic vision	72%	39%	26%	-
Teaching	3%	27%	3%	-
Timetabling	0%	3%	2%	-
Working with the LA (Local Authority)	1%	2%	2%	-
Other	0%	4%	3%	-
Total count	420	370	172	-

Which three aspects of your role give you most satisfaction?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Developing staff	69%	50%	53%	-
Helping other schools improve	4%	4%	8%	-
Improving results	37%	25%	14%	-
Introducing new ideas	26%	29%	46%	-
Involvement in extra curricular activities	5%	6%	7%	-
Meeting school improvement targets	13%	17%	25%	-
Regular teaching commitment	11%	36%	11%	-
Seeing children achieve	84%	57%	29%	-
Setting strategic vision	47%	-	-	-
Contributing to strategic vision	-	55%	72%	-
Deputising for Headteacher	-	12%	4%	-
Working with individual pupils	4%	8%	4%	-
Other (please specify)	0%	0%	25%	-
Total count	420	370	172	-

In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruitment & Retention	8%	4%	2%	-
Absenteeism	1%	2%	1%	-
Issues re motivation/morale	4%	3%	1%	2%
Staff improvement/development	6%	6%	2%	3%
Financial restraints/budgetary deficits	8%	3%	19%	9%
Meeting targets/Ofsted inspections	8%	3%	1%	2%
Developing/Implementing curriculum	1%	7%	2%	0%
Time management/limitation	2%	2%	2%	0%
Building development/expansion	3%	4%	16%	9%
Insufficient resources	2%	0%	-	1%
Lack of support from Local Authorities	0%	-	-	0%
Liaising with local boards/schools	0%	0%	0%	1%
Pupil attainment/achievement/performance	9%	7%	2%	7%
Special needs/behavioural issues	2%	4%	1%	1%
Pupil recruitment/attendance/class size	2%	2%	1%	2%
Parental involvement/support	1%	0%	1%	0%
Maintaining & improving teaching standards/results	19%	17%	4%	18%
Introducing new structures/procedures	7%	7%	4%	2%
Provision of extended services e.g. Children's Centre	0%	0%	1%	2%
Other	13%	13%	24%	19%
Don't know/Not applicable	0%	0%	1%	3%
Missing	8%	15%	16%	11%
Total count	420	370	172	176

Do you currently have any external roles?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	45%	21%	16%	-
No	51%	79%	83%	-
Missing	4%	1%	1%	-
Total count	420	370	172	-

As a member of the Senior Leadership Team what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
School Improvement Partner	-	3%	0%	-
Consultant leader	-	48%	36%	-
Community development / activities	-	3%	6%	-
Steering group	-	1%	4%	-
Project / Development manager / Partnership / Governor / Advisor / Chairperson	-	7%	34%	-
Leading teacher / co-ordinator / development teacher	-	3%	-	-
Educational bodies (e.g. - SSAT / LSN)	-	4%	4%	-
Early years / Children Centre link	-	0%	0%	-
Member of various educational working groups / Cluster board	-	9%	7%	-
Work with Local Education Authorities / Planning groups	-	3%	4%	-
External school / college visits / liaison / support	-	5%	0%	-
Lecturer/Tutor/Mentor to trainee students / teachers / Training Manager	-	9%	4%	-
Student welfare issues	-	1%	-	-
Educational inspector / moderator / assessor	-	5%	0%	-
Lead Behaviour Professional	-	0%	-	-
Area SENCO / SENCO / SEN	-	1%	0%	-
INSET for NQT's	-	0%	-	-
Outreach Co-ordinator	-	0%	-	-
Extra Curricular activities / clubs	-	0%	-	-
Trustee for Princes Trust and Healthy Living Centre	-	-	4%	-
PTA Co-ordinator	-	0%	0%	-
Primary / Secondary Network learning network / Co-ordinator	-	0%	-	-
Multi Agency liaison	-	0%	-	-
Head / Deputy teacher	-	0%	-	-
Extended school services	-	0%	4%	-
Director of Pre-school / Pre-school links	-	0%	-	-
Admin duties for Governor / Headteacher	-	0%	4%	-
Advanced Skills Teacher	-	0%	-	-
Arts Co-ordinator	-	1%	-	-
Missing	-	12%	6%	-
Total count	-	79	29	-

As a Headteacher what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Executive Head	7%	-	-	-
School Improvement partner	22%	-	-	-
Consultant leader	30%	-	-	-
Member of Local/Regional Authority initiatives / working groups / partnership	17%	-	-	-
Work for DfES	2%	-	-	-
Vice Chair	0%	-	-	-
Verifier for H.Q.S.	0%	-	-	-
Member of various unspecified panels	1%	-	-	-
Financial/Treasurers role / committees	1%	-	-	-
Tutor	1%	-	-	-
Training/Mentor/Support advisor	7%	-	-	-
Member of steering group	3%	-	-	-
Inspector / Assessor / Moderator	2%	-	-	-
Sit on board of company/committee/community groups	3%	-	-	-
Member of Educational panels (SEN, EAL)	6%	-	-	-
Data Analyst	0%	-	-	-
Member of School/Admission Forums	3%	-	-	-
Member of Headteacher & Leadership groups/association/link/programme	8%	-	-	-
LMS Group	1%	-	-	-
Member of Cluster groups/boards	3%	-	-	-
Chairperson / Governor	14%	-	-	-
Managing Director / Director / Consultant / Management	1%	-	-	-
Magistrate	1%	-	-	-
Member of behaviour support team / monitoring student behaviour	0%	-	-	-
Member of family support group	0%	-	-	-
Member of strategy group	1%	-	-	-
Work on PFI projects	0%	-	-	-
Part of extra curricular activities - (sports/breakfast club/after school projects)	0%	-	-	-
Children's centre	0%	-	-	-
Schools Abroad initiative	1%	-	-	-
Member of creative networks	0%	-	-	-
Member of Church Committee / Representative	0%	-	-	-
Outreach support worker	0%	-	-	-
Voluntary worker	0%	-	-	-
None	0%	-	-	-
Missing	1%	-	-	-
Total count	186	-	-	-

What proportion of your working time would you say that you spend on these external roles on average per year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0 to 20%	90%	90%	93%	-
21 to 40%	7%	7%	7%	-
41 to 60%	3%	1%	-	-
61 to 80%	0%	-	0%	-
81 to 100%	0%	0%	-	-
Missing	0%	3%	-	-
Total count	186	79	29	-

On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all beneficial	0%	2%	4%	-
Not very beneficial	5%	3%	7%	-
Neither/Nor	7%	15%	-	-
Quite beneficial	50%	52%	45%	-
Very beneficial	36%	26%	44%	-
Missing	2%	1%	-	-
Total count	186	79	29	-

On average, how many hours, do you spend as a Governor each year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 9	-	-	-	1%
10 - 19	-	-	-	3%
20 -29	-	-	-	1%
30 - 39	-	-	-	3%
40 - 49	-	-	-	4%
50 - 59	-	-	-	5%
60 - 69	-	-	-	7%
70 - 79	-	-	-	4%
80 - 89	-	-	-	4%
90 - 99	-	-	-	1%
100 plus	-	-	-	61%
Don't know	-	-	-	1%
Missing	-	-	-	5%
Total count	-	-	-	176

Do you also teach in the school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	6%
No	-	-	-	87%
Missing	-	-	-	7%
Total count	-	-	-	176

As a Governor, do you take the lead on any of the following?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Collaboration with other schools				
Yes	-	-	-	16%
No	-	-	-	42%
Missing	-	-	-	42%
Developing business partnerships				
Yes	-	-	-	16%
No	-	-	-	39%
Missing	-	-	-	45%
Finance				
Yes	-	-	-	42%
No	-	-	-	32%
Missing	-	-	-	26%
Performance management of Headteacher				
Yes	-	-	-	69%
No	-	-	-	16%
Missing	-	-	-	15%
Pupil behaviour				
Yes	-	-	-	33%
No	-	-	-	32%
Missing	-	-	-	34%
Recruitment/retention of staff				
Yes	-	-	-	53%
No	-	-	-	24%
Missing	-	-	-	23%
School facilities				
Yes	-	-	-	34%
No	-	-	-	31%
Missing	-	-	-	34%
School Improvement Planning				
Yes	-	-	-	50%
No	-	-	-	25%
Missing	-	-	-	25%
Setting strategic vision				
Yes	-	-	-	57%
No	-	-	-	22%
Missing	-	-	-	21%
Staff training and development				
Yes	-	-	-	16%
No	-	-	-	44%
Missing	-	-	-	40%
Working with Local Authority				
Yes	-	-	-	32%
No	-	-	-	28%
Missing	-	-	-	40%
Other (please specify)				
Yes	-	-	-	10%
No	-	-	-	5%
Missing	-	-	-	85%
Total count	-	-	-	176

Do you think your school's relationship with the Local Authority is changing?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	57%
No	-	-	-	19%
Don't know	-	-	-	11%
Not applicable	-	-	-	9%
Missing	-	-	-	3%
Total count	-	-	-	176

What is the one biggest change that has happened in this relationship over the last three years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved working relationship with/ support from the LEA/SIP/Diocese/ local schools representatives	-	-	-	23%
Use of premises by / link up with external organisation	-	-	-	3%
Change in status of school / educational classification / restructuring of DfES	-	-	-	20%
New governing body and staff / new support staff roles	-	-	-	1%
Increase in control over management issues	-	-	-	13%
Recognition of student behavioural issues / special needs	-	-	-	0%
Increased standards within school / development of staff / premises	-	-	-	3%
Reduction in budget / funding issues	-	-	-	4%
Admin requirements / bureaucracy	-	-	-	2%
Provision of extended services	-	-	-	0%
Decrease in service standards	-	-	-	1%
Reduction in level of support / working relationship	-	-	-	5%
Inspections of school	-	-	-	0%
Introduction of the Every Child Matters document / policy	-	-	-	2%
Change in LEA staff / Less supportive / less personal contact	-	-	-	5%
More responsive to feedback / greater sense of autonomy	-	-	-	2%
More emphasis on performance / SAT results	-	-	-	0%
Recruitment of head teacher / new staff members	-	-	-	2%
Increase in use of target / initiatives	-	-	-	0%
Reduction of schools level of control	-	-	-	1%
No great change	-	-	-	1%
Increased level of communication	-	-	-	1%
No Early Years post / support	-	-	-	0%
Induction of / change in SIP	-	-	-	1%
Imposition of initiatives without consultation	-	-	-	0%
Increased workload for providers	-	-	-	1%
Formation of the School Forum	-	-	-	0%
Not Applicable	-	-	-	4%
Missing	-	-	-	7%
Total count	-	-	-	112

Section 3: Pay and Conditions

Can you indicate your current salary band?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Less than £30,000	-	1%	28%	-
£30,000-£39,999	-	7%	38%	-
Less than £40,000	0%	-	-	-
£40,000-£49,999	7%	46%	22%	-
£50,000-£59,999	11%	38%	7%	-
£60,000-£69,999	30%	7%	2%	-
£70,000-£79,999	26%	0%	4%	-
£80,000-£89,999	16%	0%	-	-
£90,000-£99,999	5%	-	-	-
£100,000+	4%	-	-	-
Missing	0%	-	-	-
Total count	420	370	172	-

Do you think the following should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status				
Yes	52%	70%	36%	63%
No	39%	28%	58%	29%
Missing	9%	3%	6%	8%
Different phase of school				
Yes	59%	51%	40%	22%
No	31%	41%	47%	59%
Missing	10%	8%	13%	19%
Different locations				
Yes	44%	46%	33%	21%
No	43%	45%	53%	61%
Missing	13%	9%	14%	17%
Different socio-economic factors				
Yes	55%	52%	36%	29%
No	33%	40%	52%	53%
Missing	12%	8%	12%	18%
Individual performance				
Yes	81%	74%	83%	80%
No	10%	20%	9%	10%
Missing	9%	6%	8%	10%
Meeting targets in school improvement plan				
Yes	70%	65%	66%	76%
No	17%	27%	22%	14%
Missing	13%	9%	12%	10%
Specialist skills, e.g., finance, HR, etc.				
Yes	34%	38%	76%	59%
No	50%	51%	14%	28%
Missing	15%	11%	10%	13%
Total count	420	370	172	176

Is there anything else that you think should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recognition of workload & hours worked	5%	11%	3%	1%
Level of commitment/loyalty shown by staff/attendance	1%	2%	0%	1%
Recruitment & Retention	4%	0%	-	2%
Level of experience/ability/skills/qualifications/length of service	4%	6%	6%	4%
To take account of additional responsibility/accountability/requirements of position	8%	6%	3%	8%
Performance & achievement	6%	2%	2%	6%
Improvement/added value	1%	1%	0%	1%
Impact, innovation & sustainability	1%	-	-	2%
Recognition for provision of additional services/extended schools/extra curricular activities	3%	0%	0%	1%
Number/age of pupils/SEN/EAL pupils within the school	1%	0%	-	1%
Size/type/location of school/budget	7%	3%	0%	2%
Challenge provided by school	3%	0%	0%	-
Greater differential in pay/responsibility between each role/level	8%	5%	2%	3%
Incentives to get staff to take on / stay in roles & projects	2%	0%	0%	1%
Comparative level of pay with private sector / industry roles	0%	1%	0%	1%
Holiday pay/TOIL	0%	0%	-	-
Overall management of school/number of staff /size of management team	2%	2%	2%	1%
Management of community issues/external agencies	1%	0%	-	-
Delegation	0%	-	-	-
Other	2%	3%	7%	-
Not applicable	1%	0%	1%	6%
Nothing	55%	64%	77%	1%
Don't Know	-	-	-	0%
None	-	-	-	9%
Missing	-	-	-	59%
Total count	420	370	78	176

For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
To recruit leaders with QTS				
Yes	68%	68%	76%	76%
No	29%	28%	6%	12%
Missing	4%	4%	18%	12%
To recruit leaders without QTS				
Yes	44%	41%	18%	36%
No	48%	49%	68%	38%
Missing	8%	10%	15%	26%
Total count	420	370	172	176

How flexible, in practice, are the current reward structures and other terms and conditions in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very inflexible	11%	9%	7%	4%
Inflexible	32%	30%	25%	13%
Neither/nor	29%	32%	32%	27%
Flexible	23%	25%	30%	42%
Very flexible	4%	3%	2%	6%
Missing	1%	0%	5%	7%
Total count	420	370	172	176

Which one of the following incentives would you find most attractive?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Car	19%	14%	12%	-
Gym membership	2%	4%	4%	-
Private health insurance	16%	18%	22%	-
Season tickets/travel costs	1%	2%	1%	-
Secondments/sabbaticals	36%	30%	8%	-
Support in external roles	2%	1%	1%	-
Work some school hours at home	15%	21%	27%	-
None	6%	6%	16%	-
Other (please specify)	3%	3%	5%	-
Missing	0%	0%	5%	-
Total count	420	370	172	-

How would you describe your work-life balance?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	22%	12%	8%	-
Poor	47%	45%	33%	-
Neither/nor	18%	21%	23%	-
Good	10%	20%	32%	-
Very Good	2%	2%	4%	-
Total count	420	370	172	-

How would you describe the work-life balance of the Headteacher in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	-	-	-	10%
Poor	-	-	-	32%
Neither/Nor	-	-	-	23%
Good	-	-	-	26%
Very good	-	-	-	8%
Missing	-	-	-	1%
Total count	-	-	-	176

Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	33%
No	-	-	-	46%
Don't know	-	-	-	16%
Missing	-	-	-	5%
Total count	-	-	-	176

Which task should they delegate first?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Parent contacts	-	-	-	7%
Management / supervision of school behaviour	-	-	-	13%
Organisational tasks / meetings / management	-	-	-	8%
Already delegate what they can	-	-	-	10%
Admin tasks	-	-	-	6%
Staff training / development / assessment / recruitment / cuts / management	-	-	-	8%
On call duties	-	-	-	0%
Teaching / co-ordinator role	-	-	-	4%
Timetable/curriculum design	-	-	-	3%
Property / premises management & development	-	-	-	12%
Off site / extra curricular activities	-	-	-	1%
Financial management issues	-	-	-	6%
Community / Business links	-	-	-	2%
SEN / EMAG	-	-	-	0%
Unspecified tasks	-	-	-	0%
Provision of cover	-	-	-	0%
Provision of Extended services	-	-	-	0%
Not Applicable	-	-	-	3%
Don't know	-	-	-	2%
Missing	-	-	-	17%
Total count	-	-	-	58

Thinking about support networks. On a scale of 1 to 5 where 1 is not all supported and 5 is completely supported, how would you rate the level of support you receive...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From the NGA (National Governors Association)				
Not supported at all	-	-	-	21%
Not very supported	-	-	-	10%
Neither/Nor	-	-	-	37%
Quite supported	-	-	-	22%
Completely supported	-	-	-	1%
Missing	-	-	-	9%
From the NCSL (National College of School Leadership)				
Not supported at all	-	-	-	28%
Not very supported	-	-	-	12%
Neither/Nor	-	-	-	36%
Quite supported	-	-	-	15%
Completely supported	-	-	-	1%
Missing	-	-	-	9%
From any other local governors organisation				
Not supported at all	-	-	-	14%
Not very supported	-	-	-	10%
Neither/Nor	-	-	-	30%
Quite supported	-	-	-	33%
Completely supported	-	-	-	3%
Missing	-	-	-	10%
From the Local Authority				
Not supported at all	-	-	-	4%
Not very supported	-	-	-	8%
Neither/Nor	-	-	-	12%
Quite supported	-	-	-	53%
Completely supported	-	-	-	15%
Missing	-	-	-	7%
Governorline				
Not supported at all	-	-	-	21%
Not very supported	-	-	-	5%
Neither/Nor	-	-	-	39%
Quite supported	-	-	-	24%
Completely supported	-	-	-	2%
Missing	-	-	-	9%
DfES (Department for Education and Skills)				
Not supported at all	-	-	-	9%
Not very supported	-	-	-	17%
Neither/Nor	-	-	-	31%
Quite supported	-	-	-	36%
Completely supported	-	-	-	2%
Missing	-	-	-	5%
Other (please specify)				
Not supported at all	-	-	-	1%
Not very supported	-	-	-	1%
Neither/Nor	-	-	-	6%
Quite supported	-	-	-	4%
Completely supported	-	-	-	2%
None	-	-	-	87%
Total count	-	-	-	176

Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Response 1				
Staff development / Personnel / School management issues	11%	7%	8%	-
Teaching / Lunching time / extra curricular duties	7%	8%	2%	-
Curriculum / Timetable / Year group / Extra curriculum design	4%	9%	1%	-
Accountability for standards / performance / after school clubs	0%	1%	-	-
Administration duties	5%	13%	24%	-
Analysis / Appraisal of performance & data	1%	1%	1%	-
Building supervision / maintenance issues / development issues	9%	4%	8%	-
Attendance / organising of meetings / appointments both internally & externally	5%	1%	0%	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	2%	1%	1%	-
Handling student behavioural / general pupil issues	5%	10%	-	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	1%	6%	0%	-
SENCO / SEN / EAL role	0%	3%	0%	-
Budget management / Finance control / Fund raising	10%	3%	14%	-
Child protection issues	0%	1%	0%	-
Community / Social issues	1%	-	-	-
Dealing with parental requests / issues / PTA	1%	1%	1%	-
Covering for / Organising cover for absent staff / staff shortages	1%	4%	2%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	1%	1%	-
Extended schools initiatives / cluster	0%	0%	-	-
Governors role / committee	3%	0%	1%	-
Health & Safety issues	2%	2%	7%	-
Handling Government / Education board initiatives, regulations & legislation	1%	0%	0%	-
Marketing / Publicity for school	1%	1%	1%	-
Writing of/organisation of reports / policy / school profile / bids	2%	1%	1%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	1%	1%	-	-
Organisation / management of pupil transport	0%	1%	1%	-
All tasks not part of Headteacher job description / External responsibilities	0%	0%	-	-
Management of catering issues	0%	0%	0%	-
Staff recruitment / induction / training	3%	2%	2%	-
Equipment maintenance / management	-	0%	-	-
Not Applicable	2%	1%	0%	-
Don't Know	0%	-	-	-
None	4%	18%	25%	-
Missing	15%	-	-	-
Total count	420	370	172	-

Response 2	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	5%	5%	8%	-
Teaching / Lunching time / extra curricular duties	1%	7%	4%	-
Curriculum / Timetable / Year group / Extra curriculum design	1%	5%	1%	-
Accountability for standards / performance / after school clubs	1%	0%	0%	-
Administration duties	4%	10%	12%	-
Analysis / Appraisal of performance & data	4%	2%	-	-
Building supervision / maintenance issues / development issues	5%	2%	7%	-
Attendance / organising of meetings / appointments both internally & externally	3%	1%	1%	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	2%	1%	1%	-
Handling student behavioural / general pupil issues	7%	3%	0%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	1%	5%	0%	-
SENCO / SEN / EAL role	0%	1%	0%	-
Budget management / Finance control / Fund raising	8%	1%	5%	-
Child protection issues	1%	1%	0%	-
Community / Social issues	0%	1%	-	-
Dealing with parental requests / issues / PTA	2%	2%	-	-
Covering for / Organising cover for absent staff / staff shortages	1%	3%	1%	-
Dealing with Local Education Authority / Education Board / Local schools	1%	0%	1%	-
Extended schools initiatives / cluster	3%	0%	1%	-
Governors role / committee	3%	0%	1%	-
Health & Safety issues	1%	3%	5%	-
Handling Government / Education board initiatives, regulations & legislation	1%	0%	0%	-
Marketing / Publicity for school	0%	-	-	-
Writing of/organisation of reports / policy / school profile / bids	3%	1%	1%	-
Reading of paperwork / information from LEA / DFES / Various sources	1%	-	-	-
Strategy / School development	1%	0%	-	-
Organisation / management of pupil transport	0%	1%	-	-
All tasks not part of Headteacher job description / External responsibilities	0%	-	-	-
Management of catering issues	0%	0%	0%	-
Equipment maintenance / management	-	0%	-	-
Staff recruitment / induction / training	1%	1%	0%	-
Gaining external support	-	0%	-	-
Not Applicable	2%	0%	0%	-
None	1%	43%	53%	-
Missing	37%	-	-	-
Total count	420	370	172	-

Response 3	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	3%	3%	2%	-
Teaching / Lunching time / extra curricular duties	2%	3%	1%	-
Curriculum / Timetable / Year group / Extra curriculum design	2%	3%	0%	-
Accountability for standards / performance / after school clubs	0%	1%	-	-
Administration duties	4%	4%	12%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	4%	1%	2%	-
Attendance / organising of meetings / appointments both internally & externally	1%	1%	-	-
Holding assembly / assembly duties	0%	1%	-	-
Conducting assessments / reviews of staff / pupils	1%	1%	-	-
Handling student behavioural / general pupil issues	2%	2%	1%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	0%	3%	1%	-
SENCO / SEN / EAL role	1%	0%	-	-
Budget management / Finance control / Fund raising	5%	0%	1%	-
Child protection issues	0%	0%	-	-
Community / Social issues	1%	-	-	-
Dealing with parental requests / issues / PTA	1%	1%	0%	-
Covering for / Organising cover for absent staff / staff shortages	0%	0%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	1%	1%	-	-
Extended schools initiatives / cluster	1%	0%	1%	-
Governors role / committee	1%	0%	1%	-
Health & Safety issues	2%	0%	2%	-
Handling Government / Education board initiatives, regulations & legislation	1%	0%	-	-
Marketing / Publicity for school	1%	0%	-	-
Writing of/organisation of reports / policy / school profile / bids	1%	1%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	1%	0%	-
Organisation / management of pupil transport	0%	0%	0%	-
Management of catering issues	-	-	1%	-
Equipment maintenance / management	0%	0%	1%	-
Staff recruitment / induction / training	1%	0%	0%	-
Gaining external support	0%	-	-	-
Not Applicable	2%	0%	0%	-
Don't Know	0%	-	-	-
None	0%	73%	75%	-
Missing	61%	-	-	-
Total count	420	370	172	-

What are the barriers, if any, to delegate these responsibilities?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Responsibility 1				
Legal requirements on head	26%	-	-	-
Lack of skilled/trained staff	25%	32%	38%	-
Lack of support from the Governing Body	2%	1%	2%	-
Can't match reward to delegation	8%	21%	12%	-
Small school, so delegation is not a realistic option	10%	21%	15%	-
Other (please specify)	9%	8%	10%	-
Missing	20%	17%	23%	-
Responsibility 2				
Legal requirements on head	12%	-	-	-
Lack of skilled/trained staff	15%	21%	19%	-
Lack of support from the Governing Body	3%	2%	5%	-
Can't match reward to delegation	9%	13%	9%	-
Small school, so delegation is not a realistic option	12%	15%	9%	-
Other (please specify)	6%	6%	4%	-
Missing	44%	43%	54%	-
Responsibility 3				
Legal requirements on head	9%	-	-	-
Lack of skilled/trained staff	7%	8%	11%	-
Lack of support from the Governing Body	2%	1%	2%	-
Can't match reward to delegation	5%	7%	2%	-
Small school, so delegation is not a realistic option	6%	8%	7%	-
Other (please specify)	4%	4%	4%	-
Missing	68%	72%	73%	-
Total count	420	370	172	-

Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive....?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From your personal support networks e.g., coaching/mentoring				
Not at all supported	8%	5%	5%	-
Not very supported	13%	13%	11%	-
Neither/Nor	16%	13%	12%	-
Quite supported	49%	46%	48%	-
Completely supported	12%	23%	23%	-
Missing	2%	0%	1%	-
From your professional support network e.g. Unions, NCSL, etc.				
Not at all supported	5%	7%	16%	-
Not very supported	17%	17%	15%	-
Neither/Nor	27%	36%	38%	-
Quite supported	42%	32%	21%	-
Completely supported	6%	6%	5%	-
Missing	2%	1%	5%	-
Total count	420	370	172	-

Thinking about the type of professional development you have experienced as a Headteacher, over the past three years what have you received?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	28%	-	-	-
NPQH (National Professional Qualification for Headship)	20%	51%	0%	-
Headteacher induction	25%	-	-	-
New Visions	11%	-	-	-
Leading from the Middle	4%	19%	5%	-
Local Authority Training	45%	62%	57%	-
Headship support network training	24%	-	-	-
Refer to verbatim report	31%	28%	41%	-
None	9%	9%	15%	-
Missing	1%	2%	8%	-
Total count	420	370	172	-

Which one of these courses did you find most useful?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	17%	-	-	-
NPQH (National Professional Qualification for Headship)	7%	41%	0%	-
Headteacher induction	9%	-	-	-
New Visions	5%	-	-	-
Leading from the Middle	0%	2%	1%	-
Local Authority Training	14%	26%	41%	-
Headship support network training	9%	-	-	-
Other	23%	18%	35%	-
Missing	15%	13%	23%	-
Total count	380	330	136	-

Which one factor has the most influence on keeping you in your post?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Contact with pupils	11%	13%	4%	-
Content of work	6%	8%	12%	-
Location of the school	1%	3%	6%	-
Making a contribution to the community	15%	6%	7%	-
Personal challenge	27%	23%	25%	-
Personal autonomy	3%	3%	5%	-
Potential for professional advancement	0%	5%	2%	-
Regular teaching commitment	0%	3%	1%	-
Relationship with colleagues	4%	8%	9%	-
Reputation of the school	1%	1%	1%	-
Reward	2%	5%	5%	-
Success of the school	18%	7%	3%	-
Support from the Governing Body	2%	1%	1%	-
The structure of the leadership team in the school	3%	3%	7%	-
Training and self-development opportunities	0%	0%	1%	-
Work/life balance	1%	4%	7%	-
Working environment, e.g., quality of buildings etc	0%	2%	2%	-
Other (please specify)	2%	5%	5%	-
Missing	1%	1%	0%	-
Total count	420	370	172	-

Do you want to become a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes, in the next 5 years	-	42%	2%	-
Yes, but not in the next 5 years	-	8%	4%	-
No	-	46%	27%	-
Not applicable	-	4%	65%	-
Missing	-	1%	2%	-
Total count	-	370	172	-

What is the biggest disincentive to becoming a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	15%	4%	-
Work/Life balance	-	24%	3%	-
Level of responsibility / accountability of position	-	25%	3%	-
Too old / late in my career / due to retire soon	-	6%	1%	-
The amount of training required as not qualified to teach	-	1%	19%	-
Too demanding on time	-	4%	1%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	5%	3%	-
The level of pay	-	1%	1%	-
Admin duties	-	1%	1%	-
Reduced contact with pupils / lack of teaching	-	5%	2%	-
Lack of finance / budget restrictions	-	0%	0%	-
Level of stress associated with role	-	4%	1%	-
Would prefer to be ht of an alternative training provision	-	-	0%	-
Enjoy my current position	-	1%	4%	-
Public duties	-	0%	1%	-
Government Initiatives	-	1%	1%	-
Ofsted Inspections	-	0%	-	-
Do not have suitable experience	-	1%	0%	-
The development issues associated with the role	-	0%	1%	-
I have already been a headteacher	-	0%	-	-
Not Applicable	-	-	4%	-
Missing	-	13%	52%	-
Total count	-	216	169	-

What is the biggest disincentive to becoming a Headteacher - Yes I want to become a headteacher, but not in the next 5 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	23%	-	-
Work/Life balance	-	30%	-	-
Level of responsibility / accountability of position	-	25%	-	-
Too old / late in my career / due to retire soon	-	0%	-	-
The amount of training required as not qualified to teach	-	0%	29%	-
Too demanding on time	-	3%	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	7%	-	-
The level of pay	-	0%	14%	-
Admin duties	-	0%	-	-
Reduced contact with pupils / lack of teaching	-	0%	14%	-
Lack of finance / budget restrictions	-	0%	-	-
Level of stress associated with role	-	5%	-	-
Enjoy my current position	-	0%	-	-
Government Initiatives	-	0%	-	-
Do not have suitable experience	-	7%	-	-
Would prefer to be ht of an alternative training provision	-	-	0%	-
The development issues associated with the role	-	-	14%	-
Missing	-	12%	29%	-
Total count	-	36	7	-

What is the biggest disincentive to becoming a Headteacher - Do not want to become a headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	13%	2%	-
Work/Life balance	-	24%	7%	-
Level of responsibility / accountability of position	-	26%	0%	-
Too old / late in my career / due to retire soon	-	6%	5%	-
The amount of training required as not qualified to teach	-	1%	18%	-
Too demanding on time	-	5%	2%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	5%	1%	-
The level of pay	-	1%	0%	-
Admin duties	-	1%	-	-
Reduced contact with pupils / lack of teaching	-	6%	6%	-
Lack of finance / budget restrictions	-	1%	0%	-
Level of stress associated with role	-	5%	1%	-
Enjoy my current position	-	1%	12%	-
Public duties	-	0%	-	-
Government Initiatives	-	2%	2%	-
Ofsted Inspections	-	1%	-	-
The development issues associated with the role	-	1%	-	-
I have already been a headteacher	-	1%	-	-
Do not have suitable experience	-	-	0%	-
Not Applicable	-	-	9%	-
Missing	-	10%	35%	-
Total count	-	162	44	-

Section 4: Governance

How effective do you think the governing body is in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very ineffective	6%	-	-	-
Quite ineffective	13%	-	-	-
Neither	13%	-	-	-
Quite effective	46%	-	-	-
Very effective	22%	-	-	-
Missing	0%	-	-	-
Total count	420	-	-	-

Why do you say that - Very ineffective & Quite ineffective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	21%	-	-	-
Very experienced / able to take work off HT	15%	-	-	-
Good range and use of skills / good chair	18%	-	-	-
Listen to / support HT	24%	-	-	-
Sensible proactive approach / challenge situations	12%	-	-	-
Little / no proactive support / do not practically assist HT	5%	-	-	-
Difficulty recruiting governors	2%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	1%	-	-	-
Development / induction of governors	4%	-	-	-
Positive approach	1%	-	-	-
Know the school well / active within issues	6%	-	-	-
Ask the right questions / very capable	1%	-	-	-
Don't ask right questions / don't add a lot to the school	15%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	7%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	9%	-	-	-
As volunteers they are limited	9%	-	-	-
Problems attending / during meetings	6%	-	-	-
Other	3%	-	-	-
Not Applicable	0%	-	-	-
None	0%	-	-	-
Missing	1%	-	-	-
Total count	79	-	-	-

Why do you say that - Neither?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	11%	-	-	-
Very experienced / able to take work off HT	3%	-	-	-
Good range and use of skills / good chair	3%	-	-	-
Listen to / support HT	10%	-	-	-
Sensible proactive approach / challenge situations	5%	-	-	-
Little / no proactive support / do not practically assist HT	11%	-	-	-
Difficulty recruiting governors	2%	-	-	-
Can't keep governors for very long	1%	-	-	-
Vacancies / need more governors	1%	-	-	-
Development / induction of governors	5%	-	-	-
Positive approach	2%	-	-	-
Know the school well / active within issues	8%	-	-	-
Ask the right questions / very capable	2%	-	-	-
Don't ask right questions / don't add a lot to the school	11%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	9%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	9%	-	-	-
As volunteers they are limited	7%	-	-	-
Problems attending / during meetings	10%	-	-	-
Other	12%	-	-	-
Not Applicable	2%	-	-	-
Missing	22%	-	-	-
Total count	54	-	-	-

Why do you say that - Quite effective & Very effective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	1%	-	-	-
Very experienced / able to take work off HT	15%	-	-	-
Good range and use of skills / good chair	12%	-	-	-
Listen to / support HT	32%	-	-	-
Sensible proactive approach / challenge situations	24%	-	-	-
Little / no proactive support / do not practically assist HT	1%	-	-	-
Difficulty recruiting governors	1%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	6%	-	-	-
Positive approach	7%	-	-	-
Know the school well / active within issues	15%	-	-	-
Ask the right questions / very capable	2%	-	-	-
Don't ask right questions / don't add a lot to the school	1%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	16%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	2%	-	-	-
As volunteers they are limited	3%	-	-	-
Problems attending / during meetings	2%	-	-	-
Other	8%	-	-	-
Missing	11%	-	-	-
Total count	286	-	-	-

In your opinion, how can governors of the future best support leaders of the future?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved / closer working relationship	-	-	-	23%
Value / listen to the teaching staff	-	-	-	4%
Ensure a good work life balance for both staff and Governors	-	-	-	1%
Ensure governors are fully trained / qualified / have good understanding of the issues	-	-	-	23%
To select governors that are interested/skilled and committed to the role / helping school	-	-	-	8%
Visiting the school / attending meetings regularly	-	-	-	4%
To have a body that will challenge the School Management Team	-	-	-	10%
Actively promote the school within the community	-	-	-	0%
Agreement/focus on the strategy for the way ahead for the schools/staff & pupils development	-	-	-	9%
Reorganise / Define the Governing Body to be an effective / useful tool	-	-	-	3%
Governors set policy & targets Heads / SMT/ Teaching staff have to carry them out.	-	-	-	4%
Conducting performance evaluations / reviews / monitoring	-	-	-	2%
Ensure that governors are fully involved in / utilise all processes & resources	-	-	-	1%
Ensure that governors are fully aware of the legislative issues	-	-	-	1%
Ensure effective use / availability of their time	-	-	-	5%
Secure additional funding for school	-	-	-	1%
Conduct the marketing / PR for the school	-	-	-	0%
Statutory release from job & payment enabling Governors to be involved during school hours	-	-	-	4%
Governor need to come from a good and varied skills / knowledge base	-	-	-	7%
Reduce workload / admin duties on staff & Governors alike	-	-	-	2%
Help provide more staff / assistance / training	-	-	-	2%
To help reduce interference / bureaucracy	-	-	-	2%
Continuity of Governors	-	-	-	1%
Ensure that Governors have all the support they require & their contribution is valued	-	-	-	2%
Gain support structures from other schools / agencies	-	-	-	2%
Ensure that staff are rewarded appropriately	-	-	-	3%
Securing links with business / sponsors	-	-	-	0%
Appoint full time professional Governors	-	-	-	1%
No change of operating procedure needed	-	-	-	0%
Selection of effective leadership team	-	-	-	1%
Not Applicable	-	-	-	0%
Don't Know	-	-	-	0%
None	-	-	-	3%
Missing	-	-	-	24%
Total count	-	-	-	176

Section 5: Staffing Structures

Including you, how many members of staff are on your senior leadership team?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	0%	-	-	-
0-5	34%	-	-	-
6-10	63%	-	-	-
11-15	3%	-	-	-
Missing	0%	-	-	-
Total count	420	-	-	-

How many members of the senior leadership team are non-Qualified Teacher Status?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	40%	-	-	-
0-5	46%	-	-	-
6-10	8%	-	-	-
Missing	1%	-	-	-
20 plus	1%	-	-	-
Total count	420	-	-	-

How would you describe the composition of your senior leadership team?	SLT				
	Number	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
Chief executive					
	1	100%	-	-	-
Total	4	100%	-	-	-
Executive headteacher					
	1	86%	-	-	-
	3	14%	-	-	-
Total	7	100%	-	-	-
Headteacher					
	1	100%	-	-	-
Total	406	100%	-	-	-
Co-headteacher					
	1	77%	-	-	-
	2	23%	-	-	-
Total	8	100%	-	-	-
Deputy headteacher					
	1	47	-	-	-
	2	43	-	-	-
	3	8	-	-	-
	4	1	-	-	-
	5	0	-	-	-
	7	0	-	-	-
Total	384	100%	-	-	-
Assistant headteacher					
	1	13	-	-	-
	2	25	-	-	-
	3	33	-	-	-
	4	16	-	-	-
	5	9	-	-	-
	6	2	-	-	-
	7	2	-	-	-
Total	384	100%	-	-	-

Head of Department					
	1	48	-	-	-
	2	23	-	-	-
	3	13	-	-	-
	4	10	-	-	-
	5	3	-	-	-
	6	3	-	-	-
Total	36	100%			
Children's Centre Manager					
	1	100%	-	-	-
Total	2	100%			
Bursar					
	1	100%	-	-	-
Total	171	100%			
Office Manager					
	1	100%	-	-	-
Total	27	100%			
Special Educational Needs Co-ordinator					
	1	100%	-	-	-
Total	25	100%			
Key Stage Manager					
	1	38%	-	-	-
	2	29%	-	-	-
	3	9%	-	-	-
	4	24%	-	-	-
Total	25	100%			
Advanced Skills Teacher					
	1	64%	-	-	-
	2	34%	-	-	-
Total	14	100%			
Extended school manager					
	1	100	-	-	-
Total	10	100%			
Phase co-ordinator					
	1	39%	-	-	-
	2	61%	-	-	-
Total	6	100%			
ICT co-ordinator					
	1	100%	-	-	-
Total	6	100%			
Other (please specify)					
	1	79%	-	-	-
	2	9%	-	-	-
	3	8%	-	-	-
	4	3%	-	-	-
	5	1%	-	-	-
Total	89	100%			

Does your school have a SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	99%	88%	81%	85%
No	1%	12%	12%	7%
Total count	420	370	172	176

How effective is your SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	5%	5%	3%	4%
Not very effective	7%	8%	6%	4%
Neither/nor	33%	44%	37%	31%
Quite effective	35%	31%	33%	33%
Very effective	12%	9%	11%	23%
Missing	9%	3%	9%	5%
Total count	415	329	141	157

Please indicate the position of the person who mostly manages the following on a day-to-day basis.	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Curriculum				
Head	18%	-	-	-
Deputy Head	57%	-	-	-
Assistant Head	23%	-	-	-
The school management team / manager	0%	-	-	-
Subject leaders / co-ordinators / experts / manager	0%	-	-	-
Curriculum co-ordinator	0%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Other	1%	-	-	-
Missing	0%	-	-	-
Performance and development of teachers				
Head	33%	-	-	-
Deputy Head	34%	-	-	-
Assistant Head	29%	-	-	-
The school management team / manager	0%	-	-	-
Subject leaders / co-ordinators / experts / manager	1%	-	-	-
Other	2%	-	-	-
Missing	1%	-	-	-
Performance and development of support staff				
Head	15%	-	-	-
Deputy Head	14%	-	-	-
Assistant Head	25%	-	-	-
The school management team / manager	3%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	29%	-	-	-
Other	9%	-	-	-
Missing	3%	-	-	-
SEN (Special Educational Needs)				
Head	4%	-	-	-
Deputy Head	9%	-	-	-
Assistant Head	18%	-	-	-
SENCO (Special Educational Needs Co-ordinator)	66%	-	-	-
The school management team / manager	1%	-	-	-
Other	1%	-	-	-
Missing	2%	-	-	-

Extended Services				
Head	24%	-	-	-
Deputy Head	17%	-	-	-
Assistant Head	27%	-	-	-
The school management team / manager	1%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Other	18%	-	-	-
Missing	11%	-	-	-
School Budget				
Head	22%	-	-	-
Deputy Head	3%	-	-	-
Assistant Head	2%	-	-	-
Bursar	60%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	10%	-	-	-
Other	2%	-	-	-
Missing	0%	-	-	-
Total count	420	-	-	-

To what extent is leadership distributed in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all distributed	2%	1%	1%	1%
Not very distributed	3%	9%	5%	5%
Somewhat distributed	41%	48%	34%	27%
Very distributed	51%	37%	50%	54%
Totally distributed	3%	5%	9%	12%
Total count	420	370	172	176

How effective is distributed leadership in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	1%	2%	0%	3%
Quite ineffective	6%	8%	10%	2%
Neither	7%	16%	12%	9%
Quite effective	60%	61%	58%	44%
Very effective	25%	13%	20%	40%
Missing	1%	0%	0%	2%
Total count	415	367	170	171

Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	51%	-	-	42%
No	45%	-	-	44%
Not applicable	4%	-	-	9%
Missing	1%	-	-	5%
Total count	415	-	-	171

Why do you say that?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Higher salaries	36%	-	-	30%
Cost neutral - increase has been offset by savings elsewhere	16%	-	-	23%
No pay increase	14%	-	-	12%
No pay increase but less teaching time	13%	-	-	6%
Reduction in operating budget / wages	1%	-	-	0%
Secured additional funding	0%	-	-	0%
Staff cuts / less full time workers	1%	-	-	-
Increase in staff / team numbers / new job roles	6%	-	-	4%
Staff leaving / retiring	0%	-	-	1%
Don't control budget	0%	-	-	-
Due to restructuring of team / operations	3%	-	-	3%
Additional funding not required	0%	-	-	1%
Position / Roles not included / rewarded in operating budget	0%	-	-	-
Increased operating costs	0%	-	-	1%
Shared leadership duties / responsibilities / cultural development	1%	-	-	0%
Only works part time	0%	-	-	-
No change within last year	1%	-	-	1%
Wage increases not as a direct result of Senior Leadership Team	1%	-	-	1%
Threshold payment	0%	-	-	-
Applies to curriculum	0%	-	-	-
Resulting costs of TLR	0%	-	-	1%
Staff taking on additional duties	0%	-	-	-
As a result of input / consultancy from LEA	0%	-	-	-
Not Applicable	0%	-	-	3%
Don't know	0%	-	-	0%
Missing	6%	-	-	15%
Total count	415	-	-	171

Have you identified any gaps in terms of expertise in your school leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	53%	-	-	17%
No	47%	-	-	69%
Total count	420	-	-	176

What is the main gap that you have identified?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Business development	15%	-	-	31%
Change management	14%	-	-	18%
Communication skills	1%	-	-	10%
Curriculum	5%	-	-	7%
Development and management of extended services	32%	-	-	16%
Finance	7%	-	-	5%
Management of support staff	3%	-	-	2%
Management of teachers	3%	-	-	3%
SENCO (special educational needs co-ordinator)	7%	-	-	5%
Other (please specify)	10%	-	-	3%
Total count	226	-	-	34

How will you address or how have you addressed this gap?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Additional training for self	17%	-	-	7%
Additional training for members of the Senior Leadership Team	47%	-	-	46%
Additional training for other staff	19%	-	-	36%
Additional recruitment of staff with QTS	7%	-	-	15%
Additional recruitment of specialist support staff	22%	-	-	26%
The DfES should be addressing these gaps for us	12%	-	-	8%
Do not have the financial resources to do anything	29%	-	-	11%
Succession planning	1%	-	-	-
Increase size of building	0%	-	-	-
Conduct review / redesign of operational structure / consult advisers	2%	-	-	3%
Primary leadership programme	0%	-	-	-
Additional funding	0%	-	-	-
Redistributing the workload	2%	-	-	-
Responsibility of the LEA	0%	-	-	-
Received support from LEA	0%	-	-	-
Networking with other schools	0%	-	-	-
Recruiting experienced governors	0%	-	-	3%
Partnership agreement	0%	-	-	0%
Monitoring by governors	0%	-	-	2%
Increase size of leadership team	0%	-	-	-
I have taken on this role	0%	-	-	-
Provision of varied teaching role / opportunities	1%	-	-	-
Role currently overseen by Head & Deputy Head teacher	0%	-	-	-
Selecting / redeploying those that are capable / interested in doing the role	0%	-	-	-
Securing support from all necessary job positions	0%	-	-	0%
Supporting the Senior Management Team	0%	-	-	-
Secure support from Governors/Wider community ³	0%	-	-	3%
Not Applicable	0%	-	-	0%
Don't know	1%	-	-	0%
None	-	-	-	3%
Missing	1%	-	-	0%
Total count	226	-	-	34

In your opinion, what should the composition of your senior leadership team look like in 5-10 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Same as it is now	19%	19%	31%	34%
Some changes required	62%	68%	62%	52%
Complete change in structure	17%	12%	6%	8%
Missing	1%	0%	0%	6%
Total count	420	370	172	176

What is the most important change you could/would make in terms of personnel or improving the team skills to achieve this new composition?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	17%	15%	3%	14%
Recruit new/utilise existing staff - QTS	4%	10%	4%	8%
Recruit new/utilise existing staff - Bursar/Non Teaching	17%	16%	14%	10%
Change existing staff/staff duties	12%	14%	16%	7%
Staff redundancy/loss/retirement	10%	7%	5%	9%
Develop understanding/knowledge/expertise via training	8%	8%	11%	8%
Identify responsibility/clarify job descriptions/Develop ICT skills	2%	1%	1%	1%
Leadership review/amendment	9%	13%	11%	6%
SLT review/amendment/utilisation/team dynamics	5%	6%	8%	5%
Increase funding/review financial management	5%	4%	1%	3%
Change/reorganise management/leadership structure	8%	11%	9%	9%
Develop school/community relations	2%	1%	0%	2%
Provision of additional support	1%	3%	4%	4%
Planning/future change to school/curriculum	4%	4%	5%	6%
Extend services/child care centre	2%	1%	1%	1%
Other	5%	6%	4%	15%
None	9%	9%	22%	16%
Total count	341	305	119	107

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Some changes required?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	18%	15%	3%	15%
Recruit new/utilise existing staff - QTS	3%	12%	3%	9%
Recruit new/utilise existing staff - Bursar/Non Teaching	17%	18%	15%	11%
Change existing staff/staff duties	12%	15%	18%	8%
Staff redundancy/loss/retirement	10%	6%	4%	10%
Develop understanding/knowledge/expertise via training	8%	8%	10%	6%
Identify responsibility/clarify job descriptions/Develop ICT skills	3%	1%	0%	1%
Leadership review/amendment	9%	13%	12%	7%
SLT review/amendment/utilisation/team dynamics	3%	4%	7%	6%
Increase funding/review financial management	5%	5%	1%	3%
Change/reorganise management/leadership structure	7%	9%	9%	9%
Develop school/community relations	1%	1%	0%	3%
Provision of additional support	1%	3%	4%	5%
Planning/future change to school/curriculum	2%	3%	5%	6%
Extend services/child care centre	3%	1%	1%	1%
Other	6%	7%	4%	10%
None	9%	10%	21%	17%
Total count	272	252	108	96

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Complete change in structure?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	12%	11%	-	7%
Recruit new/utilise existing staff - QTS	5%	2%	16%	-
Recruit new/utilise existing staff - Bursar/Non Teaching	17%	2%	0%	0%
Change existing staff/staff duties	12%	13%	-	0%
Staff redundancy/loss/retirement	9%	12%	22%	-
Develop understanding/knowledge/expertise via training	8%	13%	21%	20%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	2%	10%	-
Leadership review/amendment	5%	16%	-	0%
SLT review/amendment/utilisation/team dynamics	13%	12%	10%	0%
Increase funding/review financial management	4%	0%	-	0%
Change/reorganise management/leadership structure	10%	21%	10%	13%
Develop school/community relations	3%	0%	-	0%
Provision of additional support	0%	1%	10%	-
Planning/future change to school/curriculum	11%	6%	0%	7%
Extend services/child care centre	1%	-	0%	0%
Other	4%	6%	-	47%
None	9%	6%	26%	7%
Total count	69	53	2	1

Are there any other comments you would like to make regarding the future of school leadership?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Development of skills/training/mentoring/shadowing	5%	2%	5%	5%
Greater distribution of workload/more support for Headteachers/Delegation	4%	3%	6%	3%
Recruitment & Retention issues	9%	7%	9%	11%
Succession planning concerns / Low level of interest	7%	3%	0%	4%
Job is becoming too difficult	4%	3%	2%	3%
Improve work-life balance	8%	6%	2%	2%
Too many different initiatives/too much paperwork/accountability/bureaucracy	6%	2%	5%	2%
Consolidation period / more paid non-teaching time needed to carry out leadership duties	1%	3%	1%	1%
Headteachers should have education/teaching background	2%	2%	1%	0%
New or updated structure/team (more flexibility/clearly defined roles)	6%	4%	9%	8%
Concern/uncertainty over future/lack of clear strategy	4%	2%	0%	2%
System working well / positive future outlook	2%	1%	2%	3%
Greater financial incentives	3%	2%	1%	2%
Budget / funding issues	2%	1%	1%	2%
Greater differential in pay/responsibility between each role/level	2%	1%	1%	1%
Comparative level of pay/responsibility with private sector/industry roles	1%	1%	0%	1%
Concern of Headteacher leading/supporting more than one school	0%	0%	-	0%
Need to work closer with local community / other schools	1%	2%	1%	0%
Greater freedom from local / central control	1%	1%	1%	2%
More support required from Governing Bodies / OFSTED / LA's	2%	3%	1%	2%
Other	4%	4%	5%	4%
Not Applicable	-	2%	-	-
Nothing	43%	57%	58%	58%
Total count	420	370	172	176

Section 6: Ethnicity

Which of these ethnic groups do you consider yourself belonging to?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
White British	95%	96%	98%	96%
White Irish	3%	1%	1%	0%
White and Black Caribbean	0%	-	-	-
White and Black African	0%	-	-	-
White and Asian	0%	0%	0%	0%
Indian	0%	0%	0%	0%
Pakistani	0%	0%	-	-
Bangladeshi	0%	-	-	-
Caribbean	0%	1%	0%	0%
African	0%	0%	0%	-
White European	0%	0%	0%	0%
Mixed	0%	0%	-	0%
Australian/New Zealand	0%	0%	-	-
White Caribbean	0%	-	-	-
Black British	0%	-	-	-
Israeli	-	0%	-	-
Sri Lankan	-	0%	-	-
American	-	-	0%	-
Missing	1%	1%	1%	4%
Total count	420	370	172	176

Nursery Sector

Section 1: You and Your School

As of 1st September 2006, how many years have you been a Headteacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	2%	-	-	-
1 - 5.9	36%	-	-	-
6 - 10.9	23%	-	-	-
11 - 15.9	11%	-	-	-
16 - 20.9	20%	-	-	-
21 - 25.9	5%	-	-	-
26 - 30.9	2%	-	-	-
Missing	3%	-	-	-
Total count	66	-	-	-

As of 1st September 2006, how many years have you been a Headteacher in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	2%	-	-	-
1 - 5.9	32%	-	-	-
6 - 10.9	23%	-	-	-
11 - 15.9	14%	-	-	-
16 - 20.9	21%	-	-	-
21 - 25.9	5%	-	-	-
26 - 30.9	2%	-	-	-
31 - 35.9	0%	-	-	-
Missing	3%	-	-	-
Total count	66	-	-	-

As of 1st September 2006, how many years in total have you been teaching?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	0%	8%	-	-
6 - 10.9	2%	10%	-	-
11 - 15.9	6%	10%	-	-
16 - 20.9	24%	13%	-	-
21 - 25.9	18%	18%	-	-
26 - 30.9	26%	13%	-	-
31 - 35.9	23%	13%	-	-
36 - 40.9	2%	3%	-	-
Missing	0%	13%	-	-
Total count	66	39	-	-

Does your school offer extended services?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes full core offer	23%	26%	22%	18%
Yes some services	67%	62%	78%	64%
No	9%	13%	0%	14%
Total count	66	39	18	22

How effective do you think these extended services will be?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improving pupils' achievement				
Not at all effective	0%	0%	0%	0%
Not very effective	7%	3%	0%	0%
Neither/nor	14%	15%	22%	17%
Quite effective	42%	44%	44%	33%
Very effective	37%	35%	22%	44%
Missing	0%	3%	11%	6%
Improving pupil's well-being				
Not at all effective	0%	0%	0%	0%
Not very effective	3%	3%	0%	6%
Neither/nor	12%	0%	0%	0%
Quite effective	32%	41%	50%	22%
Very effective	53%	53%	39%	67%
Missing	0%	3%	11%	6%
Improving pupil's motivation				
Not at all effective	0%	0%	0%	0%
Not very effective	5%	6%	0%	0%
Neither/nor	24%	15%	17%	22%
Quite effective	39%	56%	61%	22%
Very effective	32%	21%	11%	44%
Missing	0%	3%	11%	11%
Improving pupils' behaviour				
Not at all effective	0%	0%	0%	0%
Not very effective	7%	6%	0%	0%
Neither/nor	22%	6%	28%	17%
Quite effective	36%	53%	44%	39%
Very effective	36%	29%	17%	33%
Missing	0%	6%	11%	11%
Creating an effective transition				
Not at all effective	0%	6%	0%	0%
Not very effective	0%	0%	0%	9%
Neither/nor	8%	3%	11%	0%
Quite effective	27%	24%	33%	0%
Very effective	63%	62%	44%	82%
Missing	2%	6%	11%	9%
Total count	59	34	18	18

How would you describe your collaborative arrangements with another school/other schools?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Hard governance federation (joint governing body)	2%	-	-	0%
Soft governance federation (own governing body and joint governance committee with delegated powers)	2%	-	-	0%
Soft federation (own governing body and joint governance committee without delegated powers)	5%	-	-	9%
Loose, informal collaboration	65%	-	-	59%
No collaboration	9%	-	-	27%
Other	14%	-	-	5%
Missing	5%	-	-	0%
Total count	66	-	-	22

What is the biggest benefit for your school from this collaboration?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Better entitlement for 14-19 year olds	2%	-	-	0%
Better strategic leadership	12%	-	-	13%
Development of own staff from supporting other schools	5%	-	-	25%
Improved curriculum	0%	-	-	0%
Improvement in behaviour	0%	-	-	0%
More extended services	20%	-	-	6%
More sports and arts activities	2%	-	-	0%
Shared services e.g. bursar	3%	-	-	6%
Smoother transition of pupils from feeder schools	37%	-	-	31%
Training and development for support staff	3%	-	-	0%
Training and development for teachers	3%	-	-	6%
There are no benefits	2%	-	-	6%
Other (please specify)	2%	-	-	0%
Missing	3%	-	-	6%
Total count	60	-	-	16

Do you have any collaboration with other external organisations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	85%	-	-	82%
No	11%	-	-	18%
Don't know	-	-	-	0%
Missing	5%	-	-	0%
Total count	66	-	-	22

What are these collaborations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Career service e.g. Connexions	27%	-	-	17%
Childcare providers	71%	-	-	61%
Further Education	59%	-	-	28%
Health and social care providers/professionals	86%	-	-	83%
Higher Education	52%	-	-	33%
Other training providers	52%	-	-	39%
The business community	23%	-	-	28%
The voluntary sector/not for profit organisations	48%	-	-	56%
Other (please specify)	16%	-	-	6%
Missing	0%	-	-	6%
Total count	56	-	-	18

What is your current position on the governing body?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Chair of the Governing Body	-	-	-	86%
Vice Chair of the Governing Body	-	-	-	5%
Member of the Governing Body	-	-	-	9%
Chair of the Staffing committee	-	-	-	0%
Chair of the Curriculum committee	-	-	-	0%
SLT	-	-	-	0%
Observer	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	22

Which of the following best describes your category as a governor?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Associate member	-	-	-	5%
Community	-	-	-	45%
Foundation	-	-	-	0%
Local Authority	-	-	-	41%
Parent Governor	-	-	-	0%
Partnership	-	-	-	0%
Sponsor	-	-	-	0%
Staff	-	-	-	9%
Co opted	-	-	-	0%
Member of board of trustees	-	-	-	0%
Non-Teaching	-	-	-	0%
Trustee	-	-	-	0%
Administrator	-	-	-	0%
Chair of Governors	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	22

How many years have you been a Governor of this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	-	-	0%
1 - 5.9	-	-	-	50%
6 - 10.9	-	-	-	9%
11 - 15.9	-	-	-	0%
16 - 20.9	-	-	-	9%
21 - 25.9	-	-	-	23%
26 - 30.9	-	-	-	0%
Missing	-	-	-	9%
Total count	-	-	-	22

How many years have you been a Governor in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	-	-	36%
6 - 10.9	-	-	-	23%
11 - 15.9	-	-	-	9%
16 - 20.9	-	-	-	5%
21 - 25.9	-	-	-	9%
26 - 30.9	-	-	-	5%
31 - 35.9	-	-	-	5%
36 - 40.9	-	-	-	9%
Missing	-	-	-	0%
Total count	-	-	-	22

How many years have you been a Teacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	3%	-	-
1 - 5.9	-	33%	-	-
6 - 10.9	-	18%	-	-
11 - 15.9	-	15%	-	-
16 - 20.9	-	18%	-	-
21 - 25.9	-	0%	-	-
26 - 30.9	-	0%	-	-
31 - 35.9	-	0%	-	-
36 - 40.9	-	0%	-	-
Missing	-	13%	-	-
Total count	-	39	-	-

Which of the following best describes your position?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Advanced Skills Teacher	-	0%	0%	-
Assistant Headteacher	-	21%	0%	-
Bursar	-	0%	11%	-
Business Manager	-	0%	17%	-
Children's Centre Manager	-	3%	-	-
Deputy Headteacher	-	36%	0%	-
Director of Community Liaison	-	0%	0%	-
Director of Inclusion	-	0%	0%	-
Extended School Manager	-	3%	11%	-
Head of Department	-	0%	6%	-
Human Resource Manager	-	0%	0%	-
Key Stage Manager	-	5%	0%	-
Office Manager	-	0%	17%	-
Premises Manager	-	0%	0%	-
SENCO (special educational needs co-ordinator)	-	23%	17%	-
Teaching assistant	-	0%	6%	-
Other	-	10%	11%	-
Missing	-	0%	6%	-
Total count	-	39	18	-

How many years have you been in the Senior Leadership Team in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	5%	11%	-
1 - 5.9	-	49%	61%	-
6 - 10.9	-	28%	0%	-
11 - 15.9	-	5%	0%	-
16 - 20.9	-	8%	6%	-
21 - 25.9	-	0%	-	-
26 - 30.9	-	0%	-	-
Not Applicable	-	-	6%	-
Missing	-	5%	17%	-
Total count	-	39	18%	-

Have you been on any other Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	46%	28%	-
No	-	54%	56%	-
Missing	-	0%	17%	-
Total count	-	39	18%	-

How many years were you on the previous Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	0%	-	-
1 - 5.9	-	94%	80%	-
6 - 10.9	-	6%	20%	-
Missing	-	0%	0%	-
Total count	-	18	5	-

Section 2: Roles and Responsibilities

On average, how many hours, if any, do you spend teaching per week in timetabled lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	35%	10%	33%	-
1 - 5.9	20%	3%	6%	0%
6 - 10.9	14%	3%	0%	33%
11 - 15.9	11%	23%	0%	0%
16 - 20.9	2%	21%	0%	0%
21 - 25.9	2%	26%	6%	67%
26 - 30.9	-	3%	0%	-
31 - 35.9	2%	0%	17%	-
36 - 40.9	-	0%	6%	-
Missing	17%	13%	33%	0%
Total count	66	39	18	3

On average, how many hours, if any, do you spend teaching per week covering lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	33%	85%	89%	-
1 - 5.9	35%	10%	6%	-
6 - 10.9	0%	0%	0%	-
11 - 15.9	0%	0%	-	-
16 - 20.9	2%	5%	-	-
31 - 35.9	-	-	6%	-
Varies	2%	0%	0%	-
Missing	29%	0%	0%	-
Total count	66	39	18	-

On average which five take up most of your time over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	71%	21%	6%	-
Acting as an external consultant	5%	5%	6%	-
Curriculum planning and development	44%	90%	33%	-
Directing extended services	48%	3%	33%	-
Finance	42%	5%	56%	-
Implementing new ideas/initiatives	52%	49%	44%	-
Management of premises	-	5%	17%	-
Management of support staff	26%	59%	56%	-
Management of teachers	26%	21%	11%	-
Office management	-	10%	33%	-
Responsibility for pupils' well-being	41%	46%	50%	-
School improvement planning	50%	23%	0%	-
SEN (special educational needs)	24%	49%	28%	-
Staff recruitment and retention	8%	5%	28%	-
Strategic vision	33%	15%	11%	-
Teaching	17%	72%	17%	-
Timetabling	0%	15%	17%	-
Working with the LA (Local Authority)	14%	5%	6%	-
Other	0%	0%	6%	-
Total count	66	39	18	-

In your opinion, which three should be your most important activities as a Headteacher over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	44%	5%	6%	-
Acting as an external consultant	2%	5%	0%	-
Curriculum planning and development	26%	69%	17%	-
Directing extended services	8%	3%	17%	-
Finance	6%	5%	39%	-
Implementing new ideas/initiatives	32%	18%	28%	-
Management of premises	-	0%	0%	-
Management of support staff	9%	15%	39%	-
Management of teachers	14%	0%	0%	-
Office management	-	0%	22%	-
Responsibility for pupils' well-being	45%	49%	39%	-
School improvement planning	39%	15%	11%	-
SEN (special educational needs)	11%	28%	28%	-
Staff recruitment and retention	2%	5%	17%	-
Strategic vision	56%	10%	6%	-
Teaching	8%	64%	22%	-
Timetabling	0%	5%	0%	-
Working with the LA (Local Authority)	0%	3%	0%	-
Other	0%	0%	11%	-
Total count	66	39	18	-

Which three aspects of your role give you most satisfaction?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Developing staff	70%	31%	39%	-
Helping other schools improve	8%	5%	6%	-
Improving results	6%	15%	11%	-
Introducing new ideas	26%	31%	50%	-
Involvement in extra curricular activities	3%	5%	11%	-
Meeting school improvement targets	11%	8%	0%	-
Regular teaching commitment	23%	64%	11%	-
Seeing children achieve	95%	72%	78%	-
Setting strategic vision	41%	-	-	-
Contributing to strategic vision	-	21%	39%	-
Deputising for Headteacher	-	15%	6%	-
Working with individual pupils	11%	28%	28%	-
Other (please specify)	10%	5%	18%	-
Total count	66	39	18	-

In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruitment & Retention	9%	5%	6%	-
Absenteeism	3%	0%	0%	-
Issues re motivation/morale	0%	0%	6%	0%
Staff improvement/development	5%	5%	0%	0%
Financial restraints/budgetary deficits	8%	0%	6%	18%
Meeting targets/Ofsted inspections	2%	0%	0%	0%
Developing/Implementing curriculum	2%	0%	0%	5%
Time management/limitation	6%	3%	0%	0%
Building development/expansion	14%	8%	17%	14%
Insufficient resources	3%	0%	-	0%
Lack of support from Local Authorities	3%	-	-	0%
Liaising with local boards/schools	0%	0%	6%	5%
Pupil attainment/achievement/performance	6%	3%	0%	5%
Special needs/behavioural issues	2%	8%	0%	0%
Pupil recruitment/attendance/class size	3%	8%	6%	0%
Parental involvement/support	2%	5%	0%	0%
Maintaining & improving teaching standards/results	5%	13%	0%	9%
Introducing new structures/procedures	2%	8%	0%	0%
Provision of extended services e.g. Children's Centre	15%	3%	17%	27%
Other	11%	26%	6%	5%
Don't know/Not applicable	0%	0%	6%	0%
Missing	8%	8%	28%	5%
Total count	66	39	18	22

Do you currently have any external roles?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	48%	26%	22%	-
No	50%	72%	78%	-
Missing	2%	3%	0%	-
Total count	66	39	18	-

As a member of the Senior Leadership Team what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
School Improvement Partner	-	0%	0%	-
Consultant leader	-	40%	0%	-
Community development / activities	-	0%	0%	-
Steering group	-	0%	0%	-
Project / Development manager / Partnership / Governor / Advisor / Chairperson	-	20%	25%	-
Leading teacher / co-ordinator / development teacher	-	0%	-	-
Educational bodies (e.g. - SSAT / LSN)	-	0%	25%	-
Early years / Children Centre link	-	20%	25%	-
Member of various educational working groups / Cluster board	-	10%	0%	-
Work with Local Education Authorities / Planning groups	-	0%	0%	-
External school / college visits / liaison / support	-	0%	0%	-
Lecturer/Tutor/Mentor to trainee students / teachers / Training Manager	-	10%	0%	-
Student welfare issues	-	0%	-	-
Educational inspector / moderator / assessor	-	10%	0%	-
Lead Behaviour Professional	-	0%	-	-
Area SENCO / SENCO / SEN	-	0%	25%	-
INSET for NQT's	-	0%	-	-
Outreach Co-ordinator	-	0%	-	-
Extra Curricular activities / clubs	-	0%	-	-
Trustee for Princes Trust and Healthy Living Centre	-	-	0%	-
PTA Co-ordinator	-	0%	25%	-
Primary / Secondary Network learning network / Co-ordinator	-	0%	-	-
Multi Agency liaison	-	0%	-	-
Head / Deputy teacher	-	10%	-	-
Extended school services	-	0%	0%	-
Director of Pre-school / Pre-school links	-	0%	-	-
Admin duties for Governor / Headteacher	-	0%	0%	-
Advanced Skills Teacher	-	0%	-	-
Arts Co-ordinator	-	0%	-	-
Missing	-	10%	0%	-
Total count	-	10	4	-

As a Headteacher what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Executive Head	6%	-	-	-
School Improvement partner	9%	-	-	-
Consultant leader	34%	-	-	-
Member of Local/Regional Authority initiatives / working groups / partnership	16%	-	-	-
Work for DfES	0%	-	-	-
Vice Chair	0%	-	-	-
Verifier for H.Q.S.	0%	-	-	-
Member of various unspecified panels	0%	-	-	-
Financial/Treasurers role / committees	0%	-	-	-
Tutor	3%	-	-	-
Training/Mentor/Support advisor	16%	-	-	-
Member of steering group	0%	-	-	-
Inspector / Assessor / Moderator	9%	-	-	-
Sit on board of company/committee/community groups	0%	-	-	-
Member of Educational panels (SEN, EAL)	3%	-	-	-
Data Analyst	0%	-	-	-
Member of School/Admission Forums	3%	-	-	-
Member of Headteacher & Leadership groups/association/link/programme	3%	-	-	-
LMS Group	0%	-	-	-
Member of Cluster groups/boards	0%	-	-	-
Chairperson / Governor	9%	-	-	-
Managing Director / Director / Consultant / Management	3%	-	-	-
Magistrate	0%	-	-	-
Member of behaviour support team / monitoring student behaviour	0%	-	-	-
Member of family support group	0%	-	-	-
Member of strategy group	3%	-	-	-
Work on PFI projects	0%	-	-	-
Part of extra curricular activities - (sports/breakfast club/after school projects)	0%	-	-	-
Children's centre	3%	-	-	-
Schools Abroad initiative	0%	-	-	-
Member of creative networks	0%	-	-	-
Member of Church Committee / Representative	0%	-	-	-
Outreach support worker	0%	-	-	-
Voluntary worker	0%	-	-	-
None	0%	-	-	-
Missing	0%	-	-	-
Total count	32	-	-	-

What proportion of your working time would you say that you spend on these external roles on average per year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0 to 20%	81%	50%	75%	-
21 to 40%	13%	30%	25%	-
41 to 60%	6%	20%	-	-
61 to 80%	0%	-	0%	-
81 to 100%	0%	0%	-	-
Missing	0%	0%	-	-
Total count	32	10	4	-

On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all beneficial	3%	10%	0%	-
Not very beneficial	3%	10%	0%	-
Neither/Nor	19%	0%	-	-
Quite beneficial	44%	70%	50%	-
Very beneficial	31%	10%	50%	-
Missing	0%	0%	-	-
Total count	32	10	4	-

On average, how many hours, do you spend as a Governor each year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 9	-	-	-	0%
10 - 19	-	-	-	9%
20 -29	-	-	-	14%
30 - 39	-	-	-	9%
40 - 49	-	-	-	18%
50 - 59	-	-	-	9%
60 - 69	-	-	-	9%
70 - 79	-	-	-	0%
80 - 89	-	-	-	5%
90 - 99	-	-	-	0%
100 plus	-	-	-	27%
Don't know	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	22

Do you also teach in the school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	14%
No	-	-	-	86%
Missing	-	-	-	0%
Total count	-	-	-	22

As a Governor, do you take the lead on any of the following?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Collaboration with other schools				
Yes	-	-	-	23%
No	-	-	-	41%
Missing	-	-	-	36%
Developing business partnerships				
Yes	-	-	-	0%
No	-	-	-	50%
Missing	-	-	-	50%
Finance				
Yes	-	-	-	73%
No	-	-	-	9%
Missing	-	-	-	18%
Performance management of Headteacher				
Yes	-	-	-	68%
No	-	-	-	18%
Missing	-	-	-	14%
Pupil behaviour				
Yes	-	-	-	18%
No	-	-	-	45%
Missing	-	-	-	36%
Recruitment/retention of staff				
Yes	-	-	-	50%
No	-	-	-	18%
Missing	-	-	-	32%
School facilities				
Yes	-	-	-	45%
No	-	-	-	23%
Missing	-	-	-	32%
School Improvement Planning				
Yes	-	-	-	36%
No	-	-	-	32%
Missing	-	-	-	32%
Setting strategic vision				
Yes	-	-	-	32%
No	-	-	-	27%
Missing	-	-	-	41%
Staff training and development				
Yes	-	-	-	5%
No	-	-	-	50%
Missing	-	-	-	45%
Working with Local Authority				
Yes	-	-	-	41%
No	-	-	-	23%
Missing	-	-	-	36%
Other (please specify)				
Yes	-	-	-	0%
No	-	-	-	0%
Missing	-	-	-	100%
Total count	-	-	-	22

Do you think your school's relationship with the Local Authority is changing?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	64%
No	-	-	-	14%
Don't know	-	-	-	18%
Not applicable	-	-	-	5%
Missing	-	-	-	0%
Total count	-	-	-	22

What is the one biggest change that has happened in this relationship over the last three years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved working relationship with/ support from the LEA/SIP/Diocese/ local schools representatives	-	-	-	7%
Use of premises by / link up with external organisation	-	-	-	0%
Change in status of school / educational classification / restructuring of DfES	-	-	-	7%
New governing body and staff / new support staff roles	-	-	-	14%
Increase in control over management issues	-	-	-	21%
Recognition of student behavioural issues / special needs	-	-	-	0%
Increased standards within school / development of staff / premises	-	-	-	0%
Reduction in budget / funding issues	-	-	-	7%
Admin requirements / bureaucracy	-	-	-	0%
Provision of extended services	-	-	-	7%
Decrease in service standards	-	-	-	0%
Reduction in level of support / working relationship	-	-	-	0%
Inspections of school	-	-	-	0%
Introduction of the Every Child Matters document / policy	-	-	-	0%
Change in LEA staff / Less supportive / less personal contact	-	-	-	7%
More responsive to feedback / greater sense of autonomy	-	-	-	0%
More emphasis on performance / SAT results	-	-	-	0%
Recruitment of head teacher / new staff members	-	-	-	0%
Increase in use of target / initiatives	-	-	-	0%
Reduction of schools level of control	-	-	-	0%
No great change	-	-	-	0%
Increased level of communication	-	-	-	0%
No Early Years post / support	-	-	-	7%
Induction of / change in SIP	-	-	-	7%
Imposition of initiatives without consultation	-	-	-	0%
Increased workload for providers	-	-	-	0%
Formation of the School Forum	-	-	-	0%
Not Applicable	-	-	-	0%
Missing	-	-	-	14%
Total count	-	-	-	22

Section 3: Pay and Conditions

Can you indicate your current salary band?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Less than £30,000	-	18%	89%	-
£30,000-£39,999	-	62%	11%	-
Less than £40,000	14%	-	-	-
£40,000-£49,999	71%	15%	0%	-
£50,000-£59,999	15%	3%	0%	-
£60,000-£69,999	0%	0%	0%	-
£70,000-£79,999	0%	0%	0%	-
£80,000-£89,999	0%	0%	-	-
£90,000-£99,999	0%	-	-	-
£100,000+	0%	-	-	-
Missing	0%	3%	-	-
Total count	66	39	18	-

Do you think the following should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status				
Yes	86%	92%	61%	73%
No	6%	8%	22%	9%
Missing	8%	0%	17%	18%
Different phase of school				
Yes	20%	13%	28%	18%
No	76%	82%	50%	41%
Missing	5%	5%	22%	41%
Different locations				
Yes	47%	21%	22%	18%
No	45%	72%	61%	45%
Missing	8%	8%	17%	36%
Different socio-economic factors				
Yes	62%	41%	22%	32%
No	33%	51%	56%	32%
Missing	5%	8%	22%	36%
Individual performance				
Yes	65%	51%	50%	68%
No	30%	41%	39%	9%
Missing	5%	8%	11%	23%
Meeting targets in school improvement plan				
Yes	55%	46%	44%	59%
No	41%	46%	39%	23%
Missing	5%	8%	17%	18%
Specialist skills, e.g., finance, HR, etc.				
Yes	56%	46%	67%	59%
No	38%	46%	17%	14%
Missing	6%	8%	17%	27%
Total count	66	39	18	22

Is there anything else that you think should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recognition of workload & hours worked	12%	3%	0%	0%
Level of commitment/loyalty shown by staff/attendance	2%	3%	0%	0%
Recruitment & Retention	2%	0%	-	5%
Level of experience/ability/skills/qualifications/length of service	2%	0%	0%	9%
To take account of additional responsibility/accountability/requirements of position	6%	13%	31%	9%
Performance & achievement	2%	0%	0%	5%
Improvement/added value	0%	0%	43%	0%
Impact, innovation & sustainability	0%	-	-	0%
Recognition for provision of additional services/extended schools/extra curricular activities	12%	0%	0%	0%
Number/age of pupils/SEN/EAL pupils within the school	5%	0%	-	5%
Size/type/location of school/budget	6%	3%	0%	5%
Challenge provided by school	2%	0%	0%	-
Greater differential in pay/responsibility between each role/level	2%	0%	0%	0%
Incentives to get staff to take on / stay in roles & projects	0%	0%	0%	0%
Comparative level of pay with private sector / industry roles	0%	0%	0%	0%
Holiday pay/TOIL	0%	0%	-	-
Overall management of school/number of staff /size of management team	2%	3%	0%	9%
Management of community issues/external agencies	0%	0%	-	-
Delegation	3%	-	-	-
Other	2%	3%	0%	-
Not applicable	2%	0%	0%	9%
Nothing	61%	82%	27%	0%
Don't Know	-	-	-	0%
None	-	-	-	5%
Missing	-	-	-	59%
Total count	66	39	18	22

For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
To recruit leaders with QTS				
Yes	68%	79%	56%	73%
No	29%	10%	0%	9%
Missing	3%	10%	44%	18%
To recruit leaders without QTS				
Yes	23%	23%	11%	50%
No	58%	49%	61%	23%
Missing	20%	28%	28%	27%
Total count	66	39	18	22

How flexible, in practice, are the current reward structures and other terms and conditions in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very inflexible	14%	3%	6%	9%
Inflexible	32%	10%	17%	18%
Neither/nor	35%	41%	44%	32%
Flexible	20%	38%	17%	36%
Very flexible	0%	8%	6%	5%
Missing	0%	0%	11%	0%
Total count	66	39	18	22

Which one of the following incentives would you find most attractive?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Car	9%	5%	0%	-
Gym membership	0%	5%	0%	-
Private health insurance	18%	18%	22%	-
Season tickets/travel costs	6%	8%	0%	-
Secondments/sabbaticals	14%	21%	11%	-
Support in external roles	2%	3%	0%	-
Work some school hours at home	30%	38%	39%	-
None	6%	0%	11%	-
Other (please specify)	16%	3%	17%	-
Missing	0%	0%	0%	-
Total count	66	39	18	-

How would you describe your work-life balance?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	11%	0%	0%	-
Poor	45%	31%	17%	-
Neither/nor	26%	23%	50%	-
Good	18%	33%	28%	-
Very Good	0%	8%	6%	-
Total count	66	39	18	-

How would you describe the work-life balance of the Headteacher in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	-	-	-	5%
Poor	-	-	-	41%
Neither/Nor	-	-	-	14%
Good	-	-	-	32%
Very good	-	-	-	9%
Missing	-	-	-	0%
Total count	-	-	-	22

Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	50%
No	-	-	-	32%
Don't know	-	-	-	9%
Missing	-	-	-	9%
Total count	-	-	-	22

Which task should they delegate first?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Parent contacts	-	-	-	0%
Management / supervision of school behaviour	-	-	-	0%
Organisational tasks / meetings / management	-	-	-	9%
Already delegate what they can	-	-	-	0%
Admin tasks	-	-	-	55%
Staff training / development / assessment / recruitment / cuts / management	-	-	-	18%
On call duties	-	-	-	0%
Teaching / co-ordinator role	-	-	-	0%
Timetable/curriculum design	-	-	-	0%
Property / premises management & development	-	-	-	0%
Off site / extra curricular activities	-	-	-	0%
Financial management issues	-	-	-	0%
Community / Business links	-	-	-	0%
SEN / EMAG	-	-	-	0%
Unspecified tasks	-	-	-	0%
Provision of cover	-	-	-	0%
Provision of Extended services	-	-	-	9%
Not Applicable	-	-	-	0%
Don't know	-	-	-	0%
Missing	-	-	-	9%
Total count	-	-	-	11

Thinking about support networks. On a scale of 1 to 5 where 1 is not all supported and 5 is completely supported, how would you rate the level of support you receive...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From the NGA (National Governors Association)				
Not supported at all	-	-	-	18%
Not very supported	-	-	-	23%
Neither/Nor	-	-	-	32%
Quite supported	-	-	-	27%
Completely supported	-	-	-	0%
Missing	-	-	-	0%
From the NCSL (National College of School Leadership)				
Not supported at all	-	-	-	45%
Not very supported	-	-	-	14%
Neither/Nor	-	-	-	18%
Quite supported	-	-	-	18%
Completely supported	-	-	-	0%
Missing	-	-	-	5%
From any other local governors organisation				
Not supported at all	-	-	-	23%
Not very supported	-	-	-	14%
Neither/Nor	-	-	-	14%
Quite supported	-	-	-	41%
Completely supported	-	-	-	5%
Missing	-	-	-	5%
From the Local Authority				
Not supported at all	-	-	-	9%
Not very supported	-	-	-	9%
Neither/Nor	-	-	-	9%
Quite supported	-	-	-	59%
Completely supported	-	-	-	14%
Missing	-	-	-	0%
Governorline				
Not supported at all	-	-	-	41%
Not very supported	-	-	-	0%
Neither/Nor	-	-	-	23%
Quite supported	-	-	-	23%
Completely supported	-	-	-	0%
Missing	-	-	-	14%
DfES (Department for Education and Skills)				
Not supported at all	-	-	-	5%
Not very supported	-	-	-	27%
Neither/Nor	-	-	-	27%
Quite supported	-	-	-	36%
Completely supported	-	-	-	0%
Missing	-	-	-	5%
Other (please specify)				
Not supported at all	-	-	-	0%
Not very supported	-	-	-	0%
Neither/Nor	-	-	-	0%
Quite supported	-	-	-	5%
Completely supported	-	-	-	5%
None	-	-	-	91%
Total count	-	-	-	22

Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Response 1				
Staff development / Personnel / School management issues	12%	8%	11%	-
Teaching / Lunching time / extra curricular duties	0%	5%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	8%	5%	0%	-
Accountability for standards / performance / after school clubs	0%	0%	-	-
Administration duties	6%	10%	17%	-
Analysis / Appraisal of performance & data	3%	0%	0%	-
Building supervision / maintenance issues / development issues	8%	3%	11%	-
Attendance / organising of meetings / appointments both internally & externally	2%	3%	0%	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	5%	0%	0%	-
Handling student behavioural / general pupil issues	0%	3%	-	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	0%	3%	0%	-
SENCO / SEN / EAL role	14%	8%	6%	-
Budget management / Finance control / Fund raising	17%	0%	11%	-
Child protection issues	0%	0%	0%	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	0%	3%	0%	-
Covering for / Organising cover for absent staff / staff shortages	3%	5%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	0%	0%	-
Extended schools initiatives / cluster	2%	0%	-	-
Governors role / committee	0%	0%	0%	-
Health & Safety issues	3%	3%	0%	-
Handling Government / Education board initiatives, regulations & legislation	2%	0%	0%	-
Marketing / Publicity for school	0%	0%	0%	-
Writing of/organisation of reports / policy / school profile / bids	5%	0%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	2%	3%	-	-
Organisation / management of pupil transport	0%	0%	0%	-
All tasks not part of Headteacher job description / External responsibilities	2%	0%	-	-
Management of catering issues	0%	0%	0%	-
Staff recruitment / induction / training	2%	3%	6%	-
Equipment maintenance / management	-	0%	-	-
Not Applicable	0%	3%	0%	-
Don't Know	0%	-	-	-
None	0%	36%	39%	-
Missing	9%	-	-	-
Total count	66	39	18	-

Response 2	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	8%	8%	11%	-
Teaching / Lunching time / extra curricular duties	2%	0%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	5%	5%	0%	-
Accountability for standards / performance / after school clubs	2%	0%	0%	-
Administration duties	6%	13%	6%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	15%	0%	0%	-
Attendance / organising of meetings / appointments both internally & externally	5%	0%	0%	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	2%	0%	0%	-
Handling student behavioural / general pupil issues	0%	0%	0%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	2%	0%	0%	-
SENCO / SEN / EAL role	5%	3%	6%	-
Budget management / Finance control / Fund raising	5%	0%	11%	-
Child protection issues	2%	0%	6%	-
Community / Social issues	0%	0%	-	-
Dealing with parental requests / issues / PTA	2%	3%	-	-
Covering for / Organising cover for absent staff / staff shortages	2%	0%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	0%	0%	-
Extended schools initiatives / cluster	3%	0%	0%	-
Governors role / committee	0%	3%	0%	-
Health & Safety issues	2%	3%	6%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	0%	-
Marketing / Publicity for school	0%	-	-	-
Writing of/organisation of reports / policy / school profile / bids	2%	0%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	2%	0%	-	-
Organisation / management of pupil transport	0%	0%	-	-
All tasks not part of Headteacher job description / External responsibilities	0%	-	-	-
Management of catering issues	0%	0%	0%	-
Equipment maintenance / management	-	0%	-	-
Staff recruitment / induction / training	3%	0%	0%	-
Gaining external support	-	0%	-	-
Not Applicable	0%	0%	0%	-
None	0%	64%	56%	-
Missing	32%	-	-	-
Total count	66	39	18	-

Response 3	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	5%	13%	0%	-
Teaching / Lunching time / extra curricular duties	2%	0%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	3%	0%	0%	-
Accountability for standards / performance / after school clubs	0%	0%	-	-
Administration duties	8%	5%	0%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	2%	0%	0%	-
Attendance / organising of meetings / appointments both internally & externally	0%	0%	-	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	2%	0%	-	-
Handling student behavioural / general pupil issues	0%	0%	0%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	0%	0%	0%	-
SENCO / SEN / EAL role	6%	0%	-	-
Budget management / Finance control / Fund raising	5%	3%	0%	-
Child protection issues	0%	0%	-	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	0%	0%	0%	-
Covering for / Organising cover for absent staff / staff shortages	0%	0%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	0%	-	-
Extended schools initiatives / cluster	8%	0%	0%	-
Governors role / committee	3%	0%	0%	-
Health & Safety issues	2%	0%	0%	-
Handling Government / Education board initiatives, regulations & legislation	2%	0%	-	-
Marketing / Publicity for school	0%	0%	-	-
Writing of/organisation of reports / policy / school profile / bids	5%	0%	6%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	2%	0%	6%	-
Organisation / management of pupil transport	0%	0%	0%	-
Management of catering issues	-	-	0%	-
Equipment maintenance / management	2%	3%	0%	-
Staff recruitment / induction / training	0%	0%	0%	-
Gaining external support	0%	-	-	-
Not Applicable	0%	0%	0%	-
Don't Know	0%	-	-	-
None	2%	77%	89%	-
Missing	47%	-	-	-
Total count	66	39	18	-

What are the barriers, if any, to delegate these responsibilities?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Responsibility 1				
Legal requirements on head	9%	-	-	-
Lack of skilled/trained staff	20%	18%	33%	-
Lack of support from the Governing Body	0%	0%	0%	-
Can't match reward to delegation	5%	8%	0%	-
Small school, so delegation is not a realistic option	58%	36%	28%	-
Other (please specify)	0%	5%	6%	-
Missing	9%	33%	33%	-
Responsibility 2				
Legal requirements on head	3%	-	-	-
Lack of skilled/trained staff	14%	3%	11%	-
Lack of support from the Governing Body	0%	0%	0%	-
Can't match reward to delegation	5%	8%	11%	-
Small school, so delegation is not a realistic option	44%	23%	22%	-
Other (please specify)	3%	5%	6%	-
Missing	32%	62%	50%	-
Responsibility 3				
Legal requirements on head	6%	-	-	-
Lack of skilled/trained staff	5%	5%	0%	-
Lack of support from the Governing Body	3%	3%	0%	-
Can't match reward to delegation	0%	0%	0%	-
Small school, so delegation is not a realistic option	36%	13%	11%	-
Other (please specify)	8%	3%	0%	-
Missing	42%	77%	89%	-
Total count	66	39	18	-

Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive....?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From your personal support networks e.g., coaching/mentoring				
Not at all supported	8%	0%	0%	-
Not very supported	14%	3%	6%	-
Neither/Nor	11%	10%	11%	-
Quite supported	53%	46%	44%	-
Completely supported	14%	38%	39%	-
Missing	2%	3%	0%	-
From your professional support network e.g. Unions, NCSL, etc.				
Not at all supported	14%	5%	17%	-
Not very supported	23%	5%	28%	-
Neither/Nor	30%	51%	50%	-
Quite supported	27%	31%	6%	-
Completely supported	5%	3%	0%	-
Missing	2%	5%	0%	-
Total count	66	39	18	-

Thinking about the type of professional development you have experienced as a Headteacher, over the past three years what have you received?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	21%	-	-	-
NPQH (National Professional Qualification for Headship)	18%	13%	0%	-
Headteacher induction	23%	-	-	-
New Visions	11%	-	-	-
Leading from the Middle	3%	15%	0%	-
Local Authority Training	65%	72%	67%	-
Headship support network training	27%	-	-	-
Refer to verbatim report	33%	23%	39%	-
None	5%	18%	17%	-
Missing	0%	0%	6%	-
Total count	66	39	18	-

Which one of these courses did you find most useful?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	13%	-	-	-
NPQH (National Professional Qualification for Headship)	11%	6%	0%	-
Headteacher induction	5%	-	-	-
New Visions	0%	-	-	-
Leading from the Middle	0%	3%	0%	-
Local Authority Training	22%	53%	50%	-
Headship support network training	11%	-	-	-
Other	29%	22%	36%	-
Missing	10%	16%	14%	-
Total count	63	32	14	-

Which one factor has the most influence on keeping you in your post?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Contact with pupils	17%	15%	17%	-
Content of work	6%	8%	0%	-
Location of the school	0%	0%	0%	-
Making a contribution to the community	27%	3%	17%	-
Personal challenge	5%	13%	6%	-
Personal autonomy	2%	3%	6%	-
Potential for professional advancement	0%	5%	11%	-
Regular teaching commitment	2%	10%	0%	-
Relationship with colleagues	6%	18%	6%	-
Reputation of the school	2%	3%	0%	-
Reward	2%	5%	0%	-
Success of the school	23%	5%	6%	-
Support from the Governing Body	0%	0%	0%	-
The structure of the leadership team in the school	2%	0%	0%	-
Training and self-development opportunities	0%	0%	0%	-
Work/life balance	2%	8%	11%	-
Working environment, e.g., quality of buildings etc	0%	0%	6%	-
Other (please specify)	7%	6%	12%	-
Missing	2%	0%	6%	-
Total count	66	39	18	-

Do you want to become a Headteacher?	Headteacher	SLT-QTS	SLT Senior	Governing
			Support Staff	Body
Yes, in the next 5 years	-	13%	6%	-
Yes, but not in the next 5 years	-	13%	0%	-
No	-	69%	33%	-
Not applicable	-	5%	61%	-
Missing	-	0%	0%	-
Total count	-	39	18	-

What is the biggest disincentive to becoming a Headteacher?	Headteacher	SLT-QTS	SLT Senior	Governing
			Support Staff	Body
Workload	-	15%	0%	-
Work/Life balance	-	9%	6%	-
Level of responsibility / accountability of position	-	15%	0%	-
Too old / late in my career / due to retire soon	-	9%	0%	-
The amount of training required as not qualified to teach	-	3%	41%	-
Too demanding on time	-	3%	0%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	0%	0%	-
The level of pay	-	3%	6%	-
Admin duties	-	3%	0%	-
Reduced contact with pupils / lack of teaching	-	24%	0%	-
Lack of finance / budget restrictions	-	6%	0%	-
Level of stress associated with role	-	6%	0%	-
Would prefer to be ht of an alternative training provision	-	-	0%	-
Enjoy my current position	-	3%	0%	-
Public duties	-	0%	0%	-
Government Initiatives	-	6%	0%	-
Ofsted Inspections	-	0%	-	-
Do not have suitable experience	-	0%	0%	-
The development issues associated with the role	-	0%	0%	-
I have already been a headteacher	-	3%	-	-
Not Applicable	-	-	0%	-
Missing	-	15%	47%	-
Total count	-	34	18	-

What is the biggest disincentive to becoming a Headteacher - Yes I want to become a headteacher, but not in the next 5 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	48%	-	-
Work/Life balance	-	0%	-	-
Level of responsibility / accountability of position	-	24%	-	-
Too old / late in my career / due to retire soon	-	0%	-	-
The amount of training required as not qualified to teach	-	24%	-	-
Too demanding on time	-	0%	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	0%	-	-
The level of pay	-	0%	-	-
Admin duties	-	0%	-	-
Reduced contact with pupils / lack of teaching	-	0%	-	-
Lack of finance / budget restrictions	-	0%	-	-
Level of stress associated with role	-	0%	-	-
Enjoy my current position	-	4%	-	-
Government Initiatives	-	0%	-	-
Do not have suitable experience	-	0%	-	-
Would prefer to be ht of an alternative training provision	-	-	-	-
The development issues associated with the role	-	-	-	-
Missing	-	24%	-	-
Total count	-	5	-	-

What is the biggest disincentive to becoming a Headteacher - Do not want to become a headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	15%	0%	-
Work/Life balance	-	11%	17%	-
Level of responsibility / accountability of position	-	15%	0%	-
Too old / late in my career / due to retire soon	-	11%	0%	-
The amount of training required as not qualified to teach	-	0%	33%	-
Too demanding on time	-	4%	0%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	0%	0%	-
The level of pay	-	4%	17%	-
Admin duties	-	4%	-	-
Reduced contact with pupils / lack of teaching	-	26%	0%	-
Lack of finance / budget restrictions	-	7%	0%	-
Level of stress associated with role	-	4%	0%	-
Enjoy my current position	-	4%	0%	-
Public duties	-	0%	-	-
Government Initiatives	-	7%	0%	-
Ofsted Inspections	-	0%	-	-
The development issues associated with the role	-	0%	-	-
I have already been a headteacher	-	4%	-	-
Do not have suitable experience	-	-	0%	-
Not Applicable	-	-	0%	-
Missing	-	11%	33%	-
Total count	-	27	17	-

Section 4: Governance

How effective do you think the governing body is in your school	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very ineffective	5%	-	-	-
Quite ineffective	17%	-	-	-
Neither	23%	-	-	-
Quite effective	44%	-	-	-
Very effective	11%	-	-	-
Missing	2%	-	-	-
Total count	66	-	-	-

Why do you say that - Very ineffective & Quite ineffective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	0%	-	-	-
Very experienced / able to take work off HT	7%	-	-	-
Good range and use of skills / good chair	14%	-	-	-
Listen to / support HT	21%	-	-	-
Sensible proactive approach / challenge situations	14%	-	-	-
Little / no proactive support / do not practically assist HT	0%	-	-	-
Difficulty recruiting governors	14%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	7%	-	-	-
Development / induction of governors	0%	-	-	-
Positive approach	0%	-	-	-
Know the school well / active within issues	14%	-	-	-
Ask the right questions / very capable	7%	-	-	-
Don't ask right questions / don't add a lot to the school	0%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	0%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	0%	-	-	-
As volunteers they are limited	0%	-	-	-
Problems attending / during meetings	7%	-	-	-
Other	21%	-	-	-
Not Applicable	0%	-	-	-
None	0%	-	-	-
Missing	7%	-	-	-
Total count	14	-	-	-

Why do you say that - Neither?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	0%	-	-	-
Very experienced / able to take work off HT	0%	-	-	-
Good range and use of skills / good chair	0%	-	-	-
Listen to / support HT	27%	-	-	-
Sensible proactive approach / challenge situations	0%	-	-	-
Little / no proactive support / do not practically assist HT	13%	-	-	-
Difficulty recruiting governors	0%	-	-	-
Can't keep governors for very long	7%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	20%	-	-	-
Positive approach	0%	-	-	-
Know the school well / active within issues	7%	-	-	-
Ask the right questions / very capable	0%	-	-	-
Don't ask right questions / don't add a lot to the school	7%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	0%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	13%	-	-	-
As volunteers they are limited	7%	-	-	-
Problems attending / during meetings	7%	-	-	-
Other	20%	-	-	-
Not Applicable	0%	-	-	-
Missing	13%	-	-	-
Total count	15	-	-	-

Why do you say that - Quite effective & Very effective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	6%	-	-	-
Very experienced / able to take work off HT	11%	-	-	-
Good range and use of skills / good chair	14%	-	-	-
Listen to / support HT	39%	-	-	-
Sensible proactive approach / challenge situations	6%	-	-	-
Little / no proactive support / do not practically assist HT	0%	-	-	-
Difficulty recruiting governors	3%	-	-	-
Can't keep governors for very long	8%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	19%	-	-	-
Positive approach	11%	-	-	-
Know the school well / active within issues	11%	-	-	-
Ask the right questions / very capable	3%	-	-	-
Don't ask right questions / don't add a lot to the school	0%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	22%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	3%	-	-	-
As volunteers they are limited	11%	-	-	-
Problems attending / during meetings	3%	-	-	-
Other	6%	-	-	-
Missing	6%	-	-	-
Total count	36	-	-	-

In your opinion, how can governors of the future best support leaders of the future?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved / closer working relationship	-	-	-	14%
Value / listen to the teaching staff	-	-	-	0%
Ensure a good work life balance for both staff and Governors	-	-	-	0%
Ensure governors are fully trained / qualified / have good understanding of the issues	-	-	-	36%
To select governors that are interested/skilled and committed to the role / helping school	-	-	-	5%
Visiting the school / attending meetings regularly	-	-	-	9%
To have a body that will challenge the School Management Team	-	-	-	9%
Actively promote the school within the community	-	-	-	0%
Agreement/focus on the strategy for the way ahead for the schools/staff & pupils development	-	-	-	14%
Reorganise / Define the Governing Body to be an effective / useful tool	-	-	-	5%
Governors set policy & targets Heads / SMT/ Teaching staff have to carry them out.	-	-	-	0%
Conducting performance evaluations / reviews / monitoring	-	-	-	5%
Ensure that governors are fully involved in / utilise all processes & resources	-	-	-	5%
Ensure that governors are fully aware of the legislative issues	-	-	-	0%
Ensure effective use / availability of their time	-	-	-	0%
Secure additional funding for school	-	-	-	0%
Conduct the marketing / PR for the school	-	-	-	0%
Statutory release from job & payment enabling Governors to be involved during school hours	-	-	-	0%
Governor need to come from a good and varied skills / knowledge base	-	-	-	5%
Reduce workload / admin duties on staff & Governors alike	-	-	-	0%
Help provide more staff / assistance / training	-	-	-	0%
To help reduce interference / bureaucracy	-	-	-	0%
Continuity of Governors	-	-	-	0%
Ensure that Governors have all the support they require & their contribution is valued	-	-	-	0%
Gain support structures from other schools / agencies	-	-	-	0%
Ensure that staff are rewarded appropriately	-	-	-	0%
Securing links with business / sponsors	-	-	-	0%
Appoint full time professional Governors	-	-	-	0%
No change of operating procedure needed	-	-	-	5%
Selection of effective leadership team	-	-	-	0%
Not Applicable	-	-	-	0%
Don't Know	-	-	-	0%
None	-	-	-	0%
Missing	-	-	-	27%
Total count	-	-	-	22

Section 5: Staffing Structures

Including you, how many members of staff are on your senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	0%	-	-	-
0-5	91%	-	-	-
6-10	8%	-	-	-
11-15	0%	-	-	-
20 plus	0%	-	-	-
Missing	0%	-	-	-
Total count	66	-	-	-

How many members of the senior leadership team are non-Qualified Teacher Status?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	58%	-	-	-
1	23%	-	-	-
2	15%	-	-	-
3	0%	-	-	-
4	0%	-	-	-
5 or more	2%	-	-	-
Total count	66	-	-	-

How would you describe the composition of your senior leadership team?	Number	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Chief executive					
	1	0%	-	-	-
Total	0	0%			
Executive headteacher					
	1	100%	-	-	-
Total	1	100%	-	-	-
Headteacher					
	1	100%	-	-	-
Total	60	100%	-	-	-
Co-headteacher					
	1	0%	-	-	-
Total	0	0%	-	-	-
Deputy headteacher					
	1	90	-	-	-
	2	10	-	-	-
Total	21	100%	-	-	-
Assistant headteacher					
	1	85%	-	-	-
	2	15%	-	-	-
Total	13	100%	-	-	-

Technical Report - Part G

Survey Findings

Head of Department					
	1	100%	-	-	-
Total	1	100%	-	-	-
Children's Centre Manager					
	1	100%	-	-	-
Total	4	100%	-	-	-
Bursar					
	1	100%	-	-	-
Total	6	100%	-	-	-
Office Manager					
	1	100%	-	-	-
Total	5	100%	-	-	-
Special Educational Needs Co-ordinator					
	1	92	-	-	-
	12	8%	-	-	-
Total	13	100%	-	-	-
Key Stage Manager					
	1	100%	-	-	-
Total	2	100%	-	-	-
Advanced Skills Teacher					
	1	100%	-	-	-
Total	2	100%	-	-	-
Extended school manager					
	1	100%	-	-	-
Total	5	100%	-	-	-
Phase co-ordinator					
	1	33%	-	-	-
	2	0%	-	-	-
	3	67	-	-	-
Total	1	100%	-	-	-
ICT co-ordinator					
	1	100%	-	-	-
Total	1	100%	-	-	-
Other (please specify)					
	1	76%	-	-	-
	2	12%	-	-	-
	3	8%	-	-	-
	4	4%	-	-	-
Total	25	100%	-	-	-

Does your school have a SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	15%	41%	22%	27%
No	85%	56%	61%	59%
Total count	66	39	18	22

How effective is your SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	10%	0%	0%	17%
Not very effective	0%	0%	0%	0%
Neither/nor	20%	19%	25%	33%
Quite effective	10%	75%	75%	17%
Very effective	60%	6%	0%	33%
Missing	0%	0%	0%	0%
Total count	10	16	4	6

Please indicate the position of the person who mostly manages the following on a day-to-day basis.	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Curriculum				
Head	24%	-	-	-
Deputy Head	27%	-	-	-
Assistant Head	15%	-	-	-
The school management team / manager	2%	-	-	-
Subject leaders / co-ordinators / experts / manager	3%	-	-	-
Curriculum co-ordinator	0%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	26%	-	-	-
Combination of Head and Deputy Heads or Staff	2%	-	-	-
Other	0%	-	-	-
Missing	2%	-	-	-
Performance and development of teachers				
Head	95%	-	-	-
Deputy Head	0%	-	-	-
Assistant Head	2%	-	-	-
The school management team / manager	0%	-	-	-
Subject leaders / co-ordinators / experts / manager	0%	-	-	-
Other	3%	-	-	-
Missing	0%	-	-	-
Performance and development of support staff				
Head	74%	-	-	-
Deputy Head	11%	-	-	-
Assistant Head	6%	-	-	-
The school management team / manager	0%	-	-	-
Subject leaders / co-ordinators / experts / manager	0%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	5%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	2%	-	-	-
Other	3%	-	-	-
Missing	0%	-	-	-

SEN (Special Educational Needs)				
Head	45%	-	-	-
Deputy Head	12%	-	-	-
Assistant Head	6%	-	-	-
SENCO (Special Educational Needs Co-ordinator)	32%	-	-	-
Other	5%	-	-	-
Missing	0%	-	-	-
Extended Services				
Head	80%	-	-	-
Deputy Head	2%	-	-	-
Assistant Head	0%	-	-	-
The school management team / manager	3%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Other	11%	-	-	-
Missing	3%	-	-	-
School Budget				
Head	61%	-	-	-
Deputy Head	0%	-	-	-
Assistant Head	0%	-	-	-
Bursar	20%	-	-	-
Combination of Head and Deputy Heads or Staff	2%	-	-	-
Business / Finance / Office / Site manager (Bursar)	6%	-	-	-
Other	11%	-	-	-
Missing	2%	-	-	-
Total count	66	-	-	-

To what extent is leadership distributed in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all distributed	9%	0%	6%	5%
Not very distributed	18%	5%	0%	18%
Somewhat distributed	47%	46%	56%	41%
Very distributed	23%	44%	28%	32%
Totally distributed	3%	5%	6%	0%
Total count	66	39	18	22

How effective is distributed leadership in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	2%	0%	0%	5%
Quite ineffective	8%	8%	0%	10%
Neither	15%	5%	0%	15%
Quite effective	52%	51%	76%	50%
Very effective	23%	36%	18%	20%
Missing	0%	0%	6%	0%
Total count	60	39	17	20

Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	43%	-	-	50%
No	40%	-	-	50%
Not applicable	17%	-	-	0%
Missing	0%	-	-	0%
Total count	60	-	-	20

Why do you say that?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Higher salaries	37%	-	-	45%
Cost neutral - increase has been offset by savings elsewhere	10%	-	-	15%
No pay increase	23%	-	-	15%
No pay increase but less teaching time	7%	-	-	5%
Reduction in operating budget / wages	0%	-	-	0%
Secured additional funding	3%	-	-	0%
Staff cuts / less full time workers	0%	-	-	-
Increase in staff / team numbers / new job roles	3%	-	-	0%
Staff leaving / retiring	0%	-	-	0%
Don't control budget	0%	-	-	-
Due to restructuring of team / operations	0%	-	-	5%
Additional funding not required	0%	-	-	0%
Position / Roles not included / rewarded in operating budget	0%	-	-	-
Increased operating costs	0%	-	-	0%
Shared leadership duties / responsibilities / cultural development	0%	-	-	0%
Only works part time	0%	-	-	-
No change within last year	0%	-	-	0%
Wage increases not as a direct result of Senior Leadership Team	0%	-	-	0%
Threshold payment	0%	-	-	-
Applies to curriculum	0%	-	-	-
Resulting costs of TLR	0%	-	-	0%
Staff taking on additional duties	0%	-	-	-
As a result of input / consultancy from LEA	0%	-	-	-
Not Applicable	2%	-	-	0%
Don't know	0%	-	-	0%
Missing	15%	-	-	15%
Total count	60	-	-	20

Have you identified any gaps in terms of expertise in your school leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	55%	-	-	27%
No	44%	-	-	73%
Total count	66	-	-	22

What is the main gap that you have identified?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Business development	14%	-	-	0%
Change management	8%	-	-	0%
Communication skills	0%	-	-	0%
Curriculum	8%	-	-	0%
Development and management of extended services	28%	-	-	50%
Finance	22%	-	-	17%
Management of support staff	6%	-	-	0%
Management of teachers	3%	-	-	0%
SENCO (special educational needs co-ordinator)	6%	-	-	0%
Other (please specify)	3%	-	-	17%
Total count	36	-	-	6

How will you address or how have you addressed this gap?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Additional training for self	36%	-	-	33%
Additional training for members of the Senior Leadership Tea	39%	-	-	50%
Additional training for other staff	33%	-	-	33%
Additional recruitment of staff with QTS	17%	-	-	33%
Additional recruitment of specialist support staff	19%	-	-	33%
The DfES should be addressing these gaps for us	14%	-	-	0%
Do not have the financial resources to do anything	33%	-	-	17%
Succession planning	0%	-	-	-
Increase size of building	0%	-	-	-
Conduct review / redesign of operational structure / consult advisers	0%	-	-	0%
Primary leadership programme	0%	-	-	-
Additional funding	0%	-	-	-
Redistributing the workload	0%	-	-	-
Responsibility of the LEA	0%	-	-	-
Received support from LEA	0%	-	-	-
Networking with other schools	0%	-	-	-
Recruiting experienced governors	0%	-	-	0%
Partnership agreement	0%	-	-	0%
Monitoring by governors	0%	-	-	0%
Increase size of leadership team	0%	-	-	-
I have taken on this role	0%	-	-	-
Provision of varied teaching role / opportunities	0%	-	-	-
Role currently overseen by Head & Deputy Head teacher	0%	-	-	-
Selecting / redeploying those that are capable / interested in doing the role	0%	-	-	-
Securing support from all necessary job positions	0%	-	-	0%
Supporting the Senior Management Team	0%	-	-	-
Secure support from Governors/Wider community3	0%	-	-	0%
Not Applicable	0%	-	-	0%
Don't know	0%	-	-	0%
None	-	-	-	0%
Missing	0%	-	-	17%
Total count	36	-	-	6

In your opinion, what should the composition of your senior leadership team look like in 5-10 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Same as it is now	26%	46%	44%	45%
Some changes required	47%	44%	44%	27%
Complete change in structure	23%	10%	11%	23%
Missing	5%	0%	0%	5%
Total count	66	39	18	22

What is the most important change you could/would make in terms of personnel or improving the teams' skills to achieve this new composition?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	22%	5%	0%	0%
Recruit new/utilise existing staff - QTS	7%	10%	0%	0%
Recruit new/utilise existing staff - Bursar/Non Teaching	7%	10%	0%	18%
Change existing staff/staff duties	4%	14%	0%	9%
Staff redundancy/loss/retirement	0%	0%	10%	0%
Develop understanding/knowledge/expertise via training	7%	10%	20%	9%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	5%	0%	0%
Leadership review/amendment	7%	10%	0%	0%
SLT review/amendment/utilisation/team dynamics	4%	0%	20%	18%
Increase funding/review financial management	9%	0%	0%	0%
Change/reorganise management/leadership structure	13%	5%	20%	9%
Develop school/community relations	0%	0%	10%	0%
Provision of additional support	0%	0%	0%	0%
Planning/future change to school/curriculum	7%	5%	0%	9%
Extend services/child care centre	13%	14%	0%	18%
Other	4%	10%	10%	9%
None	11%	10%	10%	9%
Total count	46	21	10	11

What is the most important change you could/would make in terms of personnel or improving the teams' skills to achieve this new composition - Some changes required?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	19%	6%	0%	0%
Recruit new/utilise existing staff - QTS	6%	12%	0%	0%
Recruit new/utilise existing staff - Bursar/Non Teaching	3%	12%	0%	17%
Change existing staff/staff duties	6%	18%	0%	17%
Staff redundancy/loss/retirement	0%	0%	0%	0%
Develop understanding/knowledge/expertise via training	6%	12%	25%	0%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	6%	0%	0%
Leadership review/amendment	10%	6%	0%	0%
SLT review/amendment/utilisation/team dynamics	3%	0%	25%	17%
Increase funding/review financial management	6%	0%	0%	0%
Change/reorganise management/leadership structure	6%	0%	25%	0%
Develop school/community relations	0%	0%	13%	0%
Provision of additional support	0%	0%	0%	0%
Planning/future change to school/curriculum	6%	6%	0%	17%
Extend services/child care centre	19%	18%	0%	17%
Other	3%	6%	0%	17%
None	10%	6%	13%	0%
Total count	31	17	8	6

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Complete change in structure?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	0%	0%	-	0%
Recruit new/utilise existing staff - QTS	25%	0%	0%	-
Recruit new/utilise existing staff - Bursar/Non Teaching	0%	0%	0%	20%
Change existing staff/staff duties	0%	0%	-	0%
Staff redundancy/loss/retirement	0%	0%	50%	-
Develop understanding/knowledge/expertise via training	0%	0%	0%	20%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	0%	0%	-
Leadership review/amendment	25%	25%	-	0%
SLT review/amendment/utilisation/team dynamics	0%	0%	0%	20%
Increase funding/review financial management	26%	0%	-	0%
Change/reorganise management/leadership structure	0%	25%	0%	20%
Develop school/community relations	0%	0%	-	0%
Provision of additional support	25%	0%	0%	-
Planning/future change to school/curriculum	0%	0%	0%	0%
Extend services/child care centre	0%		50%	20%
Other	0%	25%	-	0%
None	0%	25%	0%	20%
Total count	4	4	2	5

Are there any other comments you would like to make regarding the future of school leadership?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Development of skills/training/mentoring/shadowing	5%	5%	6%	5%
Greater distribution of workload/more support for Headteachers/Delegation	9%	5%	6%	5%
Recruitment & Retention issues	6%	3%	0%	9%
Succession planning concerns / Low level of interest	2%	3%	0%	0%
Job is becoming too difficult	3%	3%	0%	5%
Improve work-life balance	8%	0%	0%	0%
Too many different initiatives/too much paperwork/accountability/bureaucracy	8%	3%	0%	0%
Consolidation period / more paid non-teaching time needed to carry out leadership duties	0%	3%	0%	0%
Headteachers should have education/teaching background	8%	3%	0%	0%
New or updated structure/team (more flexibility/clearly defined roles)	3%	0%	17%	5%
Concern/uncertainty over future/lack of clear strategy	8%	3%	0%	0%
System working well / positive future outlook	3%	3%	6%	0%
Greater financial incentives	2%	0%	0%	0%
Budget / funding issues	3%	3%	0%	0%
Greater differential in pay/responsibility between each role/level	0%	0%	0%	0%
Comparative level of pay/responsibility with private sector/industry roles	3%	5%	6%	0%
Concern of Headteacher leading/supporting more than one school	0%	0%	-	0%
Need to work closer with local community / other schools	3%	0%	0%	0%
Greater freedom from local / central control	0%	3%	0%	0%
More support required from Governing Bodies / OFSTED / LA's	8%	3%	6%	0%
Other	5%	5%	0%	14%
Not Applicable	-	0%	-	-
Nothing	33%	59%	61%	64%
Total count	66	39	18	22

Section 6: Ethnicity

Which of these ethnic groups do you consider yourself belonging to?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
White British	89%	95%	94%	95%
White Irish	3%	3%	0%	0%
White and Black Caribbean	0%	-	-	-
White and Black African	0%	-	-	-
White and Asian	0%	0%	0%	0%
Indian	0%	0%	0%	0%
Pakistani	0%	0%	-	-
Bangladeshi	0%	-	-	-
Caribbean	0%	0%	6%	0%
African	0%	0%	0%	-
White European	0%	0%	0%	5%
Mixed	0%	0%	-	0%
Australian/New Zealand	0%	0%	-	-
White Caribbean	0%	-	-	-
Black British	0%	-	-	-
Israeli	-	0%	-	-
Sri Lankan	-	0%	-	-
American	-	-	0%	-
Missing	8%	3%	0%	0%
Total count	66	39	18	22

Special Sector

Section 1: You and Your School

As of 1st September 2006, how many years have you been a Headteacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	0%	-	-	-
1 - 5.9	48%	-	-	-
6 - 10.9	27%	-	-	-
11 - 15.9	8%	-	-	-
16 - 20.9	10%	-	-	-
21 - 25.9	6%	-	-	-
26 - 30.9	0%	-	-	-
Missing	2%	-	-	-
Total count	70	-	-	-

As of 1st September 2006, how many years have you been a Headteacher in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	2%	-	-	-
1 - 5.9	38%	-	-	-
6 - 10.9	28%	-	-	-
11 - 15.9	10%	-	-	-
16 - 20.9	11%	-	-	-
21 - 25.9	9%	-	-	-
26 - 30.9	2%	-	-	-
Missing	0%	-	-	-
Total count	70	-	-	-

As of 1st September 2006, how many years in total have you been teaching?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	0%	0%	-	-
6 - 10.9	0%	8%	-	-
11 - 15.9	9%	13%	-	-
16 - 20.9	12%	19%	-	-
21 - 25.9	22%	23%	-	-
26 - 30.9	27%	17%	-	-
31 - 35.9	21%	13%	-	-
36 - 40.9	5%	0%	-	-
41 - 45.9	3%	0%	-	-
Missing	0%	6%	-	-
Total count	70	52	-	-

Does your school offer extended services?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes full core offer	8%	5%	16%	19%
Yes some services	62%	64%	59%	67%
No	29%	29%	20%	14%
Total count	70	52	27	31

How effective do you think these extended services will be?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improving pupils' achievement				
Not at all effective	0%	0%	0%	0%
Not very effective	4%	10%	0%	8%
Neither/nor	19%	19%	16%	21%
Quite effective	45%	44%	51%	35%
Very effective	27%	24%	33%	35%
Missing	4%	3%	0%	0%
Improving pupil's well-being				
Not at all effective	0%	0%	0%	0%
Not very effective	0%	3%	0%	0%
Neither/nor	7%	3%	5%	13%
Quite effective	48%	45%	51%	43%
Very effective	41%	46%	43%	44%
Missing	4%	3%	0%	0%
Improving pupil's motivation				
Not at all effective	0%	0%	0%	0%
Not very effective	0%	9%	0%	0%
Neither/nor	14%	7%	16%	21%
Quite effective	43%	56%	57%	48%
Very effective	36%	28%	27%	31%
Missing	7%	0%	0%	0%
Improving pupils' behaviour				
Not at all effective	0%	0%	0%	0%
Not very effective	0%	6%	5%	4%
Neither/nor	20%	26%	12%	25%
Quite effective	39%	41%	55%	32%
Very effective	34%	27%	28%	39%
Missing	7%	0%	0%	0%
Creating an effective transition				
Not at all effective	7%	3%	0%	6%
Not very effective	11%	15%	0%	6%
Neither/nor	27%	28%	18%	25%
Quite effective	26%	29%	49%	31%
Very effective	27%	21%	33%	31%
Missing	2%	3%	0%	0%
Total count	49	37	21	27

How would you describe your collaborative arrangements with another school/other schools?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Hard governance federation (joint governing body)	0%	-	-	0%
Soft governance federation (own governing body and joint governance committee with delegated powers)	2%	-	-	4%
Soft federation (own governing body and joint governance committee without delegated powers)	2%	-	-	7%
Loose, informal collaboration	72%	-	-	67%
No collaboration	15%	-	-	19%
Other	7%	-	-	4%
Missing	3%	-	-	0%
Total count	70	-	-	31

What is the biggest benefit for your school from this collaboration?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Better entitlement for 14-19 year olds	20%	-	-	9%
Better strategic leadership	8%	-	-	4%
Development of own staff from supporting other schools	10%	-	-	27%
Improved curriculum	9%	-	-	13%
Improvement in behaviour	0%	-	-	0%
More extended services	4%	-	-	10%
More sports and arts activities	9%	-	-	4%
Shared services e.g. bursar	2%	-	-	0%
Smoother transition of pupils from feeder schools	2%	-	-	9%
Training and development for support staff	9%	-	-	4%
Training and development for teachers	7%	-	-	5%
There are no benefits	0%	-	-	4%
Other (please specify)	15%	-	-	9%
Missing	5%	-	-	0%
Total count	59	-	-	25

Do you have any collaboration with other external organisations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	88%	-	-	82%
No	5%	-	-	14%
Don't know	-	-	-	4%
Missing	8%	-	-	0%
Total count	70	-	-	31

What are these collaborations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Career service e.g. Connexions	73%	-	-	65%
Childcare providers	26%	-	-	23%
Further Education	64%	-	-	60%
Health and social care providers/professionals	87%	-	-	73%
Higher Education	29%	-	-	32%
Other training providers	57%	-	-	64%
The business community	52%	-	-	50%
The voluntary sector/not for profit organisations	56%	-	-	55%
Other (please specify)	7%	-	-	4%
Missing	0%	-	-	0%
Total count	62	-	-	26

What is your current position on the governing body?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Chair of the Governing Body	-	-	-	45%
Vice Chair of the Governing Body	-	-	-	11%
Member of the Governing Body	-	-	-	40%
Chair of the Staffing committee	-	-	-	4%
Chair of the Curriculum committee	-	-	-	0%
SLT	-	-	-	0%
Observer	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	31

Which of the following best describes your category as a governor?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Associate member	-	-	-	0%
Community	-	-	-	22%
Foundation	-	-	-	0%
Local Authority	-	-	-	30%
Parent Governor	-	-	-	11%
Partnership	-	-	-	7%
Sponsor	-	-	-	0%
Staff	-	-	-	15%
Co opted	-	-	-	0%
Member of board of trustees	-	-	-	4%
Non-Teaching	-	-	-	0%
Trustee	-	-	-	7%
Administrator	-	-	-	0%
Chair of Governors	-	-	-	0%
Missing	-	-	-	4%
Total count	-	-	-	31

How many years have you been a Governor of this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	-	-	0%
1 - 5.9	-	-	-	48%
6 - 10.9	-	-	-	37%
11 - 15.9	-	-	-	0%
16 - 20.9	-	-	-	4%
21 - 25.9	-	-	-	1%
26 - 30.9	-	-	-	4%
Missing	-	-	-	7%
Total count	-	-	-	31

How many years have you been a Governor in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	-	-	37%
6 - 10.9	-	-	-	40%
11 - 15.9	-	-	-	0%
16 - 20.9	-	-	-	11%
21 - 25.9	-	-	-	4%
26 - 30.9	-	-	-	4%
31 - 35.9	-	-	-	0%
36 - 40.9	-	-	-	0%
Missing	-	-	-	4%
Total count	-	-	-	31

How many years have you been a Teacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	2%	-	-
1 - 5.9	-	26%	-	-
6 - 10.9	-	38%	-	-
11 - 15.9	-	13%	-	-
16 - 20.9	-	6%	-	-
21 - 25.9	-	10%	-	-
26 - 30.9	-	0%	-	-
31 - 35.9	-	0%	-	-
36 - 40.9	-	0%	-	-
Missing	-	4%	-	-
Total count	-	52	-	-

Which of the following best describes your position?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Advanced Skills Teacher	-	2%	4%	-
Assistant Headteacher	-	30%	0%	-
Bursar	-	2%	18%	-
Business Manager	-	0%	21%	-
Children's Centre Manager	-	0%	-	-
Deputy Headteacher	-	48%	16%	-
Director of Community Liaison	-	0%	4%	-
Director of Inclusion	-	2%	0%	-
Extended School Manager	-	0%	0%	-
Head of Department	-	4%	4%	-
Human Resource Manager	-	0%	0%	-
Key Stage Manager	-	4%	0%	-
Office Manager	-	0%	12%	-
Premises Manager	-	0%	0%	-
SENCO (special educational needs co-ordinator)	-	2%	8%	-
Teaching assistant	-	0%	0%	-
Other	-	5%	12%	-
Missing	-	0%	0%	-
Total count	-	52	27	-

How many years have you been in the Senior Leadership Team in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	2%	4%	-
1 - 5.9	-	55%	58%	-
6 - 10.9	-	30%	29%	-
11 - 15.9	-	4%	5%	-
16 - 20.9	-	2%	0%	-
Missing	-	6%	4%	-
Total count	-	52	27	-

Have you been on any other Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	40%	20%	-
No	-	60%	80%	-
Missing	-	0%	0%	-
Total count	-	52	27	-

How many years were you on the previous Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	0%	-	-
1 - 5.9	-	63%	60%	-
6 - 10.9	-	26%	20%	-
11 - 15.9	-	10%	0%	-
16 - 20.9	-	0%	-	-
Missing	-	0%	20%	-
Total count	-	20	5	-

Section 2: Roles and Responsibilities

On average, how many hours, if any, do you spend teaching per week in timetabled lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	32%	23%	58%	-
1 - 5.9	30%	7%	4%	0%
6 - 10.9	6%	19%	4%	0%
11 - 15.9	5%	17%	8%	25%
16 - 20.9	0%	19%	0%	0%
21 - 25.9	0%	6%	0%	50%
26 - 30.9	-	4%	8%	-
31 - 35.9	0%	0%	0%	-
36 - 40.9	-	0%	0%	-
41 - 45.9	-	0%	-	-
Not Applicable	-	0%	0%	-
Missing	27%	5%	18%	25%
Total count	70	52	27	4

On average, how many hours, if any, do you spend teaching per week covering lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	37%	55%	92%	-
1 - 5.9	35%	38%	4%	-
6 - 10.9	2%	4%	4%	-
11 - 15.9	0%	2%	-	-
16 - 20.9	0%	0%	-	-
21 - 25.9	-	0%	-	-
26 - 30.9	0%	0%	-	-
31 - 35.9	-	-	0%	-
Varies	0%	0%	0%	-
Not Applicable	-	0%	-	-
Missing	27%	0%	0%	-
Total count	70	52	27	-

On average which five take up most of your time over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	78%	26%	30%	-
Acting as an external consultant	10%	2%	0%	-
Curriculum planning and development	25%	57%	8%	-
Directing extended services	3%	2%	12%	-
Finance	30%	8%	55%	-
Implementing new ideas/initiatives	45%	40%	33%	-
Management of premises	-	17%	46%	-
Management of support staff	25%	64%	46%	-
Management of teachers	44%	54%	12%	-
Office management	-	10%	46%	-
Responsibility for pupils' well-being	54%	56%	46%	-
School improvement planning	54%	32%	12%	-
SEN (special educational needs)	43%	38%	37%	-
Staff recruitment and retention	13%	2%	37%	-
Strategic vision	38%	21%	9%	-
Teaching	11%	38%	16%	-
Timetabling	3%	11%	12%	-
Working with the LA (Local Authority)	24%	4%	25%	-
Other	-	16%	16%	-
Total count	70	52	27	-

In your opinion, which three should be your most important activities as a Headteacher over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	45%	28%	22%	-
Acting as an external consultant	3%	2%	0%	-
Curriculum planning and development	20%	51%	4%	-
Directing extended services	2%	2%	8%	-
Finance	8%	2%	51%	-
Implementing new ideas/initiatives	35%	25%	29%	-
Management of premises	-	0%	20%	-
Management of support staff	6%	13%	25%	-
Management of teachers	17%	28%	8%	-
Office management	-	0%	29%	-
Responsibility for pupils' well-being	37%	45%	25%	-
School improvement planning	49%	21%	9%	-
SEN (special educational needs)	17%	21%	9%	-
Staff recruitment and retention	6%	8%	12%	-
Strategic vision	48%	10%	16%	-
Teaching	2%	32%	8%	-
Timetabling	0%	4%	4%	-
Working with the LA (Local Authority)	5%	2%	4%	-
Other	0%	5%	16%	-
Total count	70	52	27	-

Which three aspects of your role give you most satisfaction?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Developing staff	70%	33%	50%	-
Helping other schools improve	8%	13%	16%	-
Improving results	12%	19%	8%	-
Introducing new ideas	36%	38%	25%	-
Involvement in extra curricular activities	6%	6%	0%	-
Meeting school improvement targets	16%	10%	30%	-
Regular teaching commitment	6%	36%	12%	-
Seeing children achieve	87%	77%	46%	-
Setting strategic vision	40%	-	-	-
Contributing to strategic vision	-	38%	50%	-
Deputising for Headteacher	-	15%	5%	-
Working with individual pupils	16%	13%	25%	-
Other (please specify)	0%	2%	20%	-
Total count	70	52	27	-

In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruitment & Retention	9%	4%	4%	-
Absenteeism	2%	0%	0%	-
Issues re motivation/morale	3%	2%	4%	4%
Staff improvement/development	12%	13%	4%	11%
Financial restraints/budgetary deficits	10%	2%	18%	7%
Meeting targets/Ofsted inspections	2%	4%	4%	4%
Developing/Implementing curriculum	3%	8%	0%	0%
Time management/limitation	3%	0%	4%	0%
Building development/expansion	8%	4%	12%	8%
Insufficient resources	0%	0%	-	0%
Lack of support from Local Authorities	3%	-	-	0%
Liaising with local boards/schools	0%	5%	0%	0%
Pupil attainment/achievement/performance	2%	2%	0%	1%
Special needs/behavioural issues	8%	0%	4%	0%
Pupil recruitment/attendance/class size	5%	4%	4%	11%
Parental involvement/support	0%	2%	4%	0%
Maintaining & improving teaching standards/results	0%	4%	4%	7%
Introducing new structures/procedures	11%	4%	4%	4%
Provision of extended services e.g. Children's Centre	2%	4%	0%	0%
Other	8%	30%	17%	22%
Don't know/Not applicable	0%	0%	0%	0%
Missing	19%	7%	12%	18%
Total count	70	52	27	31

Do you currently have any external roles?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	38%	34%	13%	-
No	62%	66%	87%	-
Missing	0%	0%	0%	-
Total count	70	52	27	-

As a member of the Senior Leadership Team what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
School Improvement Partner	-	12%	0%	-
Consultant leader	-	30%	0%	-
Community development / activities	-	0%	0%	-
Steering group	-	0%	0%	-
Project / Development manager / Partnership / Governor / Advisor / Chairperson	-	6%	65%	-
Leading teacher / co-ordinator / development teacher	-	6%	-	-
Educational bodies (e.g. - SSAT / LSN)	-	0%	0%	-
Early years / Children Centre link	-	6%	0%	-
Member of various educational working groups / Cluster board	-	6%	0%	-
Work with Local Education Authorities / Planning groups	-	6%	0%	-
External school / college visits / liaison / support	-	18%	30%	-
Lecturer/Tutor/Mentor to trainee students / teachers / Training Manager	-	13%	0%	-
Student welfare issues	-	0%	-	-
Educational inspector / moderator / assessor	-	0%	5%	-
Lead Behaviour Professional	-	0%	-	-
Area SENCO / SENCO / SEN	-	0%	0%	-
INSET for NQT's	-	0%	-	-
Outreach Co-ordinator	-	24%	-	-
Extra Curricular activities / clubs	-	1%	-	-
Trustee for Princes Trust and Healthy Living Centre	-	-	0%	-
PTA Co-ordinator	-	0%	0%	-
Primary / Secondary Network learning network / Co-ordinator	-	0%	-	-
Multi Agency liaison	-	1%	-	-
Head / Deputy teacher	-	0%	-	-
Extended school services	-	0%	0%	-
Director of Pre-school / Pre-school links	-	6%	-	-
Admin duties for Governor / Headteacher	-	0%	0%	-
Advanced Skills Teacher	-	0%	-	-
Arts Co-ordinator	-	0%	-	-
Missing	-	6%	30%	-
Total count	-	19	5	-

As a Headteacher what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Executive Head	4%	-	-	-
School Improvement partner	13%	-	-	-
Consultant leader	25%	-	-	-
Member of Local/Regional Authority initiatives / working groups / partnership	21%	-	-	-
Work for DfES	0%	-	-	-
Vice Chair	0%	-	-	-
Verifier for H.Q.S.	0%	-	-	-
Member of various unspecified panels	0%	-	-	-
Financial/Treasurers role / committees	0%	-	-	-
Tutor	4%	-	-	-
Training/Mentor/Support advisor	8%	-	-	-
Member of steering group	4%	-	-	-
Inspector / Assessor / Moderator	0%	-	-	-
Sit on board of company/committee/community groups	4%	-	-	-
Member of Educational panels (SEN, EAL)	13%	-	-	-
Data Analyst	0%	-	-	-
Member of School/Admission Forums	0%	-	-	-
Member of Headteacher & Leadership groups/association/link/programme	8%	-	-	-
LMS Group	0%	-	-	-
Member of Cluster groups/boards	4%	-	-	-
Chairperson / Governor	5%	-	-	-
Managing Director / Director / Consultant / Management	1%	-	-	-
Magistrate	0%	-	-	-
Member of behaviour support team / monitoring student behaviour	0%	-	-	-
Member of family support group	4%	-	-	-
Member of strategy group	0%	-	-	-
Work on PFI projects	0%	-	-	-
Part of extra curricular activities - (sports/breakfast club/after school projects)	0%	-	-	-
Children's centre	0%	-	-	-
Schools Abroad initiative	0%	-	-	-
Member of creative networks	0%	-	-	-
Member of Church Committee / Representative	0%	-	-	-
Outreach support worker	4%	-	-	-
Voluntary worker	0%	-	-	-
None	0%	-	-	-
Missing	4%	-	-	-
Total count	27	-	-	-

What proportion of your working time would you say that you spend on these external roles on average per year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0 to 20%	88%	68%	39%	-
21 to 40%	8%	14%	61%	-
41 to 60%	0%	18%	-	-
61 to 80%	0%	-	0%	-
81 to 100%	0%	0%	-	-
Missing	4%	0%	-	-
Total count	27	19	5	-

On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all beneficial	0%	0%	0%	-
Not very beneficial	5%	0%	0%	-
Neither/Nor	12%	0%	-	-
Quite beneficial	46%	50%	65%	-
Very beneficial	37%	50%	35%	-
Missing	0%	0%	-	-
Total count	27	19	5	-

On average, how many hours, do you spend as a Governor each year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 9	-	-	-	0%
10 - 19	-	-	-	14%
20 -29	-	-	-	18%
30 - 39	-	-	-	7%
40 - 49	-	-	-	11%
50 - 59	-	-	-	4%
60 - 69	-	-	-	4%
70 - 79	-	-	-	1%
80 - 89	-	-	-	7%
90 - 99	-	-	-	4%
100 plus	-	-	-	26%
Don't know	-	-	-	0%
Missing	-	-	-	4%
Total count	-	-	-	31

Do you also teach in the school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	14%
No	-	-	-	86%
Missing	-	-	-	0%
Total count	-	-	-	31

As a Governor, do you take the lead on any of the following?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Collaboration with other schools				
Yes	-	-	-	8%
No	-	-	-	37%
Missing	-	-	-	55%
Developing business partnerships				
Yes	-	-	-	1%
No	-	-	-	37%
Missing	-	-	-	62%
Finance				
Yes	-	-	-	52%
No	-	-	-	15%
Missing	-	-	-	33%
Performance management of Headteacher				
Yes	-	-	-	59%
No	-	-	-	7%
Missing	-	-	-	34%
Pupil behaviour				
Yes	-	-	-	20%
No	-	-	-	22%
Missing	-	-	-	58%
Recruitment/retention of staff				
Yes	-	-	-	49%
No	-	-	-	19%
Missing	-	-	-	33%
School facilities				
Yes	-	-	-	26%
No	-	-	-	26%
Missing	-	-	-	48%
School Improvement Planning				
Yes	-	-	-	49%
No	-	-	-	19%
Missing	-	-	-	33%
Setting strategic vision				
Yes	-	-	-	52%
No	-	-	-	19%
Missing	-	-	-	29%
Staff training and development				
Yes	-	-	-	22%
No	-	-	-	26%
Missing	-	-	-	52%
Working with Local Authority				
Yes	-	-	-	23%
No	-	-	-	29%
Missing	-	-	-	48%
Other (please specify)				
Yes	-	-	-	7%
No	-	-	-	4%
Missing	-	-	-	89%
Total count	-	-	-	31

Do you think your school's relationship with the Local Authority is changing?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	52%
No	-	-	-	18%
Don't know	-	-	-	26%
Not applicable	-	-	-	4%
Missing	-	-	-	0%
Total count	-	-	-	31

What is the one biggest change that has happened in this relationship over the last three years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved working relationship with/ support from the LEA/SIP/Diocese/ local schools representatives	-	-	-	14%
Use of premises by / link up with external organisation	-	-	-	0%
Change in status of school / educational classification / restructuring of DfES	-	-	-	14%
New governing body and staff / new support staff roles	-	-	-	0%
Increase in control over management issues	-	-	-	8%
Recognition of student behavioural issues / special needs	-	-	-	7%
Increased standards within school / development of staff / premises	-	-	-	7%
Reduction in budget / funding issues	-	-	-	0%
Admin requirements / bureaucracy	-	-	-	0%
Provision of extended services	-	-	-	0%
Decrease in service standards	-	-	-	0%
Reduction in level of support / working relationship	-	-	-	7%
Inspections of school	-	-	-	1%
Introduction of the Every Child Matters document / policy	-	-	-	0%
Change in LEA staff / Less supportive / less personal contact	-	-	-	7%
More responsive to feedback / greater sense of autonomy	-	-	-	0%
More emphasis on performance / SAT results	-	-	-	0%
Recruitment of head teacher / new staff members	-	-	-	0%
Increase in use of target / initiatives	-	-	-	0%
Reduction of schools level of control	-	-	-	0%
No great change	-	-	-	0%
Increased level of communication	-	-	-	0%
No Early Years post / support	-	-	-	0%
Induction of / change in SIP	-	-	-	0%
Imposition of initiatives without consultation	-	-	-	0%
Increased workload for providers	-	-	-	0%
Formation of the School Forum	-	-	-	0%
Not Applicable	-	-	-	7%
Missing	-	-	-	29%
Total count	-	-	-	17

Section 3: Pay and Conditions

Can you indicate your current salary band?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Less than £30,000	-	4%	42%	-
£30,000-£39,999	-	17%	37%	-
Less than £40,000	5%	-	-	-
£40,000-£49,999	19%	68%	17%	-
£50,000-£59,999	39%	11%	4%	-
£60,000-£69,999	27%	0%	0%	-
£70,000-£79,999	10%	-	0%	-
£80,000-£89,999	0%	0%	-	-
£90,000-£99,999	0%	-	-	-
£100,000+	0%	-	-	-
Missing	0%	0%	-	-
Total count	70	52	27	-

Do you think the following should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status				
Yes	64%	81%	58%	86%
No	28%	13%	38%	7%
Missing	8%	6%	4%	7%
Different phase of school				
Yes	33%	17%	29%	18%
No	57%	74%	63%	60%
Missing	10%	8%	8%	22%
Different locations				
Yes	41%	26%	37%	26%
No	47%	63%	54%	52%
Missing	13%	10%	9%	22%
Different socio-economic factors				
Yes	54%	38%	33%	33%
No	36%	53%	54%	48%
Missing	10%	8%	13%	19%
Individual performance				
Yes	67%	66%	80%	78%
No	16%	25%	12%	11%
Missing	17%	8%	8%	11%
Meeting targets in school improvement plan				
Yes	70%	60%	54%	67%
No	22%	32%	33%	7%
Missing	8%	8%	13%	26%
Specialist skills, e.g., finance, HR, etc.				
Yes	52%	56%	71%	59%
No	34%	36%	25%	26%
Missing	14%	8%	4%	15%
Total count	70	52	27	31

Is there anything else that you think should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recognition of workload & hours worked	5%	17%	15%	1%
Level of commitment/loyalty shown by staff/attendance	2%	4%	0%	0%
Recruitment & Retention	5%	0%	-	0%
Level of experience/ability/skills/qualifications/length of service	8%	0%	14%	7%
To take account of additional responsibility/accountability/requirements of position	5%	6%	0%	0%
Performance & achievement	2%	0%	0%	7%
Improvement/added value	2%	0%	0%	0%
Impact, innovation & sustainability	0%	-	-	0%
Recognition for provision of additional services/extended schools/extra curricular activities	2%	2%	0%	0%
Number/age of pupils/SEN/EAL pupils within the school	3%	2%	-	0%
Size/type/location of school/budget	5%	4%	0%	0%
Challenge provided by school	2%	2%	14%	-
Greater differential in pay/responsibility between each role/level	3%	0%	15%	7%
Incentives to get staff to take on / stay in roles & projects	0%	0%	0%	0%
Comparative level of pay with private sector / industry roles	0%	0%	0%	0%
Holiday pay/TOIL	0%	2%	-	-
Overall management of school/number of staff /size of management team	3%	4%	0%	0%
Management of community issues/external agencies	2%	0%	-	-
Delegation	0%	-	-	-
Other	0%	4%	14%	-
Not applicable	0%	0%	0%	0%
Nothing	60%	68%	42%	0%
Don't Know	-	-	-	0%
None	-	-	-	7%
Missing	-	-	-	74%
Total count	70	52	27	31

For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
To recruit leaders with QTS				
Yes	76%	64%	61%	82%
No	17%	31%	13%	14%
Missing	6%	4%	25%	4%
To recruit leaders without QTS				
Yes	28%	36%	16%	37%
No	56%	47%	59%	44%
Missing	16%	17%	25%	19%
Total count	70	52	27	31

How flexible, in practice, are the current reward structures and other terms and conditions in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very inflexible	6%	2%	16%	8%
Inflexible	26%	17%	18%	22%
Neither/nor	32%	38%	16%	25%
Flexible	30%	43%	33%	45%
Very flexible	5%	0%	12%	0%
Missing	2%	0%	4%	0%
Total count	70	52	27	31

Which one of the following incentives would you find most attractive?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Car	12%	4%	9%	-
Gym membership	2%	2%	4%	-
Private health insurance	23%	23%	25%	-
Season tickets/travel costs	0%	0%	4%	-
Secondments/sabbaticals	41%	23%	4%	-
Support in external roles	0%	4%	0%	-
Work some school hours at home	10%	30%	25%	-
None	8%	7%	8%	-
Other (please specify)	5%	4%	21%	-
Missing	0%	2%	0%	-
Total count	70	52	27	-

How would you describe your work-life balance?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	17%	8%	13%	-
Poor	34%	20%	13%	-
Neither/nor	21%	28%	20%	-
Good	24%	44%	46%	-
Very Good	3%	0%	8%	-
Total count	70	52	27	-

How would you describe the work-life balance of the Headteacher in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	-	-	-	4%
Poor	-	-	-	23%
Neither/Nor	-	-	-	26%
Good	-	-	-	36%
Very good	-	-	-	11%
Missing	-	-	-	0%
Total count	-	-	-	31

Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	37%
No	-	-	-	37%
Don't know	-	-	-	26%
Missing	-	-	-	0%
Total count	-	-	-	31

Which task should they delegate first?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Parent contacts	-	-	-	0%
Management / supervision of school behaviour	-	-	-	0%
Organisational tasks / meetings / management	-	-	-	10%
Already delegate what they can	-	-	-	0%
Admin tasks	-	-	-	1%
Staff training / development / assessment / recruitment / cuts / management	-	-	-	0%
On call duties	-	-	-	10%
Teaching / co-ordinator role	-	-	-	0%
Timetable/curriculum design	-	-	-	10%
Property / premises management & development	-	-	-	0%
Off site / extra curricular activities	-	-	-	0%
Financial management issues	-	-	-	0%
Community / Business links	-	-	-	0%
SEN / EMAG	-	-	-	0%
Unspecified tasks	-	-	-	0%
Provision of cover	-	-	-	10%
Provision of Extended services	-	-	-	0%
Not Applicable	-	-	-	0%
Don't know	-	-	-	10%
Missing	-	-	-	49%
Total count	-	-	-	11

Thinking about support networks. On a scale of 1 to 5 where 1 is not all supported and 5 is completely supported, how would you rate the level of support you receive...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From the NGA (National Governors Association)				
Not supported at all	-	-	-	33%
Not very supported	-	-	-	15%
Neither/Nor	-	-	-	23%
Quite supported	-	-	-	19%
Completely supported	-	-	-	0%
Missing	-	-	-	11%
From the NCSL (National College of School Leadership)				
Not supported at all	-	-	-	55%
Not very supported	-	-	-	11%
Neither/Nor	-	-	-	19%
Quite supported	-	-	-	4%
Completely supported	-	-	-	0%
Missing	-	-	-	11%
From any other local governors organisation				
Not supported at all	-	-	-	37%
Not very supported	-	-	-	4%
Neither/Nor	-	-	-	22%
Quite supported	-	-	-	26%
Completely supported	-	-	-	0%
Missing	-	-	-	11%
From the Local Authority				
Not supported at all	-	-	-	11%
Not very supported	-	-	-	16%
Neither/Nor	-	-	-	15%
Quite supported	-	-	-	44%
Completely supported	-	-	-	7%
Missing	-	-	-	7%
Governorline				
Not supported at all	-	-	-	30%
Not very supported	-	-	-	14%
Neither/Nor	-	-	-	15%
Quite supported	-	-	-	19%
Completely supported	-	-	-	4%
Missing	-	-	-	18%
DfES (Department for Education and Skills)				
Not supported at all	-	-	-	19%
Not very supported	-	-	-	15%
Neither/Nor	-	-	-	22%
Quite supported	-	-	-	26%
Completely supported	-	-	-	4%
Missing	-	-	-	14%
Other (please specify)				
Not supported at all	-	-	-	0%
Not very supported	-	-	-	4%
Neither/Nor	-	-	-	0%
Quite supported	-	-	-	0%
Completely supported	-	-	-	7%
None	-	-	-	89%
Total count	-	-	-	31

Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Response 1				
Staff development / Personnel / School management issues	11%	8%	12%	-
Teaching / Lunching time / extra curricular duties	11%	6%	12%	-
Curriculum / Timetable / Year group / Extra curriculum design	2%	8%	0%	-
Accountability for standards / performance / after school clubs	6%	0%	-	-
Administration duties	0%	15%	9%	-
Analysis / Appraisal of performance & data	13%	0%	0%	-
Building supervision / maintenance issues / development issues	0%	0%	0%	-
Attendance / organising of meetings / appointments both internally & externally	0%	2%	1%	-
Holding assembly / assembly duties	5%	0%	-	-
Conducting assessments / reviews of staff / pupils	3%	2%	0%	-
Handling student behavioural / general pupil issues	5%	2%	-	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	0%	9%	4%	-
SENCO / SEN / EAL role	9%	0%	0%	-
Budget management / Finance control / Fund raising	0%	2%	12%	-
Child protection issues	2%	0%	0%	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	0%	0%	4%	-
Covering for / Organising cover for absent staff / staff shortages	0%	11%	4%	-
Dealing with Local Education Authority / Education Board / Local schools	2%	0%	0%	-
Extended schools initiatives / cluster	0%	0%	-	-
Governors role / committee	8%	0%	4%	-
Health & Safety issues	0%	8%	5%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	0%	-
Marketing / Publicity for school	0%	0%	0%	-
Writing of/organisation of reports / policy / school profile / bids	0%	2%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	0%	-	-
Organisation / management of pupil transport	0%	2%	4%	-
All tasks not part of Headteacher job description / External responsibilities	0%	0%	-	-
Management of catering issues	2%	0%	4%	-
Staff recruitment / induction / training	-	2%	4%	-
Equipment maintenance / management	0%	0%	-	-
Not Applicable	0%	0%	0%	-
Don't Know	6%	-	-	-
None	16%	19%	20%	-
Missing	-	-	-	-
Total count	70	52	27	-

Response 2	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	10%	10%	4%	-
Teaching / Lunching time / extra curricular duties	0%	2%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	3%	6%	0%	-
Accountability for standards / performance / after school clubs	3%	0%	0%	-
Administration duties	3%	9%	29%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	5%	2%	5%	-
Attendance / organising of meetings / appointments both internally & externally	2%	2%	0%	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	2%	2%	0%	-
Handling student behavioural / general pupil issues	0%	4%	4%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	0%	9%	0%	-
SENCO / SEN / EAL role	0%	2%	4%	-
Budget management / Finance control / Fund raising	9%	0%	4%	-
Child protection issues	2%	2%	0%	-
Community / Social issues	0%	0%	-	-
Dealing with parental requests / issues / PTA	0%	0%	-	-
Covering for / Organising cover for absent staff / staff shortages	5%	4%	4%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	0%	0%	-
Extended schools initiatives / cluster	3%	0%	0%	-
Governors role / committee	0%	0%	0%	-
Health & Safety issues	2%	2%	0%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	0%	-
Marketing / Publicity for school	2%	-	-	-
Writing of/organisation of reports / policy / school profile / bids	0%	2%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	0%	-	-
Organisation / management of pupil transport	0%	0%	-	-
All tasks not part of Headteacher job description / External responsibilities	0%	-	-	-
Management of catering issues	0%	0%	0%	-
Equipment maintenance / management	-	0%	-	-
Staff recruitment / induction / training	2%	0%	1%	-
Gaining external support	-	0%	-	-
Not Applicable	0%	0%	0%	-
None	3%	41%	45%	-
Missing	46%	-	-	-
Total count	70	52	27	-

Response 3	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	2%	4%	4%	-
Teaching / Lunching time / extra curricular duties	2%	4%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	0%	9%	0%	-
Accountability for standards / performance / after school clubs	0%	0%	-	-
Administration duties	2%	2%	9%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	2%	2%	4%	-
Attendance / organising of meetings / appointments both internally & externally	5%	0%	-	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	0%	2%	-	-
Handling student behavioural / general pupil issues	3%	2%	0%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	0%	2%	0%	-
SENCO / SEN / EAL role	0%	0%	-	-
Budget management / Finance control / Fund raising	6%	2%	4%	-
Child protection issues	2%	0%	-	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	0%	0%	0%	-
Covering for / Organising cover for absent staff / staff shortages	0%	0%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	2%	2%	-	-
Extended schools initiatives / cluster	2%	0%	0%	-
Governors role / committee	2%	0%	0%	-
Health & Safety issues	2%	0%	0%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	-	-
Marketing / Publicity for school	0%	0%	-	-
Writing of/organisation of reports / policy / school profile / bids	0%	0%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	0%	0%	-
Organisation / management of pupil transport	0%	2%	1%	-
Management of catering issues	-	-	0%	-
Equipment maintenance / management	0%	0%	4%	-
Staff recruitment / induction / training	3%	2%	0%	-
Gaining external support	2%	-	-	-
Not Applicable	0%	0%	0%	-
Don't Know	0%	-	-	-
None	2%	64%	74%	-
Missing	65%	-	-	-
Total count	70	52	27	-

What are the barriers, if any, to delegate these responsibilities?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Responsibility 1				
Legal requirements on head	24%	-	-	-
Lack of skilled/trained staff	15%	19%	26%	-
Lack of support from the Governing Body	2%	0%	0%	-
Can't match reward to delegation	8%	13%	4%	-
Small school, so delegation is not a realistic option	25%	53%	50%	-
Other (please specify)	5%	4%	8%	-
Missing	23%	11%	12%	-
Responsibility 2				
Legal requirements on head	3%	-	-	-
Lack of skilled/trained staff	14%	6%	1%	-
Lack of support from the Governing Body	3%	0%	0%	-
Can't match reward to delegation	11%	13%	4%	-
Small school, so delegation is not a realistic option	21%	38%	50%	-
Other (please specify)	3%	0%	8%	-
Missing	45%	43%	37%	-
Responsibility 3				
Legal requirements on head	11%	-	-	-
Lack of skilled/trained staff	6%	9%	5%	-
Lack of support from the Governing Body	3%	0%	0%	-
Can't match reward to delegation	3%	2%	4%	-
Small school, so delegation is not a realistic option	10%	30%	17%	-
Other (please specify)	3%	0%	4%	-
Missing	64%	60%	70%	-
Total count	70	52	27	-

Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive....?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From your personal support networks e.g., coaching/mentoring				
Not at all supported	9%	2%	1%	-
Not very supported	14%	6%	8%	-
Neither/Nor	8%	11%	8%	-
Quite supported	53%	32%	26%	-
Completely supported	16%	47%	57%	-
Missing	0%	2%	0%	-
From your professional support network e.g. Unions, NCSL, etc.				
Not at all supported	9%	9%	9%	-
Not very supported	29%	19%	12%	-
Neither/Nor	29%	42%	50%	-
Quite supported	27%	20%	17%	-
Completely supported	5%	10%	12%	-
Missing	2%	0%	0%	-
Total count	70	52	27	-

Thinking about the type of professional development you have experienced as a Headteacher, over the past three years what have you received?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	29%	-	-	-
NPQH (National Professional Qualification for Headship)	13%	32%	4%	-
Headteacher induction	19%	-	-	-
New Visions	10%	-	-	-
Leading from the Middle	3%	4%	8%	-
Local Authority Training	49%	61%	50%	-
Headship support network training	21%	-	-	-
Refer to verbatim report	29%	28%	42%	-
None	16%	19%	29%	-
Missing	2%	6%	4%	-
Total count	70	52	27	-

Which one of these courses did you find most useful?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	17%	-	-	-
NPQH (National Professional Qualification for Headship)	6%	35%	0%	-
Headteacher induction	4%	-	-	-
New Visions	8%	-	-	-
Leading from the Middle	2%	3%	0%	-
Local Authority Training	17%	20%	31%	-
Headship support network training	6%	-	-	-
Other	23%	23%	49%	-
Missing	18%	20%	20%	-
Total count	58	39	18	-

Which one factor has the most influence on keeping you in your post?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Contact with pupils	18%	34%	13%	-
Content of work	3%	5%	16%	-
Location of the school	3%	2%	5%	-
Making a contribution to the community	8%	0%	0%	-
Personal challenge	16%	21%	8%	-
Personal autonomy	0%	4%	4%	-
Potential for professional advancement	0%	2%	8%	-
Regular teaching commitment	0%	4%	0%	-
Relationship with colleagues	9%	2%	8%	-
Reputation of the school	6%	0%	4%	-
Reward	5%	2%	0%	-
Success of the school	25%	4%	13%	-
Support from the Governing Body	0%	0%	4%	-
The structure of the leadership team in the school	2%	8%	4%	-
Training and self-development opportunities	0%	0%	4%	-
Work/life balance	3%	6%	4%	-
Working environment, e.g., quality of buildings etc	0%	0%	4%	-
Other (please specify)	2%	4%	0%	-
Missing	0%	0%	0%	-
Total count	70	52	27	-

Do you want to become a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes, in the next 5 years	-	22%	1%	-
Yes, but not in the next 5 years	-	9%	0%	-
No	-	68%	25%	-
Not applicable	-	2%	74%	-
Missing	-	0%	0%	-
Total count	-	52	27	-

What is the biggest disincentive to becoming a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	32%	8%	-
Work/Life balance	-	11%	0%	-
Level of responsibility / accountability of position	-	19%	9%	-
Too old / late in my career / due to retire soon	-	3%	4%	-
The amount of training required as not qualified to teach	-	3%	17%	-
Too demanding on time	-	0%	0%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	5%	0%	-
The level of pay	-	3%	0%	-
Admin duties	-	5%	0%	-
Reduced contact with pupils / lack of teaching	-	24%	0%	-
Lack of finance / budget restrictions	-	0%	0%	-
Level of stress associated with role	-	5%	0%	-
Would prefer to be ht of an alternative training provision	-	-	0%	-
Enjoy my current position	-	0%	0%	-
Public duties	-	0%	0%	-
Government Initiatives	-	0%	0%	-
Ofsted Inspections	-	0%	-	-
Do not have suitable experience	-	0%	0%	-
The development issues associated with the role	-	0%	0%	-
I have already been a headteacher	-	0%	-	-
Not Applicable	-	-	8%	-
Missing	-	8%	53%	-
Total count	-	40	26	-

What is the biggest disincentive to becoming a Headteacher - Yes I want to become a headteacher, but not in the next 5 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	19%	-	-
Work/Life balance	-	20%	-	-
Level of responsibility / accountability of position	-	15%	-	-
Too old / late in my career / due to retire soon	-	1%	-	-
The amount of training required as not qualified to teach	-	7%	-	-
Too demanding on time	-	5%	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	4%	-	-
The level of pay	-	2%	-	-
Admin duties	-	3%	-	-
Reduced contact with pupils / lack of teaching	-	8%	-	-
Lack of finance / budget restrictions	-	1%	-	-
Level of stress associated with role	-	7%	-	-
Enjoy my current position	-	0%	-	-
Government Initiatives	-	1%	-	-
Do not have suitable experience	-	6%	-	-
Would prefer to be ht of an alternative training provision	-	-	-	-
The development issues associated with the role	-	-	-	-
Missing	-	12%	-	-
Total count	-	5	-	-

What is the biggest disincentive to becoming a Headteacher - Do not want to become a headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	31%	16%	-
Work/Life balance	-	12%	0%	-
Level of responsibility / accountability of position	-	19%	33%	-
Too old / late in my career / due to retire soon	-	3%	16%	-
The amount of training required as not qualified to teach	-	0%	2%	-
Too demanding on time	-	0%	0%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	6%	0%	-
The level of pay	-	0%	0%	-
Admin duties	-	6%	-	-
Reduced contact with pupils / lack of teaching	-	28%	0%	-
Lack of finance / budget restrictions	-	0%	0%	-
Level of stress associated with role	-	6%	0%	-
Enjoy my current position	-	0%	0%	-
Public duties	-	0%	-	-
Government Initiatives	-	0%	0%	-
Ofsted Inspections	-	0%	-	-
The development issues associated with the role	-	0%	-	-
I have already been a headteacher	-	0%	-	-
Do not have suitable experience	-	-	0%	-
Not Applicable	-	-	0%	-
Missing	-	6%	33%	-
Total count	-	34	7	-

Section 4: Governance

How effective do you think the governing body is in your school	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very ineffective	11%	-	-	-
Quite ineffective	19%	-	-	-
Neither	14%	-	-	-
Quite effective	33%	-	-	-
Very effective	19%	-	-	-
Missing	3%	-	-	-
Total count	70	-	-	-

Why do you say that - Very ineffective & Quite ineffective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	5%	-	-	-
Very experienced / able to take work off HT	0%	-	-	-
Good range and use of skills / good chair	5%	-	-	-
Listen to / support HT	26%	-	-	-
Sensible proactive approach / challenge situations	16%	-	-	-
Little / no proactive support / do not practically assist HT	0%	-	-	-
Difficulty recruiting governors	6%	-	-	-
Can't keep governors for very long	5%	-	-	-
Vacancies / need more governors	5%	-	-	-
Development / induction of governors	10%	-	-	-
Positive approach	5%	-	-	-
Know the school well / active within issues	5%	-	-	-
Ask the right questions / very capable	0%	-	-	-
Don't ask right questions / don't add a lot to the school	5%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	16%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	16%	-	-	-
As volunteers they are limited	10%	-	-	-
Problems attending / during meetings	0%	-	-	-
Other	10%	-	-	-
Not Applicable	0%	-	-	-
None	5%	-	-	-
Missing	10%	-	-	-
Total count	21	-	-	-

Why do you say that - Neither?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	0%	-	-	-
Very experienced / able to take work off HT	0%	-	-	-
Good range and use of skills / good chair	0%	-	-	-
Listen to / support HT	2%	-	-	-
Sensible proactive approach / challenge situations	0%	-	-	-
Little / no proactive support / do not practically assist HT	2%	-	-	-
Difficulty recruiting governors	11%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	11%	-	-	-
Positive approach	11%	-	-	-
Know the school well / active within issues	0%	-	-	-
Ask the right questions / very capable	0%	-	-	-
Don't ask right questions / don't add a lot to the school	2%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	0%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	0%	-	-	-
As volunteers they are limited	11%	-	-	-
Problems attending / during meetings	0%	-	-	-
Other	22%	-	-	-
Not Applicable	0%	-	-	-
Missing	44%	-	-	-
Total count	10	-	-	-

Why do you say that - Quite effective & Very effective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	6%	-	-	-
Very experienced / able to take work off HT	9%	-	-	-
Good range and use of skills / good chair	10%	-	-	-
Listen to / support HT	27%	-	-	-
Sensible proactive approach / challenge situations	30%	-	-	-
Little / no proactive support / do not practically assist HT	0%	-	-	-
Difficulty recruiting governors	3%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	6%	-	-	-
Positive approach	3%	-	-	-
Know the school well / active within issues	12%	-	-	-
Ask the right questions / very capable	9%	-	-	-
Don't ask right questions / don't add a lot to the school	0%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	15%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	3%	-	-	-
As volunteers they are limited	0%	-	-	-
Problems attending / during meetings	0%	-	-	-
Other	9%	-	-	-
Missing	12%	-	-	-
Total count	37	-	-	-

In your opinion, how can governors of the future best support leaders of the future?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved / closer working relationship	-	-	-	22%
Value / listen to the teaching staff	-	-	-	4%
Ensure a good work life balance for both staff and Governors	-	-	-	0%
Ensure governors are fully trained / qualified / have good understanding of the issues	-	-	-	11%
To select governors that are interested/skilled and committed to the role / helping school	-	-	-	11%
Visiting the school / attending meetings regularly	-	-	-	7%
To have a body that will challenge the School Management Team	-	-	-	19%
Actively promote the school within the community	-	-	-	4%
Agreement/focus on the strategy for the way ahead for the schools/staff & pupils development	-	-	-	7%
Reorganise / Define the Governing Body to be an effective / useful tool	-	-	-	0%
Governors set policy & targets Heads / SMT/ Teaching staff have to carry them out.	-	-	-	1%
Conducting performance evaluations / reviews / monitoring	-	-	-	14%
Ensure that governors are fully involved in / utilise all processes & resources	-	-	-	0%
Ensure that governors are fully aware of the legislative issues	-	-	-	0%
Ensure effective use / availability of their time	-	-	-	0%
Secure additional funding for school	-	-	-	4%
Conduct the marketing / PR for the school	-	-	-	0%
Statutory release from job & payment enabling Governors to be involved during school hours	-	-	-	7%
Governor need to come from a good and varied skills / knowledge base	-	-	-	4%
Reduce workload / admin duties on staff & Governors alike	-	-	-	4%
Help provide more staff / assistance / training	-	-	-	0%
To help reduce interference / bureaucracy	-	-	-	0%
Continuity of Governors	-	-	-	0%
Ensure that Governors have all the support they require & their contribution is valued	-	-	-	0%
Gain support structures from other schools / agencies	-	-	-	0%
Ensure that staff are rewarded appropriately	-	-	-	4%
Securing links with business / sponsors	-	-	-	0%
Appoint full time professional Governors	-	-	-	0%
No change of operating procedure needed	-	-	-	0%
Selection of effective leadership team	-	-	-	0%
Not Applicable	-	-	-	0%
Don't Know	-	-	-	0%
None	-	-	-	4%
Missing	-	-	-	22%
Total count	-	-	-	31

Section 5: Staffing Structures

Including you, how many members of staff are on your senior leadership team?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	0%	-	-	-
0-5	82%	-	-	-
6-10	18%	-	-	-
11-15	0%	-	-	-
20 plus	0%	-	-	-
Missing	0%	-	-	-
Total count	70	-	-	-

How many members of the senior leadership team are non-Qualified Teacher Status?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	41%	-	-	-
1	29%	-	-	-
2	17%	-	-	-
3	8%	-	-	-
4	0%	-	-	-
5 or more	2%	-	-	-
Total count	70	-	-	-

How would you describe the composition of your senior leadership team?	SLT				
	Number	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
Chief executive					
	1	100%	-	-	-
Total	1	100%	-	-	-
Executive headteacher					
	1	100%	-	-	-
Total	1	100%	-	-	-
Headteacher					
	1	100%	-	-	-
Total	66	100%	-	-	-
Co-headteacher					
	1	100%	-	-	-
Total	1	100%	-	-	-
Deputy headteacher					
	1	93%	-	-	-
	2	7%	-	-	-
Total	56	100%	-	-	-
Assistant headteacher					
	1	55	-	-	-
	2	35	-	-	-
	3	10	-	-	-
Total	37	100%	-	-	-

Head of Department					
	1	44%	-	-	-
	2	44%	-	-	-
	3	6%	-	-	-
	4	6%	-	-	-
Total	16	100%	-	-	-
Children's Centre Manager					
	1	100%	-	-	-
Total	1	100%	-	-	-
Bursar					
	1	100%	-	-	-
Total	9	100%	-	-	-
Office Manager					
	1	100%	-	-	-
Total	7	100%	-	-	-
Special Educational Needs Co-ordinator					
	1	100%	-	-	-
Total	4	100%	-	-	-
Key Stage Manager					
	1	0%	-	-	-
	2	87%	-	-	-
	3	13%	-	-	-
Total	4	100%	-	-	-
Advanced Skills Teacher					
	1	100%	-	-	-
Total	1	100%	-	-	-
Extended school manager					
	1	100%	-	-	-
Total	1	100%	-	-	-
Phase co-ordinator					
	1	33%	-	-	-
	2	0%	-	-	-
	3	67%	-	-	-
Total	3	100%	-	-	-
ICT co-ordinator					
	1	100%	-	-	-
Total	1	100%	-	-	-
Other (please specify)					
	1	60	-	-	-
	2	27	-	-	-
	3	13	-	-	-
Total	18	100%	-	-	-

Does your school have a SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	21%	60%	42%	38%
No	79%	38%	54%	59%
Total count	70	52	27	31

How effective is your SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	0%	4%	0%	0%
Not very effective	7%	4%	0%	0%
Neither/nor	23%	22%	20%	30%
Quite effective	38%	39%	59%	32%
Very effective	23%	28%	21%	38%
Missing	7%	4%	0%	0%
Total count	16	31	11	13

Please indicate the position of the person who mostly manages the following on a day-to-day basis.	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Curriculum				
Head	30%	-	-	-
Deputy Head	41%	-	-	-
Assistant Head	14%	-	-	-
The school management team / manager	0%	-	-	-
Subject leaders / co-ordinators / experts / manager	3%	-	-	-
Curriculum co-ordinator	2%	-	-	-
Head of / Key stage / Year / Education	2%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	2%	-	-	-
Combination of Head and Deputy Heads or Staff	3%	-	-	-
Other	0%	-	-	-
Missing	4%	-	-	-
Performance and development of teachers				
Head	74%	-	-	-
Deputy Head	19%	-	-	-
Assistant Head	3%	-	-	-
The school management team / manager	2%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Other	0%	-	-	-
Missing	0%	-	-	-
Performance and development of support staff				
Head	32%	-	-	-
Deputy Head	32%	-	-	-
Assistant Head	15%	-	-	-
The school management team / manager	3%	-	-	-
Subject leaders / co-ordinators / experts / manager	6%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	2%	-	-	-
Combination of Head and Deputy Heads or Staff	2%	-	-	-
Business / Finance / Office / Site manager (Bursar)	2%	-	-	-
Other	6%	-	-	-
Missing	2%	-	-	-

SEN (Special Educational Needs)				
Head	53%	-	-	-
Deputy Head	12%	-	-	-
Assistant Head	5%	-	-	-
SENCO (Special Educational Needs Co-ordinator)	14%	-	-	-
The school management team / manager	2%	-	-	-
Other	10%	-	-	-
Missing	5%	-	-	-
Extended Services				
Head	54%	-	-	-
Deputy Head	8%	-	-	-
Assistant Head	10%	-	-	-
The school management team / manager	2%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Head of / Key stage / Year / Education	3%	-	-	-
Other	6%	-	-	-
Missing	16%	-	-	-
School Budget				
Head	50%	-	-	-
Deputy Head	0%	-	-	-
Assistant Head	0%	-	-	-
Bursar	38%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	10%	-	-	-
Other	2%	-	-	-
Missing	0%	-	-	-
Total count	70	-	-	-

To what extent is leadership distributed in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff		Governing Body
			SLT-QTS	Governing Body	
Not at all distributed	6%	2%	1%	11%	
Not very distributed	3%	6%	12%	4%	
Somewhat distributed	49%	43%	29%	37%	
Very distributed	38%	38%	42%	33%	
Totally distributed	3%	10%	16%	11%	
Total count	70	52	27	31	

How effective is distributed leadership in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff		Governing Body
			SLT-QTS	Governing Body	
Not at all effective	0%	0%	0%	8%	
Quite ineffective	10%	6%	0%	0%	
Neither	12%	4%	12%	13%	
Quite effective	49%	57%	66%	41%	
Very effective	29%	30%	22%	38%	
Missing	0%	2%	0%	0%	
Total count	66	51	26	27	

Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	58%	-	-	47%
No	39%	-	-	53%
Not applicable	3%	-	-	1%
Missing	0%	-	-	0%
Total count	66	-	-	27

Why do you say that?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Higher salaries	48%	-	-	38%
Cost neutral - increase has been offset by savings elsewhere	12%	-	-	30%
No pay increase	12%	-	-	9%
No pay increase but less teaching time	10%	-	-	0%
Reduction in operating budget / wages	3%	-	-	4%
Secured additional funding	0%	-	-	0%
Staff cuts / less full time workers	0%	-	-	-
Increase in staff / team numbers / new job roles	7%	-	-	4%
Staff leaving / retiring	0%	-	-	0%
Don't control budget	0%	-	-	-
Due to restructuring of team / operations	0%	-	-	1%
Additional funding not required	0%	-	-	0%
Position / Roles not included / rewarded in operating budget	2%	-	-	-
Increased operating costs	0%	-	-	0%
Shared leadership duties / responsibilities / cultural development	3%	-	-	4%
Only works part time	0%	-	-	-
No change within last year	2%	-	-	0%
Wage increases not as a direct result of Senior Leadership Team	0%	-	-	0%
Threshold payment	0%	-	-	-
Applies to curriculum	0%	-	-	-
Resulting costs of TLR	0%	-	-	0%
Staff taking on additional duties	0%	-	-	-
As a result of input / consultancy from LEA	0%	-	-	-
Not Applicable	0%	-	-	0%
Don't know	0%	-	-	0%
Missing	2%	-	-	10%
Total count	66	-	-	27

Have you identified any gaps in terms of expertise in your school leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	53%	-	-	23%
No	46%	-	-	74%
Total count	70	-	-	31

What is the main gap that you have identified?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Business development	9%	-	-	0%
Change management	6%	-	-	0%
Communication skills	3%	-	-	18%
Curriculum	3%	-	-	0%
Development and management of extended services	30%	-	-	50%
Finance	18%	-	-	16%
Management of support staff	0%	-	-	0%
Management of teachers	15%	-	-	0%
SENCO (special educational needs co-ordinator)	0%	-	-	16%
Other (please specify)	12%	-	-	0%
Total count	38	-	-	8

How will you address or how have you addressed this gap?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Additional training for self	30%	-	-	16%
Additional training for members of the Senior Leadership Team	51%	-	-	37%
Additional training for other staff	36%	-	-	32%
Additional recruitment of staff with QTS	13%	-	-	0%
Additional recruitment of specialist support staff	12%	-	-	50%
The DfES should be addressing these gaps for us	3%	-	-	0%
Do not have the financial resources to do anything	15%	-	-	16%
Succession planning	0%	-	-	-
Increase size of building	0%	-	-	-
Conduct review / redesign of operational structure / consult advisers	3%	-	-	16%
Primary leadership programme	0%	-	-	-
Additional funding	0%	-	-	-
Redistributing the workload	3%	-	-	-
Responsibility of the LEA	0%	-	-	-
Received support from LEA	0%	-	-	-
Networking with other schools	0%	-	-	-
Recruiting experienced governors	0%	-	-	0%
Partnership agreement	0%	-	-	0%
Monitoring by governors	0%	-	-	0%
Increase size of leadership team	0%	-	-	-
I have taken on this role	3%	-	-	-
Provision of varied teaching role / opportunities	0%	-	-	-
Role currently overseen by Head & Deputy Head teacher	0%	-	-	-
Selecting / redeploying those that are capable / interested in doing the role	0%	-	-	-
Securing support from all necessary job positions	0%	-	-	0%
Supporting the Senior Management Team	0%	-	-	-
Secure support from Governors/Wider community3	0%	-	-	0%
Not Applicable	0%	-	-	0%
Don't know	0%	-	-	0%
None	-	-	-	0%
Missing	3%	-	-	16%
Total count	38	-	-	8

In your opinion, what should the composition of your senior leadership team look like in 5-10 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Same as it is now	21%	26%	37%	48%
Some changes required	60%	64%	58%	41%
Complete change in structure	17%	10%	1%	4%
Missing	2%	0%	4%	7%
Total count	70	52	27	31

What is the most important change you could/would make in terms of personnel or improving the team skills to achieve this new composition?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	12%	14%	14%	8%
Recruit new/utilise existing staff - QTS	4%	6%	0%	0%
Recruit new/utilise existing staff - Bursar/Non Teaching	18%	8%	7%	0%
Change existing staff/staff duties	10%	6%	7%	16%
Staff redundancy/loss/retirement	2%	6%	0%	0%
Develop understanding/knowledge/expertise via training	11%	17%	7%	0%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	0%	0%	8%
Leadership review/amendment	8%	3%	7%	8%
SLT review/amendment/utilisation/team dynamics	2%	3%	7%	24%
Increase funding/review financial management	0%	3%	7%	8%
Change/reorganise management/leadership structure	8%	28%	1%	24%
Develop school/community relations	0%	0%	0%	0%
Provision of additional support	4%	6%	1%	8%
Planning/future change to school/curriculum	4%	8%	0%	17%
Other	12%	3%	21%	0%
None	10%	6%	35%	1%
Total count	46	38	16	14

What is the most important change you could/would make in terms of personnel or improving the team skills to achieve this new composition - Some changes required?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	13%	13%	14%	0%
Recruit new/utilise existing staff - QTS	5%	7%	0%	0%
Recruit new/utilise existing staff - Bursar/Non Teaching	23%	10%	7%	0%
Change existing staff/staff duties	8%	7%	7%	18%
Staff redundancy/loss/retirement	0%	7%	0%	0%
Develop understanding/knowledge/expertise via training	13%	20%	7%	0%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	0%	0%	9%
Leadership review/amendment	10%	3%	7%	9%
SLT review/amendment/utilisation/team dynamics	3%	4%	7%	27%
Increase funding/review financial management	0%	0%	7%	9%
Change/reorganise management/leadership structure	5%	23%	0%	27%
Develop school/community relations	0%	0%	0%	0%
Provision of additional support	5%	4%	1%	9%
Planning/future change to school/curriculum	5%	7%	0%	19%
Extend services/child care centre	0%	0%	0%	0%
Other	8%	3%	21%	0%
None	8%	3%	35%	1%
Total count	31	33	15	13

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Complete change in structure?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	33%	20%	-	100%
Recruit new/utilise existing staff - QTS	0%	0%	0%	-
Recruit new/utilise existing staff - Bursar/Non Teaching	0%	0%	0%	0%
Change existing staff/staff duties	0%	0%	-	0%
Staff redundancy/loss/retirement	0%	0%	0%	-
Develop understanding/knowledge/expertise via training	33%	0%	0%	0%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	0%	0%	-
Leadership review/amendment	0%	0%	-	0%
SLT review/amendment/utilisation/team dynamics	0%	0%	0%	0%
Increase funding/review financial management	0%	20%	-	0%
Change/reorganise management/leadership structure	0%	60%	100%	0%
Develop school/community relations	0%	0%	-	0%
Provision of additional support	0%	20%	0%	-
Planning/future change to school/curriculum	33%	20%	0%	0%
Extend services/child care centre	33%	-	0%	0%
Other	0%	0%	-	0%
None	0%	20%	0%	0%
Total count	12	5	1	1

Are there any other comments you would like to make regarding the future of school leadership?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Development of skills/training/mentoring/shadowing	5%	0%	5%	0%
Greater distribution of workload/more support for Headteachers/Delegation	4%	2%	0%	0%
Recruitment & Retention issues	3%	8%	0%	4%
Succession planning concerns / Low level of interest	8%	6%	0%	0%
Job is becoming too difficult	3%	2%	0%	4%
Improve work-life balance	8%	0%	0%	0%
Too many different initiatives/too much paperwork/accountability/bureaucracy	3%	2%	1%	0%
Consolidation period / more paid non-teaching time needed to carry out leadership duties	3%	2%	0%	0%
Headteachers should have education/teaching background	2%	0%	0%	0%
New or updated structure/team (more flexibility/clearly defined roles)	11%	6%	8%	0%
Concern/uncertainty over future/lack of clear strategy	2%	0%	0%	4%
System working well / positive future outlook	6%	0%	8%	11%
Greater financial incentives	8%	4%	0%	4%
Budget / funding issues	2%	0%	0%	0%
Greater differential in pay/responsibility between each role/level	0%	0%	0%	0%
Comparative level of pay/responsibility with private sector/industry roles	0%	2%	0%	7%
Concern of Headteacher leading/supporting more than one school	0%	0%	-	0%
Need to work closer with local community / other schools	3%	2%	4%	0%
Greater freedom from local / central control	0%	2%	1%	0%
More support required from Governing Bodies / OFSTED / LA's	3%	2%	5%	7%
Other	3%	0%	1%	7%
Not Applicable	-	0%	-	-
Nothing	35%	73%	74%	67%
Total count	70	52	27	31

Section 6: Ethnicity

Which of these ethnic groups do you consider yourself belonging to?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
White British	92%	94%	88%	93%
White Irish	0%	2%	0%	4%
White and Black Caribbean	0%	-	-	-
White and Black African	0%	-	-	-
White and Asian	0%	0%	0%	0%
Indian	2%	2%	0%	0%
Pakistani	0%	0%	-	-
Bangladeshi	0%	-	-	-
Caribbean	0%	0%	0%	0%
African	0%	0%	4%	-
White European	3%	2%	4%	0%
Mixed	0%	0%	-	0%
Australian/New Zealand	2%	0%	-	-
White Caribbean	0%	-	-	-
Black British	0%	-	-	-
Israeli	-	0%	-	-
Sri Lankan	-	0%	-	-
American	-	-	0%	-
Missing	2%	0%	4%	4%
Total count	70	52	27	31

Other – PRU and Academies

Section 1: You and Your School

As of 1st September 2006, how many years have you been a Headteacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	0%	-	-	-
1 - 5.9	55%	-	-	-
6 - 10.9	36%	-	-	-
11 - 15.9	6%	-	-	-
16 - 20.9	0%	-	-	-
21 - 25.9	0%	-	-	-
26 - 30.9	0%	-	-	-
Missing	3%	-	-	-
Total count	41	-	-	-

As of 1st September 2006, how many years have you been a Headteacher in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	0%	-	-	-
1 - 5.9	52%	-	-	-
6 - 10.9	37%	-	-	-
11 - 15.9	11%	-	-	-
16 - 20.9	0%	-	-	-
21 - 25.9	0%	-	-	-
26 - 30.9	0%	-	-	-
31 - 35.9	0%	-	-	-
Missing	0%	-	-	-
Total count	41	-	-	-

As of 1st September 2006, how many years in total have you been teaching?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	0%	0%	-	-
6 - 10.9	6%	13%	-	-
11 - 15.9	12%	12%	-	-
16 - 20.9	12%	20%	-	-
21 - 25.9	11%	12%	-	-
26 - 30.9	26%	24%	-	-
31 - 35.9	21%	12%	-	-
36 - 40.9	9%	0%	-	-
Missing	3%	8%	-	-
Total count	41	30	-	-

Does your school offer extended services?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes full core offer	4%	0%	0%	0%
Yes some services	27%	30%	40%	44%
No	69%	65%	80%	33%
Total count	41	30	12	16

How effective do you think these extended services will be?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improving pupils' achievement				
Not at all effective	0%	0%	0%	0%
Not very effective	0%	0%	0%	0%
Neither/nor	13%	0%	0%	0%
Quite effective	63%	83%	67%	80%
Very effective	25%	33%	0%	20%
Missing	0%	0%	0%	0%
Improving pupil's well-being				
Not at all effective	0%	0%	0%	0%
Not very effective	0%	0%	0%	0%
Neither/nor	0%	0%	0%	0%
Quite effective	13%	17%	67%	80%
Very effective	75%	83%	0%	20%
Missing	0%	0%	0%	0%
Improving pupil's motivation				
Not at all effective	0%	0%	0%	0%
Not very effective	0%	0%	0%	0%
Neither/nor	0%	33%	0%	0%
Quite effective	50%	50%	100%	80%
Very effective	50%	33%	0%	20%
Missing	0%	0%	0%	0%
Improving pupils' behaviour				
Not at all effective	0%	0%	0%	0%
Not very effective	0%	0%	0%	0%
Neither/nor	13%	33%	33%	0%
Quite effective	38%	33%	67%	80%
Very effective	50%	33%	0%	20%
Missing	0%	17%	0%	0%
Creating an effective transition				
Not at all effective	25%	0%	0%	0%
Not very effective	25%	33%	0%	0%
Neither/nor	13%	17%	33%	0%
Quite effective	25%	67%	67%	0%
Very effective	25%	0%	0%	0%
Missing	0%	0%	0%	0%
Total count	16	12	6	10

How would you describe your collaborative arrangements with another school/other schools?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Hard governance federation (joint governing body)	0%	-	-	0%
Soft governance federation (own governing body and joint governance committee with delegated powers)	3%	-	-	0%
Soft federation (own governing body and joint governance committee without delegated powers)	0%	-	-	6%
Loose, informal collaboration	52%	-	-	68%
No collaboration	27%	-	-	22%
Other	18%	-	-	4%
Missing	0%	-	-	0%
Total count	41	-	-	16

What is the biggest benefit for your school from this collaboration?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Better entitlement for 14-19 year olds	24%	-	-	49%
Better strategic leadership	12%	-	-	1%
Development of own staff from supporting other schools	9%	-	-	25%
Improved curriculum	0%	-	-	0%
Improvement in behaviour	12%	-	-	12%
Smoother transition of pupils from feeder schools	5%	-	-	13%
Training and development for support staff	0%	-	-	0%
Training and development for teachers	25%	-	-	0%
There are no benefits	0%	-	-	0%
Other (please specify)	12%	-	-	0%
Missing	0%	-	-	0%
Total count	32	-	-	13

Do you have any collaboration with other external organisations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	88%	-	-	86%
No	12%	-	-	14%
Don't know	0%	-	-	0%
Missing	0%	-	-	0%
Total count	41	-	-	16

What are these collaborations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Career service e.g. Connexions	97%	-	-	85%
Childcare providers	12%	-	-	16%
Further Education	54%	-	-	75%
Health and social care providers/professionals	78%	-	-	85%
Higher Education	12%	-	-	42%
Other training providers	62%	-	-	64%
The business community	35%	-	-	43%
The voluntary sector/not for profit organisations	47%	-	-	76%
Other (please specify)	17%	-	-	13%
Missing	0%	-	-	0%
Total count	37	-	-	13

What is your current position on the governing body?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Chair of the Governing Body	-	-	-	32%
Vice Chair of the Governing Body	-	-	-	13%
Member of the Governing Body	-	-	-	51%
Chair of the Staffing committee	-	-	-	0%
Chair of the Curriculum committee	-	-	-	0%
SLT	-	-	-	3%
Observer	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	16

Which of the following best describes your category as a governor?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Associate member	-	-	-	0%
Community	-	-	-	20%
Foundation	-	-	-	1%
Local Authority	-	-	-	35%
Parent Governor	-	-	-	0%
Partnership	-	-	-	9%
Sponsor	-	-	-	3%
Staff	-	-	-	32%
Co opted	-	-	-	0%
Member of board of trustees	-	-	-	0%
Non-Teaching	-	-	-	0%
Trustee	-	-	-	0%
Administrator	-	-	-	0%
Chair of Governors	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	16

How many years have you been a Governor of this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	-	-	0%
1 - 5.9	-	-	-	61%
6 - 10.9	-	-	-	38%
11 - 15.9	-	-	-	1%
16 - 20.9	-	-	-	0%
21 - 25.9	-	-	-	0%
26 - 30.9	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	16

How many years have you been a Governor in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	-	-	44%
6 - 10.9	-	-	-	42%
11 - 15.9	-	-	-	10%
16 - 20.9	-	-	-	4%
21 - 25.9	-	-	-	0%
26 - 30.9	-	-	-	0%
31 - 35.9	-	-	-	0%
36 - 40.9	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	16

How many years have you been a Teacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	8%	-	-
1 - 5.9	-	44%	-	-
6 - 10.9	-	28%	-	-
11 - 15.9	-	4%	-	-
16 - 20.9	-	12%	-	-
21 - 25.9	-	0%	-	-
26 - 30.9	-	0%	-	-
31 - 35.9	-	0%	-	-
36 - 40.9	-	0%	-	-
Missing	-	4%	-	-
Total count	-	30	-	-

Which of the following best describes your position?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Advanced Skills Teacher	-	0%	0%	-
Assistant Headteacher	-	26%	0%	-
Bursar	-	0%	10%	-
Business Manager	-	0%	2%	-
Children's Centre Manager	-	0%	-	-
Deputy Headteacher	-	47%	0%	-
Director of Community Liaison	-	0%	0%	-
Director of Inclusion	-	0%	12%	-
Extended School Manager	-	0%	0%	-
Head of Department	-	12%	12%	-
Human Resource Manager	-	8%	0%	-
Key Stage Manager	-	0%	0%	-
Office Manager	-	0%	13%	-
Premises Manager	-	0%	0%	-
SENCO (special educational needs co-ordinator)	-	0%	24%	-
Teaching assistant	-	0%	24%	-
Other	-	8%	1%	-
Missing	-	0%	0%	-
Total count	-	30	12	-

How many years have you been in the Senior Leadership Team in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	4%	30%	-
1 - 5.9	-	61%	32%	-
6 - 10.9	-	27%	13%	-
11 - 15.9	-	0%	0%	-
16 - 20.9	-	0%	12%	-
21 - 25.9	-	0%	0%	-
26 - 30.9	-	0%	0%	-
Not Applicable	-	-	0%	-
Missing	-	8%	12%	-
Total count	-	30	12	-

Have you been on any other Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	35%	42%	-
No	-	65%	46%	-
Missing	-	0%	12%	-
Total count	-	30	12	-

How many years were you on the previous Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	0%	-	-
1 - 5.9	-	77%	58%	-
6 - 10.9	-	22%	42%	-
11 - 15.9	-	1%	0%	-
16 - 20.9	-	0%	-	-
21 - 25.9	-	0%	-	-
Not Applicable	-	-	0%	-
Missing	-	0%	0%	-
Total count	-	10	5	-

Section 2: Roles and Responsibilities

On average, how many hours, if any, do you spend teaching per week in timetabled lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	37%	12%	7%	-
1 - 5.9	30%	12%	1%	0%
6 - 10.9	12%	14%	24%	7%
11 - 15.9	3%	31%	0%	19%
16 - 20.9	3%	12%	12%	0%
21 - 25.9	0%	12%	12%	54%
26 - 30.9	-	4%	0%	0%
31 - 35.9	0%	0%	0%	0%
36 - 40.9	-	0%	0%	0%
41 - 45.9	-	0%	0%	0%
Not Applicable	-	0%	16%	0%
Missing	15%	4%	26%	19%
Total count	41	30	12	2

On average, how many hours, if any, do you spend teaching per week covering lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	29%	45%	58%	-
1 - 5.9	54%	43%	13%	-
6 - 10.9	3%	4%	0%	-
11 - 15.9	0%	0%	0%	-
Varies	0%	0%	12%	-
Not Applicable	-	4%	0%	-
Missing	15%	4%	16%	-
Total count	41	30	12	-

On average which five take up most of your time over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	50%	10%	33%	-
Acting as an external consultant	0%	0%	17%	-
Curriculum planning and development	19%	75%	17%	-
Finance	0%	10%	50%	-
Implementing new ideas/initiatives	35%	60%	33%	-
Management of premises	-	5%	50%	-
Management of support staff	12%	35%	67%	-
Management of teachers	12%	60%	17%	-
Office management	-	10%	50%	-
Responsibility for pupils' well-being	46%	65%	67%	-
School improvement planning	54%	25%	17%	-
SEN (special educational needs)	8%	35%	50%	-
Staff recruitment and retention	0%	15%	33%	-
Strategic vision	50%	20%	0%	-
Teaching	0%	45%	33%	-
Timetabling	0%	10%	0%	-
Working with the LA (Local Authority)	15%	5%	17%	-
Other	-	10%	0%	-
Total count	41	30	12	-

In your opinion, which three should be your most important activities as a Headteacher over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	48%	13%	26%	-
Acting as an external consultant	0%	4%	12%	-
Curriculum planning and development	18%	60%	0%	-
Directing extended services	0%	0%	12%	-
Finance	1%	6%	13%	-
Implementing new ideas/initiatives	37%	35%	15%	-
Management of premises	-	0%	12%	-
Management of support staff	12%	9%	39%	-
Management of teachers	13%	19%	0%	-
Office management	-	4%	13%	-
Responsibility for pupils' well-being	47%	70%	49%	-
School improvement planning	52%	16%	24%	-
SEN (special educational needs)	9%	19%	24%	-
Staff recruitment and retention	0%	0%	17%	-
Strategic vision	48%	2%	18%	-
Teaching	0%	35%	24%	-
Timetabling	0%	4%	0%	-
Working with the LA (Local Authority)	15%	0%	0%	-
Other	0%	4%	1%	-
Total count	41	30	12	-

Which three aspects of your role give you most satisfaction?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Developing staff	58%	20%	33%	-
Helping other schools improve	12%	10%	17%	-
Improving results	15%	10%	0%	-
Introducing new ideas	46%	35%	33%	-
Involvement in extra curricular activities	0%	10%	17%	-
Meeting school improvement targets	19%	15%	17%	-
Regular teaching commitment	8%	30%	33%	-
Seeing children achieve	88%	70%	67%	-
Setting strategic vision	27%	0%	0%	-
Contributing to strategic vision	0%	35%	50%	-
Deputising for Headteacher	0%	20%	0%	-
Working with individual pupils	23%	35%	33%	-
Other (please specify)	4%	5%	17%	-
Total count	41	30	12	-

In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruitment & Retention	12%	4%	0%	9%
Absenteeism	4%	0%	0%	-
Issues re motivation/morale	0%	8%	0%	1%
Staff improvement/development	3%	0%	1%	0%
Financial restraints/budgetary deficits	6%	4%	4%	0%
Meeting targets/Ofsted inspections	3%	0%	13%	4%
Developing/Implementing curriculum	3%	4%	12%	10%
Time management/limitation	0%	0%	0%	0%
Building development/expansion	9%	4%	0%	9%
Insufficient resources	0%	0%	-	0%
Lack of support from Local Authorities	0%	0%	-	0%
Liaising with local boards/schools	6%	0%	0%	9%
Pupil attainment/achievement/performance	6%	0%	0%	4%
Special needs/behavioural issues	0%	8%	0%	18%
Pupil recruitment/attendance/class size	9%	0%	12%	12%
Parental involvement/support	0%	0%	0%	0%
Maintaining & improving teaching standards/results	16%	4%	12%	3%
Introducing new structures/procedures	15%	4%	0%	0%
Provision of extended services e.g. Children's Centre	3%	0%	0%	0%
Other	7%	40%	32%	9%
Don't know/Not applicable	0%	4%	0%	10%
Missing	6%	16%	13%	0%
Total count	41	30	12	16

Do you currently have any external roles?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	36%	12%	26%	-
No	64%	80%	74%	-
Missing	0%	8%	0%	-
Total count	41	30	12	-

As a member of the Senior Leadership Team what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
School Improvement Partner	-	0%	0%	-
Consultant leader	-	32%	52%	-
Community development / activities	-	0%	0%	-
Steering group	-	0%	0%	-
Project / Development manager / Partnership / Governor / Advisor / Chairperson	-	3%	0%	-
Leading teacher / co-ordinator / development teacher	-	0%	-	-
Educational bodies (e.g. - SSAT / LSN)	-	0%	0%	-
Early years / Children Centre link	-	0%	0%	-
Member of various educational working groups / Cluster board	-	0%	0%	-
Work with Local Education Authorities / Planning groups	-	0%	0%	-
External school / college visits / liaison / support	-	32%	48%	-
Lecturer/Tutor/Mentor to trainee students / teachers / Training Manager	-	0%	0%	-
Student welfare issues	-	0%	-	-
Educational inspector / moderator / assessor	-	0%	0%	-
Lead Behaviour Professional	-	0%	-	-
Area SENCO / SENCO / SEN	-	0%	0%	-
INSET for NQT's	-	0%	-	-
Outreach Co-ordinator	-	0%	-	-
Extra Curricular activities / clubs	-	0%	-	-
Trustee for Princes Trust and Healthy Living Centre	-	-	0%	-
PTA Co-ordinator	-	0%	0%	-
Primary / Secondary Network learning network / Co-ordinator	-	32%	-	-
Multi Agency liaison	-	0%	-	-
Head / Deputy teacher	-	0%	-	-
Extended school services	-	0%	0%	-
Director of Pre-school / Pre-school links	-	0%	-	-
Admin duties for Governor / Headteacher	-	0%	0%	-
Advanced Skills Teacher	-	0%	-	-
Arts Co-ordinator	-	0%	-	-
Missing	-	0%	0%	-
Total count	-	4	3	-

As a Headteacher what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Executive Head	5%	-	-	-
School Improvement partner	0%	-	-	-
Consultant leader	9%	-	-	-
Member of Local/Regional Authority initiatives / working groups / partnership	10%	-	-	-
Work for DfES	0%	-	-	-
Vice Chair	0%	-	-	-
Verifier for H.Q.S.	0%	-	-	-
Member of various unspecified panels	0%	-	-	-
Financial/Treasurers role / committees	0%	-	-	-
Tutor	0%	-	-	-
Training/Mentor/Support advisor	16%	-	-	-
Member of steering group	0%	-	-	-
Inspector / Assessor / Moderator	8%	-	-	-
Sit on board of company/committee/community groups	11%	-	-	-
Member of Educational panels (SEN, EAL)	8%	-	-	-
Data Analyst	0%	-	-	-
Member of School/Admission Forums	0%	-	-	-
Member of Headteacher & Leadership groups/association/link/programme	8%	-	-	-
LMS Group	0%	-	-	-
Member of Cluster groups/boards	0%	-	-	-
Chairperson / Governor	0%	-	-	-
Managing Director / Director / Consultant / Management	4%	-	-	-
Magistrate	0%	-	-	-
Member of behaviour support team / monitoring student behaviour	8%	-	-	-
Member of family support group	0%	-	-	-
Member of strategy group	0%	-	-	-
Work on PFI projects	0%	-	-	-
Part of extra curricular activities - (sports/breakfast club/after school projects)	0%	-	-	-
Children's centre	0%	-	-	-
Schools Abroad initiative	0%	-	-	-
Member of creative networks	0%	-	-	-
Member of Church Committee / Representative	0%	-	-	-
Outreach support worker	8%	-	-	-
Voluntary worker	0%	-	-	-
None	0%	-	-	-
Missing	8%	-	-	-
Total count	17	-	-	-

What proportion of your working time would you say that you spend on these external roles on average per year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0 to 20%	73%	64%	5%	-
21 to 40%	26%	36%	48%	-
41 to 60%	0%	0%	0%	-
61 to 80%	1%	-	48%	-
81 to 100%	0%	0%	-	-
Missing	0%	0%	-	-
Total count	17	4%	3	-

On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all beneficial	0%	0%	0%	-
Not very beneficial	0%	0%	0%	-
Neither/Nor	9%	0%	0%	-
Quite beneficial	38%	36%	5%	-
Very beneficial	53%	64%	95%	-
Missing	0%	0%	-	-
Total count	17	4	3	-

On average, how many hours, do you spend as a Governor each year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 9	-	-	-	17%
10 - 19	-	-	-	18%
20 -29	-	-	-	18%
30 - 39	-	-	-	9%
40 - 49	-	-	-	9%
50 - 59	-	-	-	9%
60 - 69	-	-	-	0%
70 - 79	-	-	-	0%
80 - 89	-	-	-	0%
90 - 99	-	-	-	0%
100 plus	-	-	-	14%
Don't know	-	-	-	0%
Missing	-	-	-	4%
Total count	-	-	-	16

Do you also teach in the school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	22%
No	-	-	-	78%
Missing	-	-	-	0%
Total count	-	-	-	16

As a Governor, do you take the lead on any of the following?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Collaboration with other schools				
Yes	-	-	-	36%
No	-	-	-	28%
Missing	-	-	-	36%
Developing business partnerships				
Yes	-	-	-	18%
No	-	-	-	38%
Missing	-	-	-	44%
Finance				
Yes	-	-	-	45%
No	-	-	-	28%
Missing	-	-	-	27%
Performance management of Headteacher				
Yes	-	-	-	36%
No	-	-	-	37%
Missing	-	-	-	27%
Pupil behaviour				
Yes	-	-	-	26%
No	-	-	-	31%
Missing	-	-	-	43%
Recruitment/retention of staff				
Yes	-	-	-	33%
No	-	-	-	31%
Missing	-	-	-	36%
School facilities				
Yes	-	-	-	24%
No	-	-	-	31%
Missing	-	-	-	45%
School Improvement Planning				
Yes	-	-	-	59%
No	-	-	-	22%
Missing	-	-	-	19%
Setting strategic vision				
Yes	-	-	-	67%
No	-	-	-	18%
Missing	-	-	-	15%
Staff training and development				
Yes	-	-	-	18%
No	-	-	-	40%
Missing	-	-	-	42%
Working with Local Authority				
Yes	-	-	-	73%
No	-	-	-	12%
Missing	-	-	-	14%
Other (please specify)				
Yes	-	-	-	2%
No	-	-	-	9%
Missing	-	-	-	89%
Total count	-	-	-	16

Do you think your school's relationship with the Local Authority is changing?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	50%
No	-	-	-	7%
Don't know	-	-	-	25%
Not applicable	-	-	-	18%
Missing	-	-	-	0%
Total count	-	-	-	16

What is the one biggest change that has happened in this relationship over the last three years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved working relationship with/ support from the LEA/SIP/Diocese/ local schools representatives	-	-	-	19%
Use of premises by / link up with external organisation	-	-	-	0%
Change in status of school / educational classification / restructuring of DfES	-	-	-	6%
New governing body and staff / new support staff roles	-	-	-	0%
Increase in control over management issues	-	-	-	19%
Recognition of student behavioural issues / special needs	-	-	-	19%
Increased standards within school / development of staff / premises	-	-	-	0%
Reduction in budget / funding issues	-	-	-	0%
Admin requirements / bureaucracy	-	-	-	19%
Provision of extended services	-	-	-	0%
Decrease in service standards	-	-	-	0%
Reduction in level of support / working relationship	-	-	-	20%
Inspections of school	-	-	-	0%
Introduction of the Every Child Matters document / policy	-	-	-	0%
Change in LEA staff / Less supportive / less personal contact	-	-	-	0%
More responsive to feedback / greater sense of autonomy	-	-	-	0%
More emphasis on performance / SAT results	-	-	-	0%
Recruitment of head teacher / new staff members	-	-	-	0%
Increase in use of target / initiatives	-	-	-	0%
Reduction of schools level of control	-	-	-	0%
No great change	-	-	-	0%
Increased level of communication	-	-	-	0%
No Early Years post / support	-	-	-	0%
Induction of / change in SIP	-	-	-	0%
Imposition of initiatives without consultation	-	-	-	0%
Increased workload for providers	-	-	-	0%
Formation of the School Forum	-	-	-	0%
Not Applicable	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	8

Section 3: Pay and Conditions

Can you indicate your current salary band?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Less than £30,000	-	10%	67%	-
£30,000-£39,999	-	50%	17%	-
Less than £40,000	8%	0%	0%	-
£40,000-£49,999	54%	35%	17%	-
£50,000-£59,999	23%	0%	0%	-
£60,000-£69,999	4%	0%	0%	-
£70,000-£79,999	4%	0%	0%	-
£80,000-£89,999	0%	0%	0%	-
£90,000-£99,999	0%	0%	0%	-
£100,000+	4%	0%	0%	-
Missing	4%	5%	0%	-
Total count	41	30	12	-

Do you think the following should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status				
Yes	65%	80%	17%	89%
No	27%	10%	100%	11%
Missing	8%	15%	0%	0%
Different phase of school				
Yes	38%	30%	0%	22%
No	54%	45%	100%	56%
Missing	8%	20%	17%	11%
Different locations				
Yes	42%	35%	33%	22%
No	31%	35%	67%	67%
Missing	23%	25%	17%	11%
Different socio-economic factors				
Yes	54%	55%	33%	44%
No	27%	25%	50%	44%
Missing	19%	15%	17%	11%
Individual performance				
Yes	54%	65%	100%	67%
No	31%	20%	0%	22%
Missing	19%	15%	17%	0%
Meeting targets in school improvement plan				
Yes	50%	45%	50%	78%
No	31%	30%	50%	11%
Missing	19%	25%	0%	11%
Specialist skills, e.g., finance, HR, etc.				
Yes	38%	-	100%	56%
No	38%	-	0%	33%
Missing	19%	-	17%	11%
Total count	41	30	12	16

Is there anything else that you think should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recognition of workload & hours worked	6%	0%	13%	1%
Level of commitment/loyalty shown by staff/attendance	0%	0%	0%	0%
Recruitment & Retention	0%	0%	0%	2%
Level of experience/ability/skills/qualifications/length of service	6%	0%	12%	4%
To take account of additional responsibility/accountability/requirements of position	6%	1%	4%	8%
Performance & achievement	0%	0%	0%	6%
Improvement/added value	0%	0%	6%	0%
Impact, innovation & sustainability	0%	-	0%	1%
Recognition for provision of additional services/extended schools/extra curricular activities	0%	0%	0%	1%
Number/age of pupils/SEN/EAL pupils within the school	3%	0%	0%	1%
Size/type/location of school/budget	7%	0%	0%	3%
Challenge provided by school	6%	4%	12%	-
Greater differential in pay/responsibility between each role/level	3%	0%	13%	2%
Comparative level of pay with private sector / industry roles	0%	0%	0%	1%
Holiday pay/TOIL	0%	4%	0%	-
Overall management of school/number of staff /size of management team	0%	0%	0%	2%
Management of community issues/external agencies	1%	0%	0%	-
Other	6%	0%	12%	-
Not applicable	0%	0%	0%	6%
Nothing	63%	90%	40%	0%
None	-	-	-	9%
Missing	-	-	-	59%
Total count	41	30	12	16

For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
To recruit leaders with QTS				
Yes	69%	50%	67%	78%
No	31%	30%	17%	22%
Missing	0%	15%	33%	0%
To recruit leaders without QTS				
Yes	38%	25%	17%	22%
No	46%	45%	83%	44%
Missing	15%	25%	17%	22%
Total count	41	30	12	16

How flexible, in practice, are the current reward structures and other terms and conditions in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very inflexible	23%	15%	50%	22%
Inflexible	31%	30%	0%	22%
Neither/nor	23%	35%	17%	33%
Flexible	15%	10%	33%	11%
Very flexible	8%	0%	0%	0%
Missing	0%	5%	0%	0%
Total count	41	30	12	16

Which one of the following incentives would you find most attractive?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Car	15%	10%	17%	-
Gym membership	0%	0%	0%	-
Private health insurance	27%	20%	33%	-
Season tickets/travel costs	8%	0%	0%	-
Secondments/sabbaticals	27%	25%	33%	-
Support in external roles	0%	5%	0%	-
Work some school hours at home	12%	30%	17%	-
None	12%	10%	17%	-
Other (please specify)	0%	0%	0%	-
Missing	0%	5%	0%	-
Total count	41	30	12	-

How would you describe your work-life balance?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	8%	0%	0%	-
Poor	35%	20%	33%	-
Neither/nor	31%	25%	33%	-
Good	31%	40%	33%	-
Very Good	0%	10%	17%	-
Total count	41	30	12	-

How would you describe the work-life balance of the Headteacher in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	-	-	-	0%
Poor	-	-	-	12%
Neither/Nor	-	-	-	59%
Good	-	-	-	24%
Very good	-	-	-	4%
Missing	-	-	-	0%
Total count	-	-	-	16

Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	14%
No	-	-	-	27%
Don't know	-	-	-	59%
Missing	-	-	-	0%
Total count	-	-	-	16

Which task should they delegate first?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Parent contacts	-	-	-	0%
Management / supervision of school behaviour	-	-	-	0%
Organisational tasks / meetings / management	-	-	-	0%
Already delegate what they can	-	-	-	0%
Admin tasks	-	-	-	70%
Staff training / development / assessment / recruitment / cuts / management	-	-	-	0%
On call duties	-	-	-	0%
Teaching / co-ordinator role	-	-	-	7%
Timetable/curriculum design	-	-	-	0%
Property / premises management & development	-	-	-	0%
Off site / extra curricular activities	-	-	-	0%
Financial management issues	-	-	-	0%
Community / Business links	-	-	-	23%
SEN / EMAG	-	-	-	0%
Unspecified tasks	-	-	-	0%
Provision of cover	-	-	-	0%
Provision of Extended services	-	-	-	0%
Not Applicable	-	-	-	0%
Don't know	-	-	-	0%
Missing	-	-	-	0%
Total count	-	-	-	3

Thinking about support networks. On a scale of 1 to 5 where 1 is not all supported and 5 is completely supported, how would you rate the level of support you receive...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From the NGA (National Governors Association)				
Not supported at all	-	-	-	28%
Not very supported	-	-	-	14%
Neither/Nor	-	-	-	32%
Quite supported	-	-	-	4%
Completely supported	-	-	-	0%
Missing	-	-	-	22%
From the NCSL (National College of School Leadership)				
Not supported at all	-	-	-	24%
Not very supported	-	-	-	20%
Neither/Nor	-	-	-	22%
Quite supported	-	-	-	13%
Completely supported	-	-	-	0%
Missing	-	-	-	22%
From any other local governors organisation				
Not supported at all	-	-	-	20%
Not very supported	-	-	-	10%
Neither/Nor	-	-	-	16%
Quite supported	-	-	-	14%
Completely supported	-	-	-	0%
Missing	-	-	-	40%
From the Local Authority				
Not supported at all	-	-	-	0%
Not very supported	-	-	-	20%
Neither/Nor	-	-	-	18%
Quite supported	-	-	-	37%
Completely supported	-	-	-	7%
Missing	-	-	-	18%
Governorline				
Not supported at all	-	-	-	32%
Not very supported	-	-	-	10%
Neither/Nor	-	-	-	17%
Quite supported	-	-	-	1%
Completely supported	-	-	-	0%
Missing	-	-	-	40%
DfES (Department for Education and Skills)				
Not supported at all	-	-	-	0%
Not very supported	-	-	-	9%
Neither/Nor	-	-	-	33%
Quite supported	-	-	-	27%
Completely supported	-	-	-	0%
Missing	-	-	-	31%
Other (please specify)				
Not supported at all	-	-	-	9%
Not very supported	-	-	-	0%
Neither/Nor	-	-	-	0%
Quite supported	-	-	-	9%
Completely supported	-	-	-	0%
None	-	-	-	82%
Total count	-	-	-	16

Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Response 1				
Staff development / Personnel / School management issues	6%	4%	1%	-
Teaching / Lunching time / extra curricular duties	3%	10%	4%	-
Curriculum / Timetable / Year group / Extra curriculum design	21%	8%	-	-
Accountability for standards / performance / after school clubs	3%	0%	-	-
Administration duties	3%	12%	25%	-
Analysis / Appraisal of performance & data	3%	0%	0%	-
Building supervision / maintenance issues / development issues	12%	0%	0%	-
Attendance / organising of meetings / appointments both internally & externally	0%	8%	0%	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	3%	4%	0%	-
Handling student behavioural / general pupil issues	1%	0%	-	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	3%	0%	0%	-
SENCO / SEN / EAL role	0%	8%	0%	-
Budget management / Finance control / Fund raising	11%	4%	13%	-
Child protection issues	0%	0%	0%	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	0%	0%	0%	-
Covering for / Organising cover for absent staff / staff shortages	9%	8%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	0%	0%	-
Extended schools initiatives / cluster	0%	0%	-	-
Governors role / committee	0%	0%	0%	-
Health & Safety issues	0%	0%	0%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	0%	-
Marketing / Publicity for school	0%	0%	0%	-
Writing of/organisation of reports / policy / school profile / bids	0%	0%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	0%	-	-
Organisation / management of pupil transport	0%	0%	0%	-
All tasks not part of Headteacher job description / External responsibilities	6%	0%	-	-
Management of catering issues	0%	0%	0%	-
Staff recruitment / induction / training	0%	0%	0%	-
Equipment maintenance / management	-	0%	-	-
Not Applicable	0%	8%	0%	-
Don't Know	0%	-	-	-
None	4%	27%	56%	-
Missing	12%	-	-	-
Total count	41	30	12	-

Response 2	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	6%	0%	0%	-
Teaching / Lunching time / extra curricular duties	0%	4%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	0%	4%	0%	-
Accountability for standards / performance / after school clubs	0%	0%	0%	-
Administration duties	1%	4%	16%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	3%	0%	0%	-
Attendance / organising of meetings / appointments both internally & externally	9%	0%	0%	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	6%	4%	0%	-
Handling student behavioural / general pupil issues	6%	0%	0%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	3%	1%	0%	-
SENCO / SEN / EAL role	6%	0%	0%	-
Budget management / Finance control / Fund raising	0%	0%	13%	-
Child protection issues	0%	0%	0%	-
Community / Social issues	0%	0%	-	-
Dealing with parental requests / issues / PTA	0%	0%	-	-
Covering for / Organising cover for absent staff / staff shortages	3%	0%	0%	-
Dealing with Local Education Authority / Education Board / Local schools	3%	0%	0%	-
Extended schools initiatives / cluster	0%	0%	0%	-
Governors role / committee	0%	0%	0%	-
Health & Safety issues	0%	0%	1%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	0%	-
Marketing / Publicity for school	0%	-	-	-
Writing of/organisation of reports / policy / school profile / bids	0%	4%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	0%	-	-
Organisation / management of pupil transport	0%	0%	-	-
All tasks not part of Headteacher job description / External responsibilities	0%	-	-	-
Management of catering issues	0%	0%	0%	-
Equipment maintenance / management	-	0%	-	-
Staff recruitment / induction / training	4%	0%	0%	-
Gaining external support	-	0%	-	-
Not Applicable	0%	4%	0%	-
None	0%	75%	69%	-
Missing	50%	-	-	-
Total count	41	30	12	-

Response 3	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	3%	4%	13%	-
Teaching / Lunching time / extra curricular duties	0%	0%	0%	-
Curriculum / Timetable / Year group / Extra curriculum design	3%	0%	0%	-
Accountability for standards / performance / after school clubs	0%	0%	-	-
Administration duties	4%	4%	0%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	0%	0%	4%	-
Attendance / organising of meetings / appointments both internally & externally	6%	0%	-	-
Holding assembly / assembly duties	0%	0%	-	-
Conducting assessments / reviews of staff / pupils	3%	0%	-	-
Handling student behavioural / general pupil issues	0%	0%	0%	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	0%	0%	0%	-
SENCO / SEN / EAL role	0%	0%	-	-
Budget management / Finance control / Fund raising	3%	0%	0%	-
Child protection issues	0%	0%	-	-
Community / Social issues	0%	-	-	-
Dealing with parental requests / issues / PTA	0%	0%	0%	-
Covering for / Organising cover for absent staff / staff shortages	3%	4%	12%	-
Dealing with Local Education Authority / Education Board / Local schools	3%	0%	-	-
Extended schools initiatives / cluster	0%	0%	0%	-
Governors role / committee	0%	0%	0%	-
Health & Safety issues	3%	0%	0%	-
Handling Government / Education board initiatives, regulations & legislation	3%	0%	-	-
Marketing / Publicity for school	0%	0%	-	-
Writing of/organisation of reports / policy / school profile / bids	0%	0%	0%	-
Reading of paperwork / information from LEA / DFES / Various sources	0%	-	-	-
Strategy / School development	0%	0%	0%	-
Organisation / management of pupil transport	0%	0%	0%	-
Management of catering issues	-	-	0%	-
Equipment maintenance / management	0%	0%	0%	-
Staff recruitment / induction / training	0%	0%	0%	-
Gaining external support	0%	-	-	-
Not Applicable	0%	4%	0%	-
Don't Know	0%	-	-	-
None	0%	84%	71%	-
Missing	66%	-	-	-
Total count	41	30	12	-

What are the barriers, if any, to delegate these responsibilities?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Responsibility 1				
Legal requirements on head	9%	-	-	-
Lack of skilled/trained staff	23%	13%	7%	-
Lack of support from the Governing Body	3%	0%	0%	-
Can't match reward to delegation	12%	4%	0%	-
Small school, so delegation is not a realistic option	44%	55%	37%	-
Other (please specify)	5%	4%	0%	-
Missing	4%	24%	57%	-
Responsibility 2				
Legal requirements on head	3%	-	-	-
Lack of skilled/trained staff	19%	1%	4%	-
Lack of support from the Governing Body	0%	0%	0%	-
Can't match reward to delegation	4%	0%	1%	-
Small school, so delegation is not a realistic option	27%	15%	37%	-
Other (please specify)	0%	4%	0%	-
Missing	47%	79%	57%	-
Responsibility 3				
Legal requirements on head	9%	-	-	-
Lack of skilled/trained staff	3%	0%	0%	-
Lack of support from the Governing Body	3%	0%	0%	-
Can't match reward to delegation	3%	0%	0%	-
Small school, so delegation is not a realistic option	15%	8%	24%	-
Other (please specify)	1%	0%	0%	-
Missing	66%	92%	76%	-
Total count	41	30	12	-

Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive....?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From your personal support networks e.g., coaching/mentoring				
Not at all supported	6%	0%	0%	-
Not very supported	19%	8%	6%	-
Neither/Nor	15%	12%	0%	-
Quite supported	36%	25%	42%	-
Completely supported	24%	51%	52%	-
Missing	0%	4%	0%	-
From your professional support network e.g. Unions, NCSL, etc.				
Not at all supported	3%	2%	10%	-
Not very supported	25%	4%	38%	-
Neither/Nor	34%	40%	12%	-
Quite supported	34%	35%	26%	-
Completely supported	3%	16%	13%	-
Missing	0%	4%	0%	-
Total count	41	30	12	-

Thinking about the type of professional development you have experienced as a Headteacher, over the past three years what have you received?	SLT Senior Support Staff			
	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	16%	-	-	-
NPQH (National Professional Qualification for Headship)	24%	13%	0%	-
Headteacher induction	18%	-	-	-
New Visions	6%	-	-	-
Leading from the Middle	9%	16%	12%	-
Local Authority Training	45%	75%	74%	-
Headship support network training	7%	-	-	-
Refer to verbatim report	16%	34%	38%	-
None	14%	8%	8%	-
Missing	3%	4%	4%	-
Total count	41	30	12	-

Which one of these courses did you find most useful?	SLT Senior Support Staff			
	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Leadership Programme for Serving Heads	12%	-	-	-
NPQH (National Professional Qualification for Headship)	25%	14%	0%	-
Headteacher induction	7%	-	-	-
New Visions	4%	-	-	-
Leading from the Middle	4%	5%	14%	-
Local Authority Training	18%	36%	57%	-
Headship support network training	0%	-	-	-
Other	5%	23%	1%	-
Missing	26%	23%	28%	-
Total count	33	27	8	-

Which one factor has the most influence on keeping you in your post?	SLT Senior Support Staff			
	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Contact with pupils	15%	30%	17%	-
Content of work	8%	10%	33%	-
Location of the school	4%	0%	0%	-
Making a contribution to the community	8%	0%	0%	-
Personal challenge	23%	15%	33%	-
Personal autonomy	8%	5%	0%	-
Potential for professional advancement	0%	5%	17%	-
Regular teaching commitment	0%	0%	0%	-
Relationship with colleagues	12%	5%	0%	-
Reputation of the school	0%	0%	0%	-
Reward	4%	5%	0%	-
Success of the school	15%	5%	0%	-
Support from the Governing Body	0%	0%	0%	-
The structure of the leadership team in the school	0%	5%	0%	-
Training and self-development opportunities	0%	0%	0%	-
Work/life balance	0%	10%	33%	-
Working environment, e.g., quality of buildings etc	4%	0%	0%	-
Other (please specify)	8%	0%	0%	-
Missing	0%	5%	0%	-
Total count	41	30	12	-

Do you want to become a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes, in the next 5 years	-	24%	0%	-
Yes, but not in the next 5 years	-	0%	12%	-
No	-	64%	37%	-
Not applicable	-	8%	38%	-
Missing	-	4%	12%	-
Total count	-	30	12	-

What is the biggest disincentive to becoming a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	31%	12%	-
Work/Life balance	-	12%	0%	-
Level of responsibility / accountability of position	-	26%	0%	-
Too old / late in my career / due to retire soon	-	5%	0%	-
The amount of training required as not qualified to teach	-	0%	55%	-
Too demanding on time	-	0%	0%	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	0%	0%	-
The level of pay	-	0%	12%	-
Admin duties	-	0%	0%	-
Reduced contact with pupils / lack of teaching	-	10%	0%	-
Lack of finance / budget restrictions	-	0%	0%	-
Level of stress associated with role	-	0%	0%	-
Would prefer to be ht of an alternative training provision	-	-	12%	-
Enjoy my current position	-	0%	0%	-
Public duties	-	1%	0%	-
Government Initiatives	-	0%	12%	-
Ofsted Inspections	-	0%	-	-
Do not have suitable experience	-	0%	0%	-
The development issues associated with the role	-	0%	0%	-
I have already been a headteacher	-	0%	-	-
Not Applicable	-	-	0%	-
Missing	-	21%	8%	-
Total count	-	22	12	-

What is the biggest disincentive to becoming a Headteacher - Yes I want to become a headteacher, but not in the next 5 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	-	-	-
Work/Life balance	-	-	-	-
Level of responsibility / accountability of position	-	-	-	-
Too old / late in my career / due to retire soon	-	-	-	-
The amount of training required as not qualified to teach	-	-	-	-
Too demanding on time	-	-	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	-	-	-
The level of pay	-	-	-	-
Admin duties	-	-	-	-
Reduced contact with pupils / lack of teaching	-	-	-	-
Lack of finance / budget restrictions	-	-	-	-
Level of stress associated with role	-	-	-	-
Enjoy my current position	-	-	-	-
Government Initiatives	-	-	-	-
Do not have suitable experience	-	-	-	-
Would prefer to be ht of an alternative training provision	-	-	-	-
The development issues associated with the role	-	-	-	-
Missing	-	-	-	-
Total count	-	-	-	-

What is the biggest disincentive to becoming a Headteacher - Do not want to become a headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	36%	-	-
Work/Life balance	-	14%	-	-
Level of responsibility / accountability of position	-	31%	-	-
Too old / late in my career / due to retire soon	-	0%	-	-
The amount of training required as not qualified to teach	-	0%	-	-
Too demanding on time	-	0%	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	0%	-	-
The level of pay	-	0%	-	-
Admin duties	-	0%	-	-
Reduced contact with pupils / lack of teaching	-	12%	-	-
Lack of finance / budget restrictions	-	0%	-	-
Level of stress associated with role	-	0%	-	-
Enjoy my current position	-	0%	-	-
Public duties	-	1%	-	-
Government Initiatives	-	0%	-	-
Ofsted Inspections	-	0%	-	-
The development issues associated with the role	-	0%	-	-
I have already been a headteacher	-	0%	-	-
Do not have suitable experience	-	-	-	-
Not Applicable	-	-	-	-
Missing	-	12%	-	-
Total count	-	19	-	-

Section 4: Governance

How effective do you think the governing body is in your school	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very ineffective	15%	-	-	-
Quite ineffective	27%	-	-	-
Neither	19%	-	-	-
Quite effective	23%	-	-	-
Very effective	8%	-	-	-
Missing	4%	-	-	-
Total count	41	-	-	-

Why do you say that - Very ineffective & Quite ineffective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	3%	-	-	-
Very experienced / able to take work off HT	0%	-	-	-
Good range and use of skills / good chair	0%	-	-	-
Listen to / support HT	0%	-	-	-
Sensible proactive approach / challenge situations	7%	-	-	-
Little / no proactive support / do not practically assist HT	14%	-	-	-
Difficulty recruiting governors	7%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	0%	-	-	-
Positive approach	0%	-	-	-
Know the school well / active within issues	0%	-	-	-
Ask the right questions / very capable	7%	-	-	-
Don't ask right questions / don't add a lot to the school	14%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	0%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	7%	-	-	-
As volunteers they are limited	0%	-	-	-
Problems attending / during meetings	3%	-	-	-
Other	49%	-	-	-
Not Applicable	7%	-	-	-
None	0%	-	-	-
Missing	8%	-	-	-
Total count	16	-	-	-

Why do you say that - Neither?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	0%	-	-	-
Very experienced / able to take work off HT	0%	-	-	-
Good range and use of skills / good chair	0%	-	-	-
Listen to / support HT	0%	-	-	-
Sensible proactive approach / challenge situations	0%	-	-	-
Little / no proactive support / do not practically assist HT	0%	-	-	-
Difficulty recruiting governors	13%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	1%	-	-	-
Positive approach	0%	-	-	-
Know the school well / active within issues	0%	-	-	-
Ask the right questions / very capable	0%	-	-	-
Don't ask right questions / don't add a lot to the school	18%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	0%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	14%	-	-	-
As volunteers they are limited	13%	-	-	-
Problems attending / during meetings	13%	-	-	-
Other	27%	-	-	-
Not Applicable	13%	-	-	-
Missing	0%	-	-	-
Total count	9	-	-	-

Why do you say that - Quite effective & Very effective?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	0%	-	-	-
Very experienced / able to take work off HT	1%	-	-	-
Good range and use of skills / good chair	1%	-	-	-
Listen to / support HT	20%	-	-	-
Sensible proactive approach / challenge situations	10%	-	-	-
Little / no proactive support / do not practically assist HT	9%	-	-	-
Difficulty recruiting governors	0%	-	-	-
Can't keep governors for very long	0%	-	-	-
Vacancies / need more governors	0%	-	-	-
Development / induction of governors	0%	-	-	-
Positive approach	0%	-	-	-
Know the school well / active within issues	0%	-	-	-
Ask the right questions / very capable	0%	-	-	-
Don't ask right questions / don't add a lot to the school	0%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	13%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	0%	-	-	-
As volunteers they are limited	1%	-	-	-
Problems attending / during meetings	9%	-	-	-
Other	0%	-	-	-
Missing	48%	-	-	-
Total count	15	-	-	-

In your opinion, how can governors of the future best support leaders of the future?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved / closer working relationship	-	-	-	14%
Value / listen to the teaching staff	-	-	-	0%
Ensure a good work life balance for both staff and Governors	-	-	-	0%
Ensure governors are fully trained / qualified / have good understanding of the issues	-	-	-	25%
To select governors that are interested/skilled and committed to the role / helping school	-	-	-	4%
Visiting the school / attending meetings regularly	-	-	-	4%
To have a body that will challenge the School Management Team	-	-	-	10%
Actively promote the school within the community	-	-	-	0%
Agreement/focus on the strategy for the way ahead for the schools/staff & pupils development	-	-	-	12%
Reorganise / Define the Governing Body to be an effective / useful tool	-	-	-	0%
Governors set policy & targets Heads / SMT/ Teaching staff have to carry them out.	-	-	-	12%
Conducting performance evaluations / reviews / monitoring	-	-	-	0%
Ensure that governors are fully involved in / utilise all processes & resources	-	-	-	9%
Ensure that governors are fully aware of the legislative issues	-	-	-	0%
Ensure effective use / availability of their time	-	-	-	0%
Secure additional funding for school	-	-	-	0%
Conduct the marketing / PR for the school	-	-	-	9%
Statutory release from job & payment enabling Governors to be involved during school hours	-	-	-	0%
Governor need to come from a good and varied skills / knowledge base	-	-	-	31%
Reduce workload / admin duties on staff & Governors alike	-	-	-	0%
Help provide more staff / assistance / training	-	-	-	0%
To help reduce interference / bureaucracy	-	-	-	0%
Continuity of Governors	-	-	-	0%
Ensure that Governors have all the support they require & their contribution is valued	-	-	-	0%
Gain support structures from other schools / agencies	-	-	-	0%
Ensure that staff are rewarded appropriately	-	-	-	0%
Securing links with business / sponsors	-	-	-	0%
Appoint full time professional Governors	-	-	-	0%
No change of operating procedure needed	-	-	-	0%
Selection of effective leadership team	-	-	-	0%
Not Applicable	-	-	-	10%
Don't Know	-	-	-	9%
None	-	-	-	0%
Missing	-	-	-	13%
Total count	-	-	-	16

Section 5: Staffing Structures

Including you, how many members of staff are on your senior leadership team?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	0%	-	-	-
0-5	77%	-	-	-
6-10	19%	-	-	-
11-15	4%	-	-	-
20 plus	0%	-	-	-
Missing	0%	-	-	-
Total count	41	-	-	-

How many members of the senior leadership team are non-Qualified Teacher Status?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	62%	-	-	-
1	23%	-	-	-
2	12%	-	-	-
3	0%	-	-	-
4	-	-	-	-
5 or more	-	-	-	-
Total count	41	-	-	-

How would you describe the composition of your senior leadership team?	SLT				
	Number	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
Chief executive					
	1	0%	-	-	-
Total	0	0%	-	-	-
Executive headteacher					
	1	0%	-	-	-
Total	0	0%	-	-	-
Headteacher					
	1	100%	-	-	-
Total	38	100%	-	-	-
Co-headteacher					
	1	0%	-	-	-
Total	0	0%	-	-	-
Deputy headteacher					
	1	76%	-	-	-
	2	14%	-	-	-
Total	22	100%	-	-	-
Assistant headteacher					
	1	85%	-	-	-
	2	15%	-	-	-
Total	17	100%	-	-	-

Head of Department					
	1	75%	-	-	-
	2	0%	-	-	-
	3	25%	-	-	-
Total	5	100%	-	-	-
Children's Centre Manager					
	1	0%	-	-	-
Total	0	0%	-	-	-
Bursar					
	1	100%	-	-	-
Total	7	100%	-	-	-
Office Manager					
	1	100%	-	-	-
Total	2	100%	-	-	-
Special Educational Needs Co-ordinator					
	1	100%	-	-	-
Total	5	100%	-	-	-
Key Stage Manager					
	1	100%	-	-	-
Total	2	100%	-	-	-
Advanced Skills Teacher					
	1	0%	-	-	-
Total	0	0%	-	-	-
Extended school manager					
	1	0%	-	-	-
Total	0	0%	-	-	-
Phase co-ordinator					
	1	33%	-	-	-
	3	67%	-	-	-
Total	3	100%	-	-	-
ICT co-ordinator					
	-	-	-	-	-
Other (please specify)					
	1	75%	-	-	-
	2	16%	-	-	-
	3	0%	-	-	-
	4	8%	-	-	-
	5	0%	-	-	-
	9	1%	-	-	-
Total	14	100%	-	-	-

Does your school have a SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	73%	65%	67%	78%
No	27%	25%	33%	0%
Total count	41	30	12	16

How effective is your SIP (School Improvement Partner)?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	0%	0%	-	0%
Not very effective	16%	0%	-	14%
Neither/nor	32%	23%	-	43%
Quite effective	26%	38%	-	43%
Very effective	21%	31%	-	0%
Missing	0%	0%	-	0%
Total count	32	21	-	12

Please indicate the position of the person who mostly manages the following on a day-to-day basis.	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Curriculum				
Head	39%	-	-	-
Deputy Head	32%	-	-	-
Assistant Head	11%	-	-	-
The school management team / manager	0%	-	-	-
Subject leaders / co-ordinators / experts / manager	6%	-	-	-
Curriculum co-ordinator	3%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	6%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Other	0%	-	-	-
Missing	3%	-	-	-
Performance and development of teachers				
Head	85%	-	-	-
Deputy Head	5%	-	-	-
Assistant Head	4%	-	-	-
The school management team / manager	0%	-	-	-
Subject leaders / co-ordinators / experts / manager	0%	-	-	-
Other	3%	-	-	-
Missing	3%	-	-	-
Performance and development of support staff				
Head	37%	-	-	-
Deputy Head	26%	-	-	-
Assistant Head	12%	-	-	-
The school management team / manager	3%	-	-	-
Subject leaders / co-ordinators / experts / manager	6%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	0%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	4%	-	-	-
Other	9%	-	-	-
Missing	3%	-	-	-

SEN (Special Educational Needs)				
Head	27%	-	-	-
Deputy Head	18%	-	-	-
Assistant Head	8%	-	-	-
SENCO (Special Educational Needs Co-ordinator)	36%	-	-	-
The school management team / manager	3%	-	-	-
Other	9%	-	-	-
Missing	0%	-	-	-
Extended Services				
Head	53%	-	-	-
Deputy Head	6%	-	-	-
Assistant Head	9%	-	-	-
The school management team / manager	3%	-	-	-
Subject leaders / co-ordinators / experts / manager	0%	-	-	-
Head of / Key stage / Year / Education	0%	-	-	-
Other	7%	-	-	-
Missing	21%	-	-	-
School Budget				
Head	66%	-	-	-
Deputy Head	2%	-	-	-
Assistant Head	0%	-	-	-
Bursar	19%	-	-	-
Combination of Head and Deputy Heads or Staff	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	11%	-	-	-
Other	3%	-	-	-
Missing	0%	-	-	-
Total count	41	-	-	-

To what extent is leadership distributed in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all distributed	8%	0%	17%	0%
Not very distributed	19%	10%	0%	0%
Somewhat distributed	23%	25%	50%	44%
Very distributed	42%	55%	33%	44%
Totally distributed	8%	5%	0%	0%
Total count	41	30	12	16

How effective is distributed leadership in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	0%	0%	0%	0%
Quite ineffective	4%	0%	0%	11%
Neither	17%	10%	17%	22%
Quite effective	54%	45%	50%	67%
Very effective	25%	30%	17%	0%
Missing	0%	10%	0%	0%
Total count	38	30	10	16

Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	42%	-	-	44%
No	54%	-	-	22%
Not applicable	8%	-	-	0%
Missing	0%	-	-	11%
Total count	38	-	-	16

Why do you say that?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Higher salaries	31%	-	-	28%
Cost neutral - increase has been offset by savings elsewhere	18%	-	-	34%
No pay increase	20%	-	-	13%
No pay increase but less teaching time	15%	-	-	0%
Reduction in operating budget / wages	0%	-	-	0%
Secured additional funding	3%	-	-	0%
Staff cuts / less full time workers	0%	-	-	-
Increase in staff / team numbers / new job roles	0%	-	-	0%
Staff leaving / retiring	3%	-	-	0%
Don't control budget	3%	-	-	-
Due to restructuring of team / operations	0%	-	-	0%
Additional funding not required	0%	-	-	0%
Position / Roles not included / rewarded in operating budget	0%	-	-	-
Increased operating costs	0%	-	-	0%
Shared leadership duties / responsibilities / cultural development	0%	-	-	0%
Only works part time	0%	-	-	-
No change within last year	0%	-	-	0%
Wage increases not as a direct result of Senior Leadership Team	0%	-	-	0%
Threshold payment	0%	-	-	-
Applies to curriculum	0%	-	-	-
Resulting costs of TLR	3%	-	-	9%
Staff taking on additional duties	0%	-	-	-
As a result of input / consultancy from LEA	0%	-	-	-
Not Applicable	0%	-	-	4%
Don't know	0%	-	-	0%
Missing	3%	-	-	12%
Total count	38	-	-	16

Have you identified any gaps in terms of expertise in your school leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	54%	-	-	33%
No	46%	-	-	56%
Total count	41	-	-	16

What is the main gap that you have identified?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Business development	14%	-	-	0%
Change management	14%	-	-	0%
Communication skills	0%	-	-	0%
Curriculum	14%	-	-	67%
Development and management of extended services	7%	-	-	0%
Finance	14%	-	-	0%
Management of support staff	14%	-	-	33%
Management of teachers	7%	-	-	0%
SENCO (special educational needs co-ordinator)	0%	-	-	0%
Other (please specify)	7%	-	-	0%
Total count	22	-	-	7

How will you address or how have you addressed this gap?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Additional training for self	27%	-	-	24%
Additional training for members of the Senior Leadership Team	50%	-	-	24%
Additional training for other staff	48%	-	-	33%
Additional recruitment of staff with QTS	12%	-	-	0%
Additional recruitment of specialist support staff	17%	-	-	44%
The DfES should be addressing these gaps for us	6%	-	-	0%
Do not have the financial resources to do anything	18%	-	-	8%
Succession planning	0%	-	-	-
Increase size of building	0%	-	-	-
Conduct review / redesign of operational structure / consult advisers	1%	-	-	0%
Primary leadership programme	0%	-	-	-
Additional funding	6%	-	-	-
Redistributing the workload	0%	-	-	-
Responsibility of the LEA	0%	-	-	-
Received support from LEA	0%	-	-	-
Networking with other schools	0%	-	-	-
Recruiting experienced governors	0%	-	-	0%
Partnership agreement	0%	-	-	24%
Monitoring by governors	0%	-	-	0%
Increase size of leadership team	0%	-	-	-
I have taken on this role	0%	-	-	-
Provision of varied teaching role / opportunities	0%	-	-	-
Role currently overseen by Head & Deputy Head teacher	0%	-	-	-
Selecting / redeploying those that are capable / interested in doing the role	0%	-	-	-
Securing support from all necessary job positions	0%	-	-	0%
Supporting the Senior Management Team	0%	-	-	-
Secure support from Governors/Wider community3	0%	-	-	0%
Not Applicable	0%	-	-	0%
Don't know	2%	-	-	0%
None	-	-	-	0%
Missing	0%	-	-	0%
Total count	22	-	-	7

In your opinion, what should the composition of your senior leadership team look like in 5-10 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Same as it is now	23%	35%	33%	22%
Some changes required	62%	60%	33%	78%
Complete change in structure	12%	0%	50%	0%
Missing	4%	10%	0%	0%
Total count	41	30	12	16

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	28%	1%	0%	0%
Recruit new/utilise existing staff - QTS	8%	7%	0%	0%
Recruit new/utilise existing staff - Bursar/Non Teaching	16%	0%	10%	0%
Change existing staff/staff duties	8%	14%	0%	12%
Staff redundancy/loss/retirement	0%	1%	20%	0%
Develop understanding/knowledge/expertise via training	0%	0%	22%	1%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	0%	20%	0%
Leadership review/amendment	8%	14%	0%	0%
SLT review/amendment/utilisation/team dynamics	8%	0%	7%	12%
Increase funding/review financial management	8%	0%	0%	0%
Change/reorganise management/leadership structure	9%	7%	0%	0%
Provision of additional support	8%	0%	0%	12%
Planning/future change to school/curriculum	0%	7%	21%	42%
Extend services/child care centre	0%	0%	0%	1%
Other	9%	7%	0%	12%
None	4%	50%	0%	5%
Total count	30	19	7	12

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Some changes required?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	33%	1%	0%	0%
Recruit new/utilise existing staff - QTS	5%	7%	0%	0%
Recruit new/utilise existing staff - Bursar/Non Teaching	19%	0%	0%	0%
Change existing staff/staff duties	10%	14%	0%	12%
Staff redundancy/loss/retirement	0%	1%	0%	0%
Develop understanding/knowledge/expertise via training	0%	0%	52%	1%
Identify responsibility/clarify job descriptions/Develop ICT skills	0%	0%	48%	0%
Leadership review/amendment	5%	14%	0%	0%
SLT review/amendment/utilisation/team dynamics	9%	0%	0%	12%
Increase funding/review financial management	5%	0%	0%	0%
Change/reorganise management/leadership structure	11%	7%	0%	0%
Develop school/community relations	0%	0%	0%	1%
Provision of additional support	5%	0%	0%	12%
Planning/future change to school/curriculum	0%	7%	0%	42%
Extend services/child care centre	0%	0%	0%	1%
Other	11%	7%	0%	12%
None	5%	50%	0%	5%
Total count	26	19	3	12

What is the most important change you could/would make in terms of personnel or improving the team's skills to achieve this new composition - Complete change in structure?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	-	-	-	-
Recruit new/utilise existing staff - QTS	-	-	0%	-
Recruit new/utilise existing staff - Bursar/Non Teaching	-	-	17%	-
Change existing staff/staff duties	-	-	0%	-
Staff redundancy/loss/retirement	-	-	34%	-
Develop understanding/knowledge/expertise via training	-	-	0%	-
Identify responsibility/clarify job descriptions/Develop ICT skills	-	-	0%	-
Leadership review/amendment	-	-	0%	-
SLT review/amendment/utilisation/team dynamics	-	-	12%	-
Increase funding/review financial management	-	-	0%	-
Change/reorganise management/leadership structure	-	-	0%	-
Develop school/community relations	-	-	0%	-
Provision of additional support	-	-	0%	-
Planning/future change to school/curriculum	-	-	37%	-
Extend services/child care centre	-	-	0%	-
Other	-	-	0%	-
None	-	-	0%	-
Total count	-	-	3	-

Are there any other comments you would like to make regarding the future of school leadership?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Development of skills/training/mentoring/shadowing	7%	4%	12%	0%
Greater distribution of workload/more support for Headteachers/Delegation	6%	0%	0%	0%
Recruitment & Retention issues	6%	0%	6%	9%
Succession planning concerns / Low level of interest	0%	0%	0%	1%
Job is becoming too difficult	0%	0%	0%	0%
Improve work-life balance	0%	0%	0%	0%
Too many different initiatives/too much paperwork/accountability/bureaucracy	0%	0%	0%	0%
Consolidation period / more paid non-teaching time needed to carry out leadership duties	0%	0%	0%	0%
Headteachers should have education/teaching background	0%	0%	0%	0%
New or updated structure/team (more flexibility/clearly defined roles)	3%	4%	2%	0%
Concern/uncertainty over future/lack of clear strategy	0%	0%	0%	0%
System working well / positive future outlook	0%	8%	0%	0%
Greater financial incentives	7%	0%	0%	0%
Budget / funding issues	3%	0%	12%	0%
Greater differential in pay/responsibility between each role/level	3%	0%	0%	0%
Comparative level of pay/responsibility with private sector/industry roles	0%	0%	0%	0%
Concern of Headteacher leading/supporting more than one school	0%	0%	-	0%
Need to work closer with local community / other schools	0%	0%	0%	0%
Greater freedom from local / central control	0%	0%	0%	0%
More support required from Governing Bodies / OFSTED / LA's	9%	0%	0%	0%
Other	7%	0%	4%	0%
Not Applicable	-	4%	-	0%
Nothing	59%	80%	63%	90%
Total count	41	30	12	16

Section 6: Ethnicity

Which of these ethnic groups do you consider yourself belonging to?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
White British	91%	100%	99%	100%
White Irish	3%	0%	0%	0%
White and Black Caribbean	0%	-	-	-
White and Black African	0%	-	-	-
White and Asian	0%	0%	0%	0%
Indian	0%	0%	0%	0%
Pakistani	0%	0%	-	-
Bangladeshi	0%	-	-	-
Caribbean	0%	0%	0%	0%
African	0%	0%	0%	-
White European	0%	0%	0%	0%
Mixed	3%	0%	-	0%
Australian/New Zealand	3%	0%	-	-
White Caribbean	0%	-	-	-
Black British	0%	-	-	-
Israeli	-	0%	-	-
Sri Lankan	-	0%	-	-
American	-	-	1%	-
Missing	0%	0%	0%	0%
Total count	41	30	12	16

Welsh Schools

Section 1: You and Your School

As of 1st September 2006, how many years have you been a Headteacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	6%	-	-	-
1 - 5.9	35%	-	-	-
6 - 10.9	27%	-	-	-
11 - 15.9	15%	-	-	-
16 - 20.9	7%	-	-	-
21 - 25.9	7%	-	-	-
26 - 30.9	-	-	-	-
Missing	2%	-	-	-
Total count	114	-	-	-

As of 1st September 2006, how many years have you been a Headteacher in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	4%	-	-	-
1 - 5.9	31%	-	-	-
6 - 10.9	24%	-	-	-
11 - 15.9	18%	-	-	-
16 - 20.9	10%	-	-	-
21 - 25.9	11%	-	-	-
Missing	2%	-	-	-
Total count	114	-	-	-

As of 1st September 2006, how many years in total have you been teaching?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
6 - 10.9	5%	11%	-	-
11 - 15.9	8%	34%	-	-
16 - 20.9	13%	13%	-	-
21 - 25.9	5%	9%	-	-
26 - 30.9	26%	17%	-	-
31 - 35.9	27%	10%	-	-
36 - 40.9	12%	0%	-	-
Missing	4%	5%	-	-
Total count	114	106	-	-

How many years have you been a teacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	27%	-	-
6 - 10.9	-	16%	-	-
11 - 15.9	-	21%	-	-
16 - 20.9	-	19%	-	-
21 - 25.9	-	8%	-	-
26 - 30.9	-	4%	-	-
31 - 35.9	-	1%	-	-
Missing	-	5%	-	-
Total count	-	106	-	-

How many years have you been a Teacher in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	27%	-	-
6 - 10.9	-	16%	-	-
11 - 15.9	-	21%	-	-
16 - 20.9	-	19%	-	-
21 - 25.9	-	8%	-	-
26 - 30.9	-	4%	-	-
31 - 35.9	-	1%	-	-
Missing	-	5%	-	-
Total count	-	106	-	-

How would you describe your collaborative arrangements with another school/other schools?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Hard governance federation (joint governing body)	5%	-	-	4%
Soft governance federation (own governing body and joint governance committee with delegated powers)	4%	-	-	1%
Soft federation (own governing body and joint governance committee without delegated powers)	5%	-	-	10%
Loose, informal collaboration	52%	-	-	45%
No collaboration	27%	-	-	35%
Other	4%	-	-	0%
Missing	2%	-	-	5%
Total count	114	-	-	50

What is the biggest benefit for your school from this collaboration?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Better entitlement for 14-19 year olds	7%	-	-	5%
Better strategic leadership	10%	-	-	9%
Development of own staff from supporting other schools	3%	-	-	1%
Improved curriculum	7%	-	-	6%
Improvement in behaviour	0%	-	-	-
More sports and arts activities	2%	-	-	-
Shared services e.g. bursar	6%	-	-	-
Smoother transition of pupils from feeder schools	28%	-	-	14%
Training and development for support staff	0%	-	-	38%
Training and development for teachers	20%	-	-	-
There are no benefits	4%	-	-	8%
Other (please specify)	7%	-	-	7%
Missing	4%	-	-	12%
Total count	89	-	-	50

Do you have any collaboration with other external organisations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	80%	-	-	51%
No	18%	-	-	45%
Missing	2%	-	-	4%
Total count	114	-	-	50

What are these collaborations?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Career service e.g. Connexions	37%	-	-	22%
Childcare providers	30%	-	-	45%
Further Education	63%	-	-	34%
Health and social care providers/professionals	65%	-	-	47%
Higher Education	59%	-	-	32%
Other training providers	50%	-	-	42%
The business community	63%	-	-	63%
The voluntary sector/not for profit organisations	69%	-	-	58%
Other (please specify)	11%	-	-	14%
Missing	4%	-	-	20%
Total count	101	-	-	50

What is your current position on the governing body?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Chair of the Governing Body	-	-	-	52%
Vice Chair of the Governing Body	-	-	-	10%
Member of the Governing Body	-	-	-	38%
Chair of the Staffing committee	-	-	-	-
Chair of the Curriculum committee	-	-	-	-
SLT	-	-	-	-
Observer	-	-	-	-
Missing	-	-	-	-
Total count	-	-	-	50

Which of the following best describes your category as a governor?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Associate member	-	-	-	4%
Community	-	-	-	26%
Foundation	-	-	-	0%
Local Authority	-	-	-	25%
Parent Governor	-	-	-	11%
Partnership	-	-	-	-
Sponsor	-	-	-	1%
Staff	-	-	-	29%
Co opted	-	-	-	0%
Member of board of trustees	-	-	-	-
Non-Teaching	-	-	-	-
Trustee	-	-	-	-
Other	-	-	-	4%
Missing	-	-	-	-
Total count	-	-	-	50

How many years have you been a Governor of this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	-	-	4%
1 - 5.9	-	-	-	38%
6 - 10.9	-	-	-	36%
11 - 15.9	-	-	-	6%
16 - 20.9	-	-	-	7%
21 - 25.9	-	-	-	4%
26 - 30.9	-	-	-	1%
Missing	-	-	-	4%
Total count	-	-	-	50

How many years have you been a Governor in total?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 5.9	-	-	-	1%
6 - 10.9	-	-	-	28%
11 - 15.9	-	-	-	43%
16 - 20.9	-	-	-	11%
21 - 25.9	-	-	-	2%
26 - 30.9	-	-	-	10%
31 - 35.9	-	-	-	1%
36 - 40.9	-	-	-	-
Missing	-	-	-	4%
Total count	-	-	-	50

Which of the following best describes your position?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Assistant Headteacher	-	15%	-	-
Bursar	-	0%	26%	-
Business Manager	-	-	18%	-
Deputy Headteacher	-	51%	-	-
Human Resource Manager	-	4%	-	-
Key Stage Manager	-	3%	-	-
Office Manager	-	5%	-	-
Teaching assistant	-	-	55%	-
Other	-	11%	-	-
Missing	-	11%	-	-
Total count	-	106	23	-

How many years have you been in the Senior Leadership Team in this school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	8%	-	-
1 - 5.9	-	52%	69%	-
6 - 10.9	-	34%	10%	-
11 - 15.9	-	4%	-	-
16 - 20.9	-	2%	-	-
21 - 25.9	-	0%	-	-
Missing	-	1%	21%	-
Total count	-	106	23	-

Have you been on any other Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	28%	5%	-
No	-	72%	93%	-
Missing	-	-	2%	-
Total count	-	106	23	-

How many years were you on the previous Senior Leadership Team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	-	-	-	-
1 - 5.9	-	87%	50%	-
6 - 10.9	-	11%	-	-
11 - 15.9	-	2%	50%	-
Missing	-	-	-	-
Total count	-	31	2	-

Section 2: Roles and Responsibilities

On average, how many hours, if any, do you spend teaching per week in timetabled lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	26%	0%	26%	-
1 - 5.9	21%	12%	33%	17%
6 - 10.9	15%	7%	19%	23%
11 - 15.9	16%	5%	-	-
16 - 20.9	11%	9%	-	17%
21 - 25.9	2%	43%	-	23%
26 - 30.9	-	18%	-	-
31 - 35.9	-	3%	-	20%
Missing	9%	3%	21%	-
Total count	114	106	23	50

On average, how many hours, if any, do you spend teaching per week covering lessons?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0	40%	49%	24%	-
1 - 5.9	44%	10%	36%	-
6 - 10.9	2%	4%	-	-
21 - 25.9	-	4%	-	-
26 - 30.9	-	8%	-	-
Missing	14%	26%	41%	-
Total count	114	106	23	-

On average which five take up most of your time over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	69%	29%	29%	-
Acting as an external consultant	0%	2%	36%	-
Curriculum planning and development	44%	73%	3%	-
Directing extended services	2%	0%	0%	-
Finance	45%	10%	43%	-
Implementing new ideas/initiatives	52%	50%	36%	-
Management of premises	-	8%	26%	-
Management of support staff	15%	26%	97%	-
Management of teachers	36%	46%	9%	-
Office management	-	9%	28%	-
Responsibility for pupils' well-being	56%	61%	52%	-
School improvement planning	61%	36%	28%	-
SEN (special educational needs)	31%	24%	55%	-
Staff recruitment and retention	10%	4%	9%	-
Strategic vision	27%	10%	2%	-
Teaching	36%	81%	36%	-
Timetabling	5%	13%	0%	-
Working with the LA (Local Authority)	9%	1%	5%	-
Other	-	5%	2%	-
Total count	114	106	23	-

In your opinion, which three should be your most important activities as a Headteacher over the school year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Accountability	36%	15%	35%	-
Acting as an external consultant	2%	-	-	-
Curriculum planning and development	29%	35%	-	-
Finance	18%	3%	42%	-
Implementing new ideas/initiatives	25%	20%	27%	-
Management of premises	-	0%	15%	-
Management of support staff	0%	11%	57%	-
Management of teachers	11%	12%	38%	-
Office management	-	0%	7%	-
Responsibility for pupils' well-being	47%	54%	36%	-
School improvement planning	45%	20%	-	-
SEN (special educational needs)	14%	21%	33%	-
Staff recruitment and retention	5%	2%	2%	-
Strategic vision	35%	22%	5%	-
Teaching	14%	75%	3%	-
Timetabling	-	4%	-	-
Working with the LA (Local Authority)	3%	-	-	-
Other	-	6%	-	-
Total count	114	106	23	-

Which three aspects of your role give you most satisfaction?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Developing staff	45%	30%	69%	-
Helping other schools improve	4%	8%	2%	-
Improving results	25%	17%	19%	-
Introducing new ideas	36%	30%	24%	-
Involvement in extra curricular activities	4%	5%	5%	-
Meeting school improvement targets	29%	10%	21%	-
Regular teaching commitment	17%	44%	33%	-
Seeing children achieve	92%	87%	60%	-
Setting strategic vision	28%	-	-	-
Contributing to strategic vision	-	27%	35%	-
Deputising for Headteacher	-	17%	2%	-
Working with individual pupils	14%	24%	22%	-
Other (please specify)	4%	0%	3%	-
Total count	114	106	23	-

In the first term of this new academic year (2006-2007) what is the biggest challenge you face in improving your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruitment & Retention	2%	-	-	-
Absenteeism	2%	-	-	-
Issues re motivation/morale	2%	0%	-	-
Staff improvement/development	8%	11%	-	4%
Financial restraints/budgetary deficits	3%	3%	10%	15%
Meeting targets/Ofsted inspections	9%	8%	2%	5%
Developing/Implementing curriculum	2%	3%	-	5%
Time management/limitation	0%	0%	-	-
Building development/expansion	2%	-	7%	10%
Insufficient resources	3%	-	-	-
Lack of support from Local Authorities	0%	-	-	-
Liaising with local boards/schools	0%	0%	-	4%
Pupil attainment/achievement/performance	6%	8%	-	-
Special needs/behavioural issues	6%	4%	-	-
Pupil recruitment/attendance/class size	3%	1%	-	6%
Parental involvement/support	4%	0%	-	-
Maintaining & improving teaching standards/results	12%	9%	21%	11%
Introducing new structures/procedures	4%	12%	2%	5%
Provision of extended services e.g. Children's Centre	-	2%	-	4%
Other	22%	31%	12%	28%
Don't know/Not applicable	-	-	-	1%
Missing	9%	9%	46%	-
Total count	114	106	23	50

Do you currently have any external roles?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	34%	23%	26%	-
No	64%	77%	41%	-
Missing	2%	0%	33%	-
Total count	114	-	23	-

As a member of the Senior Leadership Team what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Consultant leader	-	31%	-	-
Community development	-	1%	-	-
Steering group	-	2%	-	-
Project / Development manager / Partnership / Governor / Advisor / Chairperson	-	4%	100%	-
Leading teacher / co-ordinator / development teacher	-	8%	-	-
Educational bodies / bodies (e.g. - SSAT / LSN)	-	3%	-	-
Member of various educational working groups / Cluster board	-	1%	-	-
Work with Local Education Authorities / Planning groups	-	9%	-	-
External school visits / liaison	-	9%	-	-
Lecturer/Tutor/Mentor to trainee students / teachers	-	22%	-	-
Educational inspector	-	13%	-	-
Trade Union official	-	2%	-	-
Business link co-ordinator	-	8%	-	-
Transition co-ordinator	-	8%	-	-
Missing	-	6%	-	-
Total count	-	31	4	-

As a Headteacher what other external roles do you have?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Consultant leader	4%	-	-	-
Member of Local/Regional Authority initiatives / working groups / partnership	11%	-	-	-
Member of various unspecified panels	1%	-	-	-
Tutor	1%	-	-	-
Training/Mentor/Support advisor	20%	-	-	-
Member of steering group	5%	-	-	-
Inspector / Assessor / Moderator	1%	-	-	-
Sit on board of company/committee/community groups	2%	-	-	-
Member of Educational panels (SEN, EAL)	7%	-	-	-
Member of Headteacher & Leadership groups/association/link/programme	10%	-	-	-
Member of Cluster groups/boards	5%	-	-	-
Chairperson / Governor	10%	-	-	-
Managing Director / Director / Consultant / Management	1%	-	-	-
Member of behaviour support team / monitoring student behaviour	9%	-	-	-
Member of strategy group	5%	-	-	-
Children's centre	5%	-	-	-
Member of Church Committee / Representative	1%	-	-	-
Other	8%	-	-	-
Missing	7%	-	-	-
Total count	51	-	-	-

What proportion of your working time would you say that you spend on these external roles on average per year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
0 to 20%	72%	58%	100%	-
21 to 40%	12%	42%	-	-
41 to 60%	9%	-	-	-
81 to 100%	7%	-	-	-
Missing	-	-	-	-
Total count	51	31	4	-

On a scale of 1 to 5 with 1 being not at all beneficial and 5 being very beneficial, how much does this external role benefit your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all beneficial	-	11%	-	-
Not very beneficial	2%	-	-	-
Neither/Nor	20%	-	-	-
Quite beneficial	36%	33%	82%	-
Very beneficial	42%	56%	18%	-
Missing	-	-	-	-
Total count	51	31	4	-

On average, how many hours, do you spend as a Governor each year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
1 - 9	-	-	-	14%
10 - 19	-	-	-	29%
20 -29	-	-	-	18%
30 - 39	-	-	-	4%
40 - 49	-	-	-	6%
51+	-	-	-	28%
Missing	-	-	-	1%
Total count	-	-	-	50

Do you also teach in the school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	23%
No	-	-	-	77%
Missing	-	-	-	-
Total count	-	-	-	50

Do you think your school's relationship with the Local Authority is changing?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	33%
No	-	-	-	47%
Don't know	-	-	-	20%
Not applicable	-	-	-	-
Missing	-	-	-	-
Total count	-	-	-	50

What is the one biggest change that has happened in this relationship over the last three years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved working relationship with/ support from the LEA/SIP/Diocese/ local schools representatives	-	-	-	8%
Change in status of school / educational classification / restructuring of DfES	-	-	-	2%
New governing body and staff / new support staff roles	-	-	-	21%
Reduction in budget / funding issues	-	-	-	20%
Reduction in level of support / working relationship	-	-	-	1%
Change in LEA staff / Less supportive / less personal contact	-	-	-	16%
More responsive to feedback / greater sense of autonomy	-	-	-	1%
Missing	-	-	-	29%
Total count	-	-	-	27

As a Governor, do you take the lead on any of the following?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Collaboration with other schools				
Yes	-	-	-	15%
No	-	-	-	47%
Missing	-	-	-	38%
Developing business partnerships				
Yes	-	-	-	17%
No	-	-	-	51%
Missing	-	-	-	32%
Finance				
Yes	-	-	-	29%
No	-	-	-	41%
Missing	-	-	-	30%
Performance management of Headteacher				
Yes	-	-	-	56%
No	-	-	-	25%
Missing	-	-	-	19%
Pupil behaviour				
Yes	-	-	-	24%
No	-	-	-	49%
Missing	-	-	-	27%
Recruitment/retention of staff				
Yes	-	-	-	44%
No	-	-	-	37%
Missing	-	-	-	19%
School facilities				
Yes	-	-	-	45%
No	-	-	-	31%
Missing	-	-	-	23%
School Improvement Planning				
Yes	-	-	-	44%
No	-	-	-	31%
Missing	-	-	-	25%
Setting strategic vision				
Yes	-	-	-	53%
No	-	-	-	22%
Missing	-	-	-	25%
Staff training and development				
Yes	-	-	-	12%
No	-	-	-	50%
Missing	-	-	-	38%
Working with Local Authority				
Yes	-	-	-	27%
No	-	-	-	44%
Missing	-	-	-	28%
Other (please specify)				
Yes	-	-	-	20%
No	-	-	-	6%
Missing	-	-	-	74%
Total count	-	-	-	50

Section 3: Pay and Conditions

Can you indicate your current salary band?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Less than £30,000	-	4%	85%	-
£30,000-£39,999	-	68%	15%	-
Less than £40,000	7%	-	-	-
£40,000-£49,999	58%	21%	-	-
£50,000-£59,999	24%	5%	-	-
£60,000-£69,999	5%	1%	-	-
£70,000-£79,999	3%	-	-	-
£80,000-£89,999	2%	-	-	-
£90,000-£99,999	0%	-	-	-
£100,000+	-	-	-	-
Missing	-	-	-	-
Total count	114	106	23	-

Do you think the following should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Difference between Senior Leaders with Qualified Teacher Status and non-Qualified Teacher Status				
Yes	75%	93%	76%	68%
No	7%	7%	24%	12%
Missing	18%	1%	-	20%
Different phase of school				
Yes	23%	9%	7%	16%
No	60%	83%	30%	54%
Missing	16%	7%	63%	31%
Different locations				
Yes	26%	31%	7%	24%
No	52%	62%	31%	49%
Missing	22%	7%	62%	28%
Different socio-economic factors				
Yes	42%	43%	14%	30%
No	38%	47%	29%	44%
Missing	20%	10%	57%	26%
Individual performance				
Yes	45%	50%	57%	63%
No	37%	44%	5%	9%
Missing	18%	6%	39%	28%
Meeting targets in school improvement plan				
Yes	41%	53%	37%	71%
No	41%	41%	5%	5%
Missing	18%	6%	58%	24%
Specialist skills, e.g., finance, HR, etc.				
Yes	24%	-	-	41%
No	54%	-	-	30%
Missing	22%	-	-	30%
Total count	114	106	23	50

Is there anything else that you think should be recognised in the pay structure for the senior leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recognition of workload & hours worked	2%	2%	5%	-
Level of commitment/loyalty shown by staff/attendance	2%	2%	1%	-
Recruitment & Retention	2%	0%	-	-
Level of experience/ability/skills/qualifications/length of service	2%	6%	-	1%
To take account of additional responsibility/accountability/requirements of position	8%	6%	5%	1%
Performance & achievement	0%	2%	2%	1%
Improvement/added value	0%	-	-	-
Recognition for provision of additional services/extended schools/extra curricular activities	1%	-	-	1%
Number/age of pupils/SEN/EAL pupils within the school	-	2%	-	-
Size/type/location of school/budget	2%	2%	-	-
Challenge provided by school	1%	0%	-	-
Greater differential in pay/responsibility between each role/level	2%	2%	-	-
Comparative level of pay with private sector / industry roles	3%	0%	-	-
Overall management of school/number of staff /size of management team	2%	0%	1%	1%
Other	5%	10%	2%	15%
Nothing	9%	73%	85%	77%
Missing	69%	-	-	4%
Total count	114	106	23	50

For Headteachers and senior leadership members with QTS, there is a common structure of pay and reward. For senior leadership members without QTS, there isn't. In your opinion is the present structure of pay and reward adequate for each of the following...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
To recruit leaders with QTS				
Yes	60%	74%	54%	68%
No	37%	19%	46%	16%
Missing	4%	7%	-	15%
To recruit leaders without QTS				
Yes	33%	45%	5%	42%
No	41%	34%	52%	27%
Missing	27%	22%	43%	31%
Total count	114	106	23	50

How flexible, in practice, are the current reward structures and other terms and conditions in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very inflexible	15%	29%	2%	11%
Inflexible	28%	21%	46%	10%
Neither/nor	43%	29%	12%	46%
Flexible	10%	18%	38%	26%
Very flexible	3%	0%	3%	6%
Missing	2%	3%	-	1%
Total count	114	106	23	50

Which one of the following incentives would you find most attractive?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Car	13%	25%	2%	-
Gym membership	2%	3%	2%	-
Private health insurance	23%	27%	49%	-
Season tickets/travel costs	3%	2%	-	-
Secondments/sabbaticals	11%	17%	2%	-
Support in external roles	0%	0%	2%	-
Work some school hours at home	28%	18%	12%	-
None	15%	3%	24%	-
Other (please specify)	4%	1%	7%	-
Missing	0%	3%	-	-
Total count	114	106	23	-

How would you describe your work-life balance?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	30%	3%	-	-
Poor	39%	40%	2%	-
Neither/nor	12%	23%	15%	-
Good	15%	23%	76%	-
Very Good	5%	10%	7%	-
Total count	114	106	23	-

How would you describe the work-life balance of the Headteacher in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very poor	-	-	-	1%
Poor	-	-	-	30%
Neither/Nor	-	-	-	12%
Good	-	-	-	45%
Very good	-	-	-	8%
Missing	-	-	-	4%
Total count	-	-	-	50

Thinking of the work that the Headteacher has undertaken in the last year do you think the Headteacher could delegate any of their day-to-day tasks?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	-	-	-	36%
No	-	-	-	52%
Don't know	-	-	-	13%
Missing	-	-	-	-
Total count	-	-	-	50

Which task should they delegate first?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Parent contacts	-	-	-	1%
Management / supervision of school behaviour	-	-	-	2%
Organisational tasks / meetings / management	-	-	-	3%
Already delegate what they can	-	-	-	3%
Admin tasks	-	-	-	11%
Staff training / development / assessment / recruitment / cuts / management	-	-	-	16%
Teaching / co-ordinator role	-	-	-	11%
Timetable/curriculum design	-	-	-	11%
Management of nursery school	-	-	-	11%
Missing	-	-	-	31%
Total count	-	-	-	50

Thinking about support networks. On a scale of 1 to 5 where 1 is not all supported and 5 is completely supported, how would you rate the level of support you receive...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From Governors Wales				
Not supported at all	-	-	-	1%
Not very supported	-	-	-	33%
Neither/Nor	-	-	-	8%
Quite supported	-	-	-	33%
Completely supported	-	-	-	19%
Missing	-	-	-	5%
From any other local governors organisation				
Not supported at all	-	-	-	12%
Not very supported	-	-	-	15%
Neither/Nor	-	-	-	19%
Quite supported	-	-	-	28%
Completely supported	-	-	-	14%
Missing	-	-	-	12%
From the Local Authority				
Not supported at all	-	-	-	0%
Not very supported	-	-	-	11%
Neither/Nor	-	-	-	5%
Quite supported	-	-	-	59%
Completely supported	-	-	-	20%
Missing	-	-	-	4%
Other (please specify)				
Not supported at all	-	-	-	0%
Not very supported	-	-	-	0%
Neither/Nor	-	-	-	1%
Quite supported	-	-	-	1%
Completely supported	-	-	-	0%
None	-	-	-	98%
Total count	-	-	-	50

Thinking about the work you have undertaken in the last year what responsibilities currently in your job description would you delegate if possible?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Response 1				
Staff development / Personnel / School management issues	5%	2%	2%	-
Teaching / Lunching time / extra curricular duties	6%	12%	-	-
Curriculum / Timetable / Year group / Extra curriculum design	7%	9%	-	-
Administration duties	2%	5%	7%	-
Analysis / Appraisal of performance & data	-	0%	-	-
Building supervision / maintenance issues / development issues	7%	1%	5%	-
Attendance / organising of meetings / appointments both internally & externally	2%	-	2%	-
Conducting assessments / reviews of staff / pupils	0%	2%	-	-
Handling student behavioural / general pupil issues	1%	0%	-	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	5%	2%	-	-
SENCO / SEN / EAL role	10%	2%	-	-
Budget management / Finance control / Fund raising	14%	10%	5%	-
Child protection issues	-	0%	-	-
Dealing with parental requests / issues / PTA	-	1%	-	-
Covering for / Organising cover for absent staff / staff shortages	0%	3%	2%	-
Dealing with Local Education Authority / Education Board / Local schools	0%	-	-	-
Governors role / committee	0%	-	-	-
Health & Safety issues	8%	1%	2%	-
Handling Government / Education board initiatives, regulations & legislation	1%	-	-	-
Writing of/organisation of reports / policy / school profile / bids	-	4%	-	-
All tasks not part of Headteacher job description / External responsibilities	2%	-	-	-
Management of catering issues	-	0%	-	-
Equipment maintenance / management	-	5%	-	-
Not Applicable	-	0%	-	-
None	21%	41%	74%	-
Missing	9%	-	-	-
Total count	114	106	23	-

Response 2	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	4%	3%	2%	-
Teaching / Lunching time / extra curricular duties	3%	8%	2%	-
Curriculum / Timetable / Year group / Extra curriculum design	0%	4%	-	-
Accountability for standards / performance / after school clubs	0%	3%	-	-
Administration duties	4%	5%	7%	-
Analysis / Appraisal of performance & data	0%	0%	-	-
Building supervision / maintenance issues / development issues	7%	4%	-	-
Attendance / organising of meetings / appointments both internally & externally	2%	-	-	-
Conducting assessments / reviews of staff / pupils	-	4%	-	-
Handling student behavioural / general pupil issues	2%	0%	-	-
Subject co-ordinator/ leadership roles / Examination officer / Mentor	-	2%	-	-
SENCO / SEN / EAL role	0%	-	-	-
Budget management / Finance control / Fund raising	6%	1%	2%	-
Child protection issues	2%	-	-	-
Dealing with parental requests / issues / PTA	-	2%	-	-
Covering for / Organising cover for absent staff / staff shortages	3%	-	-	-
Dealing with Local Education Authority / Education Board / Local schools	0%	-	-	-
Governors role / committee	3%	-	2%	-
Health & Safety issues	3%	0%	7%	-
Handling Government / Education board initiatives, regulations & legislation	0%	0%	-	-
Marketing / Publicity for school	-	0%	-	-
Writing of/organisation of reports / policy / school profile / bids	4%	-	-	-
Equipment maintenance / management	2%	2%	1%	-
Staff recruitment / induction / training	0%	-	-	-
Not Applicable	-	-	19%	-
None	15%	31%	52%	-
Missing	39%	30%	5%	-
Total count	114	106	23	-

Response 3	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Staff development / Personnel / School management issues	3%	0%	-	-
Teaching / Lunching time / extra curricular duties	2%	5%	-	-
Curriculum / Timetable / Year group / Extra curriculum design	-	0%	-	-
Accountability for standards / performance / after school clubs	-	10%	-	-
Administration duties	2%	-	2%	-
Analysis / Appraisal of performance & data	2%	-	-	-
Building supervision / maintenance issues / development issues	5%	-	2%	-
Attendance / organising of meetings / appointments both internally & externally	-	-	2%	-
Holding assembly / assembly duties	-	3%	-	-
Conducting assessments / reviews of staff / pupils	3%	1%	-	-
Handling student behavioural / general pupil issues	1%	-	-	-
SENCO / SEN / EAL role	3%	-	-	-
Budget management / Finance control / Fund raising	3%	-	-	-
Community / Social issues	2%	-	-	-
Health & Safety issues	2%	-	-	-
Handling Government / Education board initiatives, regulations & legislation	2%	0%	-	-
Writing of/organisation of reports / policy / school profile / bids	2%	0%	-	-
Strategy / School development	2%	-	-	-
Management of catering issues	-	-	2%	-
Equipment maintenance / management	-	4%	1%	-
None	15%	69%	90%	-
Missing	50%	8%	-	-
Total count	114	106	23	-

What are the barriers, if any, to delegate these responsibilities?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Responsibility 1				
Legal requirements on head	24%	-	-	-
Lack of skilled/trained staff	11%	26%	12%	-
Can't match reward to delegation	13%	14%	9%	-
Small school, so delegation is not a realistic option	29%	27%	5%	-
Other (please specify)	0%	7%	4%	-
Missing	21%	26%	69%	-
Responsibility 2				
Legal requirements on head	9%	-	-	-
Lack of skilled/trained staff	11%	14%	10%	-
Lack of support from the Governing Body	3%	0%	-	-
Can't match reward to delegation	7%	7%	7%	-
Small school, so delegation is not a realistic option	18%	18%	2%	-
Other (please specify)	0%	4%	2%	-
Missing	53%	57%	78%	-
Responsibility 3				
Legal requirements on head	3%	-	-	-
Lack of skilled/trained staff	4%	5%	3%	-
Lack of support from the Governing Body	1%	-	2%	-
Can't match reward to delegation	8%	10%	2%	-
Small school, so delegation is not a realistic option	19%	13%	-	-
Other (please specify)	0%	0%	4%	-
Missing	65%	72%	88%	-
Total count	114	106	23	-

Thinking about both your personal and professional support networks and on a scale of 1 to 5 where 1 is not at all supported and 5 is completely supported, how would you rate the level of support you receive...?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
From your personal support networks e.g., coaching/mentoring				
Not at all supported	11%	3%	1%	-
Not very supported	16%	3%	2%	-
Neither/Nor	8%	16%	-	-
Quite supported	49%	40%	18%	-
Completely supported	16%	35%	76%	-
Missing	-	3%	2%	-
From your professional support network e.g. Unions, NCSL, etc.				
Not at all supported	2%	4%	1%	-
Not very supported	12%	9%	9%	-
Neither/Nor	30%	38%	16%	-
Quite supported	39%	35%	28%	-
Completely supported	14%	8%	43%	-
Missing	2%	5%	2%	-
Total count	114	106	23	-

Thinking about the type of professional development you have experienced as a Headteacher, over the past three years what have you received?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
NPQH (National Professional Qualification for Headship)	21%	38%	0%	-
Professional Headship Induction Programme in Wales	41%	-	-	-
Senior Leadership modules, in Wales	13%	-	-	-
Local Authority Training	52%	87%	86%	-
Refer to verbatim report	31%	37%	79%	-
None	15%	3%	2%	-
Missing	0%	3%	2%	-
Total count	114	106	23	-

Which one of these courses did you find most useful?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
NPQH (National Professional Qualification for Headship)	16%	27%	-	-
Professional Headship Induction Programme in Wales	21%	-	-	-
Senior Leadership modules, in Wales	4%	-	-	-
Local Authority Training	13%	48%	18%	-
Other	21%	17%	79%	-
Missing	26%	8%	3%	-
Total count	98	96	21	-

Which one factor has the most influence on keeping you in your post?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Contact with pupils	17%	23%	3%	-
Content of work	10%	2%	38%	-
Location of the school	2%	12%	3%	-
Making a contribution to the community	4%	3%	-	-
Personal challenge	14%	7%	16%	-
Personal autonomy	4%	0%	2%	-
Potential for professional advancement	0%	10%	-	-
Regular teaching commitment	3%	5%	-	-
Relationship with colleagues	2%	8%	2%	-
Reputation of the school	2%	2%	2%	-
Reward	4%	5%	-	-
Success of the school	27%	3%	19%	-
Support from the Governing Body	2%	0%	-	-
The structure of the leadership team in the school	1%	300%	-	-
Training and self-development opportunities	-	3%	2%	-
Work/life balance	-	6%	9%	-
A combination of all the factors	0%	-	2%	-
I need the salary / benefits	2%	-	-	-
Enjoying the work they do	2%	-	-	-
Only job I'm trained for	-	3%	-	-
Passion for education	2%	2%	-	-
Missing	1%	3%	-	-
Total count	114	106	23	50

Do you want to become a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes, in the next 5 years	-	44%	-	-
Yes, but not in the next 5 years	-	11%	-	-
No	-	40%	40%	-
Not applicable	-	4%	55%	-
Missing	-	2%	5%	-
Total count	-	106	23	-

What is the biggest disincentive to becoming a Headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	10%	-	-
Work/Life balance	-	8%	-	-
Level of responsibility / accountability of position	-	9%	2%	-
Too old / late in my career / due to retire soon	-	6%	2%	-
The amount of training required as not qualified to teach	-	-	41%	-
Too demanding on time	-	5%	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	5%	-	-
The level of pay	-	3%	-	-
Admin duties	-	4%	-	-
Reduced contact with pupils / lack of teaching	-	13%	-	-
Lack of finance / budget restrictions	-	0%	-	-
Level of stress associated with role	-	1%	-	-
Not Applicable	-	-	24%	-
Don't Know	-	5%	5%	-
Missing	-	31%	26%	-
Total count	-	70	23	-

What is the biggest disincentive to becoming a Headteacher - Yes I want to become a headteacher, but not in the next 5 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	-	-	-
Work/Life balance	-	-	-	-
Level of responsibility / accountability of position	-	19%	-	-
Too old / late in my career / due to retire soon	-	2%	-	-
The amount of training required as not qualified to teach	-	-	-	-
Too demanding on time	-	-	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	-	-	-
The level of pay	-	17%	-	-
Admin duties	-	-	-	-
Reduced contact with pupils / lack of teaching	-	-	-	-
Lack of finance / budget restrictions	-	-	-	-
Level of stress associated with role	-	-	-	-
Enjoy my current position	-	-	-	-
Government Initiatives	-	-	-	-
Do not have suitable experience	-	-	-	-
Would prefer to be ht of an alternative training provision	-	-	-	-
The development issues associated with the role	-	-	-	-
Not Applicable	-	-	-	-
Don't Know	-	17%	-	-
Missing	-	44%	-	-
Total count	-	8	-	-

What is the biggest disincentive to becoming a Headteacher - Do not want to become a headteacher?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Workload	-	14%	-	-
Work/Life balance	-	6%	-	-
Level of responsibility / accountability of position	-	7%	6%	-
Too old / late in my career / due to retire soon	-	8%	-	-
The amount of training required as not qualified to teach	-	-	83%	-
Too demanding on time	-	7%	-	-
Isolation of position / Limited support in job from staff / governors / parents / education bodies	-	7%	-	-
Admin duties	-	6%	-	-
Reduced contact with pupils / lack of teaching	-	18%	-	-
Lack of finance / budget restrictions	-	1%	-	-
Level of stress associated with role	-	1%	-	-
Not Applicable	-	-	6%	-
Don't know	-	2%	-	-
Missing	-	22%	6%	-
Total count	-	58	4	-

Section 4: Governance

How effective do you think the governing body is in your school	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Very ineffective	6%	-	-	-
Quite ineffective	11%	-	-	-
Neither	12%	-	-	-
Quite effective	35%	-	-	-
Very effective	37%	-	-	-
Missing	-	-	-	-
Total count	114	-	-	-

Why do you say that?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Inexperienced / lack of skills & knowledge	0%	-	-	-
Very experienced / able to take work off HT	6%	-	-	-
Good range and use of skills / good chair	5%	-	-	-
Listen to / support HT	33%	-	-	-
Sensible proactive approach / challenge situations	10%	-	-	-
Little / no proactive support / do not practically assist HT	2%	-	-	-
Difficulty recruiting governors	0%	-	-	-
Development / induction of governors	0%	-	-	-
Positive approach	3%	-	-	-
Know the school well / active within issues	14%	-	-	-
Ask the right questions / very capable	1%	-	-	-
Don't ask right questions / don't add a lot to the school	0%	-	-	-
Sufficiently active role / good meeting regularity and / or attendance	13%	-	-	-
Do not take a sufficiently active role due to lack of ability / interest	3%	-	-	-
As volunteers they are limited	2%	-	-	-
Problems attending / during meetings	3%	-	-	-
Other	33%	-	-	-
Missing	18%	-	-	-
Total count	115	-	-	-

In your opinion, how can governors of the future best support leaders of the future?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Improved / closer working relationship	-	-	-	24%
Value / listen to the teaching staff	-	-	-	2%
Ensure a good work life balance for both staff and Governors	-	-	-	1%
Ensure governors are fully trained / qualified / have good understanding of the issues	-	-	-	27%
To select governors that are interested/skilled and committed to the role / helping school	-	-	-	15%
Visiting the school / attending meetings regularly	-	-	-	10%
To have a body that will challenge the School Management Team	-	-	-	6%
Agreement/focus on the strategy for the way ahead for the schools/staff & pupils development	-	-	-	5%
Reorganise / Define the governing body to be an effective / useful tool	-	-	-	4%
Governors set policy & targets Heads / SMT/ Teaching staff have to carry them out.	-	-	-	5%
None	-	-	-	21%
Missing	-	-	-	14%
Total count	-	-	-	50

Section 5: Staffing Structures

Including you, how many members of staff are on your senior leadership team?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	-	-	-	-
0-5	92%	-	-	-
6-10	6%	-	-	-
11-15	0%	-	-	-
20 plus	-	-	-	-
Missing	2%	-	-	-
Total count	114	-	-	-

How many members of the senior leadership team are non-Qualified Teacher Status?	SLT			
	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
0	74%	-	-	-
0-5	13%	-	-	-
6-10	-	-	-	-
Missing	13%	-	-	-
11-15	-	-	-	-
20 plus	-	-	-	-
Total count	114	-	-	-

How would you describe the composition of your senior leadership team?	SLT				
	Number	Headteacher	SLT-QTS	Senior Support Staff	Governing Body
Chief executive					
	1	100%	-	-	-
Total	2	100%	-	-	-
Executive headteacher					
	1	75%	-	-	-
	5	25%	-	-	-
Total	4	100%	-	-	-
Headteacher					
	1	100%	-	-	-
Total	100	100%	-	-	-
Co-headteacher					
	-	-	-	-	-
Total	-	-	-	-	-
Deputy headteacher					
	1	61%	-	-	-
	2	36%	-	-	-
	3	2%	-	-	-
Total	85	100%	-	-	-
Assistant headteacher					
	1	25%	-	-	-
	2	20%	-	-	-
	3	38%	-	-	-
	4	8%	-	-	-
	5	7%	-	-	-
	6	2%	-	-	-
	10	2%	-	-	-
Total	61	100%	-	-	-

Head of Department					
	1	40%	-	-	-
	2	10%	-	-	-
	3	10%	-	-	-
	4	20%	-	-	-
	5	10%	-	-	-
	7	10%	-	-	-
Total	10	100%	-	-	-
Bursar					
	1	96%	-	-	-
	3	4	-	-	-
Total	24	100%	-	-	-
Office Manager					
	1	100%	-	-	-
Total	1	100%	-	-	-
Special Educational Needs Co-ordinator					
	1	100%	-	-	-
Total	24	100%	-	-	-
Key Stage Manager					
	1	48%	-	-	-
	2	43%	-	-	-
	3	10%	-	-	-
Total	21	100%	-	-	-
Advanced Skills Teacher					
	1	95%	-	-	-
Total	1	100%	-	-	-
Phase co-ordinator					
	1	67%	-	-	-
	2	17%	-	-	-
	5	17%	-	-	-
Total	6	100%	-	-	-
ICT co-ordinator					
	1	100%	-	-	-
Total	5	100%	-	-	-
Other (please specify)					
	1	61%	-	-	-
	2	28%	-	-	-
	3	6%	-	-	-
	4	6%	-	-	-
Total	18	100%	-	-	-

Please indicate the position of the person who mostly manages the following on a day-to-day basis.	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Curriculum				
Head	55%	-	-	-
Deputy Head	23%	-	-	-
Assistant Head	6%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Curriculum co-ordinator	2%	-	-	-
Head of / Key stage / Year	3%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	2%	-	-	-
No specified person	4%	-	-	-
Phase Manager	3%	-	-	-
Missing	0%	-	-	-
Performance and development of teachers				
Head	84%	-	-	-
Deputy Head	12%	-	-	-
Assistant Head	4%	-	-	-
The school management team / manager	0%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	0%	-	-	-
Missing	0%	-	-	-
Performance and development of support staff				
Head	55%	-	-	-
Deputy Head	27%	-	-	-
Assistant Head	5%	-	-	-
Subject leaders / co-ordinators / experts / manager	2%	-	-	-
Teachers / Senior staff / Whole staff body / Teaching Assistants	0%	-	-	-
Business / Finance / Office / Site manager (Bursar)	4%	-	-	-
Support / Admin staff / PA	0%	-	-	-
SENCO	2%	-	-	-
TLR	2%	-	-	-
SENCO and Registrar/Business Manager	0%	-	-	-
Other	0%	-	-	-
Missing	2%	-	-	-
SEN (Special Educational Needs)				
Head	34%	-	-	-
Deputy Head	10%	-	-	-
Assistant Head	6%	-	-	-
SENCO (Special Educational Needs Co-ordinator)	47%	-	-	-
Subject leaders / co-ordinators / experts / manager	0%	-	-	-
TLR	2%	-	-	-
School Budget				
Head	78%	-	-	-
Deputy Head	4%	-	-	-
Assistant Head	1%	-	-	-
Bursar	10%	-	-	-
Business / Finance / Office / Site manager (Bursar)	1%	-	-	-
Support / Admin staff / PA	4%	-	-	-
Missing	2%	-	-	-
Total count	114	-	-	-

To what extent is leadership distributed in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all distributed	7%	0%	-	8%
Not very distributed	20%	8%	7%	1%
Somewhat distributed	50%	53%	10%	55%
Very distributed	22%	28%	56%	29%
Totally distributed	0%	6%	24%	7%
Missing	-	4%	2%	-
Total count	114	106	23	50

How effective is distributed leadership in your school?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Not at all effective	0%	-	-	1%
Quite ineffective	10%	9%	2%	1%
Neither	7%	18%	5%	25%
Quite effective	59%	46%	61%	40%
Very effective	24%	16%	27%	33%
Missing	-	12%	5%	-
Total count	107	105	23	48

Has distributed leadership resulted in an increase in the overall wage bill for the Senior Leadership Team in the last year?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	31%	-	-	20%
No	60%	-	-	73%
Not applicable	9%	-	-	7%
Missing	-	-	-	-
Total count	107	-	-	48

Why do you say that?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Higher salaries	29%	-	-	23%
Cost neutral - increase has been offset by savings elsewhere	10%	-	-	21%
No pay increase	27%	-	-	37%
No pay increase but less teaching time	20%	-	-	1%
Reduction in operating budget / wages	0%	-	-	5%
Secured additional funding	2%	-	-	-
Increase in staff / team numbers / new job roles	3%	-	-	1%
Due to restructuring of team / operations	0%	-	-	-
Wage increases not as a direct result of Senior Leadership Team	0%	-	-	-
None	2%	-	-	-
Missing	7%	-	-	12%
Total count	114	-	-	48

Have you identified any gaps in terms of expertise in your school leadership team?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Yes	49%	-	-	18%
No	51%	-	-	81%
Total count	114	-	-	50

What is the main gap that you have identified?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Business development	9%	-	-	52%
Change management	27%	-	-	-
Communication skills	3%	-	-	-
Curriculum	6%	-	-	6%
Development and management of extended services	7%	-	-	6%
Finance	23%	-	-	-
Management of support staff	5%	-	-	-
Management of teachers	0%	-	-	3%
SENCO (special educational needs co-ordinator)	3%	-	-	3%
Specific subject knowledge	-	-	-	30%
Other (please specify)	9%	-	-	-
None	3%	-	-	-
Missing	-	-	-	-
Total count	54	-	-	10

How will you address or how have you addressed this gap?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Additional training for self	37%	-	-	30%
Additional training for members of the Senior Leadership Team	37%	-	-	28%
Additional training for other staff	24%	-	-	3%
Additional recruitment of staff with QTS	4%	-	-	1%
Additional recruitment of specialist support staff	3%	-	-	3%
The DfES should be addressing these gaps for us	9%	-	-	30%
Do not have the financial resources to do anything	39%	-	-	5%
Missing	-	-	-	-
Total count	54	-	-	10

In your opinion, what should the composition of your senior leadership team look like in 5-10 years?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Same as it is now	23%	36%	81%	57%
Some changes required	59%	51%	16%	35%
Complete change in structure	10%	13%	2%	7%
Missing	9%	0%	1%	-
Total count	114	106	23	50

What is the most important change you could/would make in terms of personnel or improving the teams' skills to achieve this new composition?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	-	7%	-	21%
Recruit new/utilise existing staff - QTS	-	2%	-	-
Recruit new/utilise existing staff - Bursar/Non Teaching	-	6%	13%	15%
Change existing staff/staff duties	-	3%	12%	5%
Staff redundancy/loss/retirement	-	1%	12%	-
Develop understanding/knowledge/expertise via training	-	9%	-	17%
Identify/delegate responsibility/clarify job descriptions	-	11%	-	4%
SLT review/amendment/utilisation/team dynamics	-	11%	13%	14%
Increase funding/review financial management	-	1%	-	-
Change/reorganise management/leadership structure	-	19%	25%	16%
Provision of additional support	-	1%	-	3%
Planning/future change to school/curriculum	-	1%	-	1%
Other	-	19%	-	25%
Don't Know	-	4%	-	-
Missing	-	19%	25%	-
Total count	-	72	8	30

What is the most important change you could/would make in terms of personnel or improving the teams' skills to achieve this new composition - Some changes required?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	-	5%	-	23%
Recruit new/utilise existing staff - QTS	-	1%	-	-
Recruit new/utilise existing staff - Bursar/Non Teaching	-	7%	14%	28%
Change existing staff/staff duties	-	4%	-	6%
Staff redundancy/loss/retirement	-	2%	14%	-
Develop understanding/knowledge/expertise via training	-	7%	-	19%
Develop ICT skills/experts	-	0%	-	-
Identify/delegate responsibility/clarify job descriptions	-	8%	-	3%
SLT review/amendment/utilisation/team dynamics	-	13%	14%	16%
Increase funding/review financial management	-	1%	-	-
Change/reorganise management/leadership structure	-	19%	28%	19%
Provision of additional support	-	1%	-	2%
Planning/future change to school/curriculum	-	1%	-	2%
Other	-	24%	-	15%
Missing	-	20%	29%	-
Total count	-	61	7	25

What is the most important change you could/would make in terms of personnel or improving the teams' skills to achieve this new composition - Complete change in structure?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Recruit new/utilise existing staff - Asst Head/Business Manager	-	15%	-	7%
Recruit new/utilise existing staff - QTS	-	2%	-	-
Recruit new/utilise existing staff - Bursar/Non Teaching	-	2%	-	-
Change existing staff/staff duties	-	2%	100%	-
Develop understanding/knowledge/expertise via training	-	17%	-	7%
Identify/delegate responsibility/clarify job descriptions	-	23%	-	7%
SLT review/amendment/utilisation/team dynamics	-	4%	-	-
Increase funding/review financial management	-	2%	-	-
Change/reorganise management/leadership structure	-	20%	-	-
Provision of additional support	-	-	-	7%
Other	-	-	-	73%
Don't know	-	20%	-	-
Missing	-	15%	-	-
Total count	-	11	1	5

Are there any other comments you would like to make regarding the future of school leadership?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
Development of skills/training/mentoring/shadowing	3%	-	5%	2%
Greater distribution of workload/more support for Headteachers/Delegation	6%	5%	-	2%
Recruitment & Retention issues	5%	0%	-	11%
Succession planning concerns / Low level of interest	1%	0%	-	1%
Job is becoming too difficult	6%	2%	-	1%
Improve work-life balance	2%	0%	-	0%
Too many different initiatives/too much paperwork/accountability/bureaucracy	5%	2%	1%	0%
Consolidation period / more paid non-teaching time needed to carry out leadership duties	4%	-	-	0%
Headteachers should have education/teaching background	2%	1%	-	-
New or updated structure/team (more flexibility/clearly defined roles)	5%	11%	-	0%
Concern/uncertainty over future/lack of clear strategy	-	3%	-	4%
System working well / positive future outlook	-	1%	-	1%
Greater financial incentives	-	-	-	6%
Budget / funding issues	3%	6%	-	7%
Greater differential in pay/responsibility between each role/level	1%	2%	-	-
Comparative level of pay/responsibility with private sector/industry roles	1%	0%	-	-
Concern of Headteacher leading/supporting more than one school	1%	-	-	-
Greater freedom from local / central control	-	2%	-	6%
More support required from Governing Bodies / OFSTED / LA's	7%	-	-	5%
Other	13%	6%	5%	10%
Nothing	50%	64%	90%	53%
Total count	114	106	23	50

Section 6: Ethnicity

Which of these ethnic groups do you consider yourself belonging to?	Headteacher	SLT-QTS	SLT Senior Support Staff	Governing Body
White British	86%	94%	98%	90%
White Irish	-	0%	-	-
European	-	-	2%	-
Welsh	11%	3%	-	1%
Missing	2%	3%	-	9%
Total count	114	106	23	50

You can download this publication or order copies online at
www.teachernet.gov.uk/publications

Search using the ref: RR818B

You can also download this publication at www.dfes.gov.uk/research

Copies of this publication can also be obtained from:

DfES Publications

PO Box 5050

Sherwood Park

Annesley

Nottingham NG15 0DJ

Tel 0845 60 222 60

Fax 0845 60 333 60

Textphone 0845 60 555 60

Please quote ref: RR818B

ISBN: 978 1 84478 874 3

© Crown Copyright 2007

Published by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial education
or training purposes on the condition that the source is acknowledged. For any other use please contact
HMSO_licensing@cabinet-office.x.gsi.gov.uk