Education and Lifelong Learning

The Recruitment and Retention of

Headteachers in Scotland

(Main Report)

The Scottish Government

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Report to the Scottish Government

(Main Report)

John MacBeath, University of Cambridge
Peter Gronn, University of Cambridge
Darleen Opfer University of Cambridge
Kevin Lowden, University of Glasgow
Christine Forde, University of Glasgow
Mike Cowie, University of Edinburgh
Jim O'Brien, University of Edinburgh

(November 2009)

Contents

Acknowledgements

Note on Terminology

Throughout this report, "headship" is used to designate the post or appointment, and "headteacher" and "head" are used interchangeably to designate appointees.

Executive Summary

1. Background to, and Purpose of, the Study

1.1 This study was commissioned by the Scottish Government in December 2007 to make recommendations about the recruitment and retention of Headteachers in Scotland.

2. Recruitment and Retention: An International Issue

2.1 The context for the study is growing international concern about the recruitment and retention of high quality school leaders. Research evidence emphasises both the high profile and intense nature of the leadership role and problems of identifying leadership aspirants.

3. The Research Questions and Methodology

3.1 There were four research questions:

1. What prompts teachers to seek to become Headteachers and what barriers do they face?
2. What do Headteachers think about their role? What keeps them in post and what might make them leave or change direction?
3. What arrangements, approaches and policies have been adopted by local authorities and central government for succession planning, identifying early leadership potential and training and development?
4. Why do some teachers not aspire to headships and is there anything that could change their views?

3.2 The research involved a survey of teachers (1218 responded) and of Headteachers (1137 responded). Follow up interviews were conducted with a sample of 47 Headteachers, 9 local authorities, 28 non-aspirant deputes and potential heads, and 18 aspirant teachers/deputes.

4. Recruitment of Headteachers: A National Picture

4.1 A national survey of primary Headteacher recruitment in 20 Scottish local authorities by the Association of Headteachers and Deputes of Scotland (AHDS) for 2005-8 revealed an average of 4.9 applicants per vacancy. Of the 336 vacancies during this period, however, more than a third (117) were re-advertised one or more times.

5. Pathways to Headship

5.1 The research identified four main pathways to headship. These were: participation in the Scottish Qualification for Headship (SQH), acting up, depute head and other alternatives. The research also identified four main factors which influenced over peoples' decisions to seek headship, these were: self-determination; a reaction to negative experience (forming a desire to do it better); receiving encouragement from others; or assuming headship by default.

5.2 There were several hurdles to headship that were commonly cited in interviews. These were: the demanding nature of qualifications such as the SQH, which could be difficult to fit around work and family commitments; a lack of assistance and support in writing headship applications and insufficient training and coaching for interviews.

6. Leading a School: Purpose and Paradox

6.1 The overwhelming research message is that, however challenging and stressful, headship is a privilege and offers a much valued opportunity to make a difference to children's learning (cited by 88 per cent of heads surveyed as satisfying or very satisfying).

6.2 Factor analysis of survey responses on leadership priorities produced two independent factors—strategic leadership and personnel leadership. The latter, which relates to working with people, was seen as most attractive to both aspirants and Headteachers.

6.3 Almost all heads surveyed (97 per cent) devoted at least three hours weekly to "other tasks" outside of their key duties. These tasks varied in nature and were undertaken because it was felt that there was no-one to whom to delegate them to and/or because heads were accountable for ensuring these are attended to.

6.4 Teachers were asked to estimate the time that heads spend on different tasks. While they broadly reflected heads' own estimates, there were several misconceptions: teachers underestimated the time heads devote to teaching and learning, and over-estimated the time heads devote to budgeting and finance. This suggests that there needs to be clearer modelling of the job so that teachers are not dissuaded from seeking headship due to role misconceptions.

6.5 The majority of heads surveyed reported working over 50 hours a week. Managing their work/life balance was a common concern and many interviewed heads reported undertaking work at home in the evenings and weekends.

6.6 The emotionally demanding nature of headship was a concern for 70 per cent of the heads surveyed. A further 72 per cent of heads said "public grading of school performance" was a concern, with potential exposure to litigation an emerging issue.

6.7 While the majority of heads expressed degrees of concern about the loneliness of the job, for others (25 per cent) this was not a concern. The distinguishing factors for this group appear to be sources of collegial support, the satisfaction that comes from productive teamwork and shared leadership as well as confidence in personal abilities.

7. The Satisfactions of Headship

7.1 Five areas of satisfaction with the headship role emerged from the analysis. These were satisfaction with: autonomy; support and benefits; efficacy; influence on learning and teaching; support from senior management team/depute.

7.2 Heads' experience of autonomy varied with 20 per cent of surveyed heads stating that they experienced "considerable autonomy", 45 per cent "some autonomy" and 33 per cent "very little autonomy". Five statistically significant variables predicted satisfaction with autonomy: degree of autonomy; level of support and benefits received; sufficiency of support received; general level of concern about their role; satisfaction with professional development opportunities and support.

7.3 Importantly, school and personal demographics, and personal qualifications appear to play no part in heads' satisfaction with autonomy, which is primarily determined by the interplay of conditions within the control of heads, local authorities, and the Scottish Government.

7.4 Headteachers surveyed were more satisfied with internal sources of support (e.g. colleagues) than external sources (e.g. local authorities and government). Eighty one per cent of heads were "satisfied" or "very satisfied" with the amount of support provided by parents.

7.5 Multiple accountabilities, audits and reporting to a range of bodies were seen as primary factors in diverting heads from what they saw as their priorities. These aspects of the job were used by heads to support a call for the wider use of business mangers.

7.6 Limited discretion over staffing dissatisfied 53 per cent of heads surveyed and lack of autonomy over appointments and dismissal was an issue frequently raised in interviews.

7.7 Pay and staffing aspects of the Teachers' Agreement were widely discussed by heads interviewed. The agreed teaching hours for teachers and for pupils were widely described by heads and deputes as creating an extra cover burden for already overworked senior staff. The impact of the Agreement on salary differentials was also frequently discussed with many stating that the flexibility offered by the Agreement was often felt to be outweighed by adverse effects of restructuring, job re-sizing and remuneration anomalies. Frequent references were made to disincentives created by some principal teachers earning more than deputes and some deputes earning more than heads (although these are not solely "post-McCrone" anomalies).

7.8 Sixty per cent of heads surveyed were dissatisfied with inspection accountability. Amplified in interviews the strongest complaints were in relation to unfair, or unbalanced, representations of the school and too public an exposure of weaknesses.

7.9 Confidence about one's ability to cope with the demands of the job appears to be related to age, the school and personal experience of headship. Survey data suggest that heads aged under 40 were less concerned about their ability to cope than those aged between 41-60, (although within this group, concern gradually diminished with age). Of all age groups, those least concerned about their ability to cope were heads aged between 61-65.

7.10 Interview data suggest that there are five different coping strategies that heads regularly adopt. These have been labelled as: dutiful compliance; cautious pragmatism; unruffled self-confidence; bullish self-assertion; and defiant risk-taking.

8. Local Authorities: Perspectives, Policies and Planning

8.1 For officers interviewed, the new concordat relationship with the Scottish Government offered greater scope for local authorities to devise their own policies and priorities.

8.2 Authority officers acknowledged that they had been too slow in determining information required from schools, while heads suggested that authorities should slim down demands.

8.3 Although officers viewed the Scottish Qualification for Headship (SQH) and the Flexible Routes to Headship (FRH) as important in preparing teachers for headship, they acknowledged that structural factors were also key to recruiting and retaining Headteachers, such as more systematic succession planning and better structured pathways to headship. Suggestions included secondments, more effective induction programmes and alternative approaches to interviewing and selection. It was recognised that sequenced opportunities for teachers to exercise responsibility are required, initially with support, while gradually assuming greater autonomy.

8.4 There was greater emphasis among some authorities on ensuring more systematic support for deputes when acting up. Emotional and strategic support for serving heads could also help to ensure that adverse role modelling does not deter prospective applicants.

8.5 Authority officers recognised the benefits of coaching, but noted that there were too few coaches of sufficient quality and that long-term sustainable funding was lacking. Lateral collegial support was viewed as less vulnerable to financial strictures and valued sources of support were heads' cluster groups.

9. Teachers' Views of the Future

9.1 Teachers' and deputes' enjoyment of their current jobs (in particular the time spent with children and the level of responsibility and accountability afforded them) often acted as a deterrent to seeking headship.

9.2 Only eight per cent of teachers surveyed saw their eventual career destination as headteacher, although 14 per cent aspired to depute head and 18 per cent to principal teacher. 72 per cent said these aspirations were "highly unlikely/unlikely" to change.

9.3 For teachers, family and teacher colleagues were their prime sources of career advice. One in three teachers (33 per cent) said headship decisions were "never" or "rarely" influenced by their current heads. This may reflect heads' reluctance to encourage teachers to follow in their footsteps; when asked if they would recommend headship to junior colleagues, only 46 per cent of surveyed heads said yes. However, interview evidence revealed that positive encouragement and the provision of systematic support and training from existing heads has an influential role in encouraging staff aspirations.

9.4 In interview, teachers commonly cited the following perceived disincentives to headship. These were: increased distance from the classroom; greater workload and poorer work-life balance; time spent on budgeting and finance, and paperwork; managing disciplinary issues and staff absences; public speaking; increased exposure to litigation; and having to interview for new staff.

9.5 Teachers were also asked in the survey how confident they felt in their ability to perform certain leadership tasks. In general they reported high levels of confidence across the listed tasks suggesting that there is potential for teachers to engage more in leadership activities. Many of the areas in which teachers felt least confident mirrored those aspects perceived by teachers as disincentives to headship. This suggests that disincentives could be reduced through providing focused training and learning opportunities for teachers to increase their confidence.

10 Issues for Consideration

10.1 Six issues arising out of the research evidence were identified for further consideration: expectations of leaders; promotion of Headteacher autonomy; support for Headteachers; impact of inspections on heads; disincentives to headship; promoting headship routes.

11. Recommendations

11.1 The report makes 34 recommendations for consideration by local authorities, heads and prospective heads, school senior management teams and national policy makers.

1. Background to, and Purpose of, the Study

1. This study, funded by the Scottish Government in December 2007, was commissioned to make recommendations about the recruitment and retention of Headteachers in Scotland. Without a body of systematic evidence as to incentives and disincentives to assuming headship and as to satisfiers and dissatisfiers of those in post, it is difficult for the Scottish Government, local authorities or schools themselves to address what is perceived by media and professional associations to be a growing recruitment problem.

2. There is an increasing focus on these issues in many countries where recruitment and retention of senior leaders has attained "crisis" status, impacting with particular force in areas seen by aspirants as less desirable, such as schools located in inner cities and less accessible rural communities. A significant body of international research findings provides the impetus for and background to this research, and also serves as an intelligence source in respect of the policy issues involved.

3. The recent report, *Improving School Leadership – OECD Background Report: Scotland* (SEED, 2007: 84), noted a lack of understanding as to why some teachers choose to become Headteachers while others appear to lack this aspiration. The report identified the following, among others, as potential inhibiting factors:

- A feeling among the profession that training and support do not balance with the challenge
- Need for stronger articulation of what the "leadership agenda" is and what is expected of school leaders
- Lack of succession planning and attention given to identifying and addressing reasons for declining numbers of headship applications
- Demands to prioritize simultaneously a number of policy initiatives
- Isolation, especially in rural schools
- The challenging nature of inter-agency work

4. These are complex issues. The interplay among the motivations, incentives and disincentives to assuming leadership play out quite differently in different contexts but it is only by trying to tease out the connecting strands in this intricate relationship that answers may be found.

5. The report begins by recognizing that there is a national framework for leadership, the Standard for Headship (SfH), together with alternative ways in which candidates for headship may satisfy this standard: the Scottish Qualification for Headship (SQH) and the Flexible Route to Headship (FRH). In the absence of a clear national picture as to aspirations, applications and commitment to leadership, however, the study sought to ascertain what it means to be a Headteacher in the current political, policy and social climate; what attracts teachers to, or dissuades them from, seeking headship and what factors might influence those decisions. In these respects the role and influence of local authorities, and their relationship with government and with schools are keys to identifying early leadership potential and professional development. On the basis of evidence gathered from teacher and Headteacher surveys, and interviews with stakeholders a number of recommendations follow (see sec 11).

2. Recruitment and Retention: An International Issue

Chapter Overview

The chapter contextualizes the investigation internationally and nationally by summarising a substantive and growing body of research evidence that identifies problems in recruitment and retention of senior school leaders. A range of issues arising from these seminal studies with direct relevance to Scotland are also identified and elaborated.

6. A number of factors have been identified internationally as making the job of Headteacher (or principal) less attractive to many teachers:

Intensification

7. Intensification refers to the increased volume, scope, speed and complexity of constraints on and demands of decision-making. Regardless of gender, many prospective applicants perceive school leadership positions as more stressful and time consuming than other available career possibilities. Working days of 12 to 15 hours, reported in numerous studies (Marshall, 1986; Brunner, 2000; Galton & MacBeath, 2007) leave time for little else and are often cited as the root of domestic conflict and marriage break up.

Unrelenting Change

8. As responsibilities are pushed down from government to local authority/school district or school level, accountability is commensurately pushed up (Moos, 2003) so that, paradoxically, while school leaders appear to be enjoying more autonomy, there is less room for manoeuvre (Fink & Brayman, 2006). "Unrelenting change" (Mulford, 2003) is a common theme, suggesting heads need to be flexible to respond to the variety of external demands.

Increasing Pressures

9. The recurring pressures reported are stress, workload (both attributable to the pace of change), accountability, bureaucratic demands, personal and domestic concerns, work-life balance, and social factors beyond the school gates (MacBeath, 2006). In the world of 21st century schooling, argues Hess (2003:1), school leaders must be able to "leverage accountability and revolutionary technology, devise performance-based evaluation systems, re-engineer outdated management structures, recruit and cultivate non-traditional staff, drive decisions with data, build professional cultures, and ensure that every child is served."

Attrition

10. In Scotland, Cowie (2005: 402-3) showed that there was significant candidate attrition on the SQH course. Attrition occurred overwhelmingly for reasons unrelated to the programme itself: a third dropped out when they were promoted to headships and about 40 per cent withdrew because of workload demands or changed domestic circumstances. A 2004 study in England for the National College of School Leadership (NCSL) reported that only 43 per cent of prospective heads had taken up headship positions five years after graduating. This finding is mirrored in New York State, where Papa *et al*. (2002) report that despite a large number of individuals possessing principle certification many of those qualified do not go on to apply for headship. Similar data have also been reported in Ontario (Williams, 2003).

Career Deputies

11. In Queensland, Cranston (2007) found that potential principals who were currently deputies were more than likely to be highly satisfied with their current roles and felt no

compulsion to seek promotion. This phenomenon of career deputies is a finding common to the NCSL research and to three U.S. studies in New York, Illinois, and North Carolina (Goldhaber *et al*., 2008).

Selection Processes

12. In some school systems (e.g., Australia) selection processes for principal and deputy vacancies are a source of grievance for principal aspirants (Gronn & Lacey, 2006).   In Victoria, the writing of job applications and the experience of school-based interviewing has been experienced by aspirants as "traumatic, demanding, and time consuming" (Lacey, 2002: 180; Gronn & Lacey, 2004: 415-416).

Greedy Work

13. In countries other than Scotland the role of the Headteacher or principal has been described as "greedy work" (Gronn, 2003), not only because it consumes so much time and energy but also because it is relentless and ever more demanding.

Supra-National Bodies

14. Pressure also comes from supra-national bodies such as the OECD to which governments pay close attention, and which consequently increases the pressure on schools and local authorities to raise standards, which are construed as measures of attainment, and which can be subjected to national and international comparison.

Expectations Confounded

15. Research in Scotland (Draper & McMichael, 1998) has echoed studies elsewhere which found mismatches between what aspirants expected of the head's role and their experience once appointed. Eighty per cent of 37 newly-appointed heads experienced "attachment loss" and "shock of the new". The authors write that "many new heads were oppressed by lack of time for themselves and for their professional development"; a situation that deputy roles could not fully prepare them for (Draper & McMichael, 1998: 207). Acting headship is one form of induction that gives first-hand experience of the job although, as Draper & McMichael (2002, 2003) found, it is just as likely to deter people from applying for the job as providing a path into headship. Many acting heads were deterred by their experience of being "consumed" by the role and felt that they received too little employer support.

2.1 The Scottish Context

16. The Scottish school system may be characterised as a vertical relationship of schools, local authorities and government with each layer defined by the nature of decision-making, its scope, authority and impact on the ultimate goal—pupil achievement. It is within the interplay of this tripartite relationship that many of the challenges and potential solutions to the recruitment and retention of Headteachers are to be found.

17. School management has taken a different form in Scotland than in other parts of the U.K. In their comparative study of governance in England and Scotland, Arnott & Raab (2000) discuss the key differences in the latitude for decision-making at school level. Due to the much stronger role of local authorities in Scotland and the weaker role of school boards (or councils) compared with governing bodies in England, they point to the important role that local authorities in Scotland have continued to play in the interface between government and schools—delivering locally, while contributing to the shaping and achievement of the Scottish Government's strategic objectives. Since 2008 flexibility for local level decision-

making has been increased by Single Outcome Agreements which give authorities a key role in establishing priorities and leading improvement.

18. The counterpoint to this trend is a culture of tough, more intelligent accountabilities in which there is a requirement on local authorities to drive improvement locally and which are now subject to much closer monitoring from the centre (Scottish Government, 2004). Since 2000, local authorities have been subject to inspection with the first round of inspections completed in 2005. The subsequent report *Improving Scottish Education, Effectiveness of Education Authorities* (2006) found a marked variation in the quality of local authorities in respect of strategic leadership, and the impact on children and families. Over a third of authorities were deemed to require follow-up inspections. There were questions as to the strategic leadership provided by authorities, and the inherent tensions of command and control as distinct from more collegial approaches.

19. The distinctions between more and less successful authorities were identified in the 2006 report as:

1. Authority staff who know their schools well and can offer a robust level of support and challenge while retaining a relationship based on mutual respect, including senior officers setting challenging targets with schools, and Headteachers having a clear understanding of their responsibilities for achieving those targets
2. The clear balance struck between robust monitoring of progress towards the targets set, and a culture which encourages innovation and the sharing of good practice
3. A commitment to enhance the quality of learning and teaching, and the service's work
4. Open encouragement of creativity and innovation within establishments while maintaining a key focus on effective learning and teaching approaches designed to meet the needs of all learners
5. Well-planned and appropriately-focused professional development opportunities for newly-qualified teachers

20. Key among priorities for local authorities were support for schools in the implementation of *Curriculum for Excellence* and the embedding of school self-evaluation which, as the 2006 Report claimed, leaves more to be done in order to establish a consistent culture of self-evaluation for improvement—a signal strength of Scottish education which has been widely emulated in many countries of the world. Given the inception of HMIE two decades ago, the HM Chief Inspector argued that mature self-evaluation should "not be seen simply as more effective monitoring by managers but as the commitment of a staff team to reflect and improve". He added: "The increasing extent to which teachers are sharing, analysing and comparing each other's practice, although still limited, is encouraging" (Introduction, *Improving Scottish Education, Effectiveness of Education Authorities,* 2006). The Chief Inspector also emphasized the scope for local authorities in partnership with schools to be flexible and creative in addressing the challenges within a changing economic landscape:

> *The best of our local authorities are already leading curricular change and ensuring that high quality experiences and outcomes are being provided for learners. The challenge remains, particularly in a demanding economic climate, for all local authorities to use their increased freedom in innovative ways which address difficult issues and raise standards. (Graham Donaldson, Senior Chief Inspector)*

3. The Research Questions and Methodology

Chapter Overview

This chapter describes the design of the investigation conducted by researchers from three universities. It outlines the four research questions, and reports on the instrumentation, sampling of survey and interview respondents, limitations due to respondent self-selection and identifies various methodological issues.

21. The study was conducted by researchers from three universities: Cambridge, Glasgow and Edinburgh. The research questions (answered sequentially in chapters 5-9) were:

1. What prompts teachers to seek to become head teachers and what barriers do they face?
2. What do head teachers think about their role? What keeps them in post and what might make them leave or change direction?
3. What arrangements, approaches and policies have been adopted by local authorities and central government for succession planning, identifying early leadership potential and training and development?
4. Why do some teachers not aspire to headships and is there anything that could change their views?

22. The answers to these questions were obtained through two large national surveys, one a sample of Headteachers and the other a sample of teachers. 1137 Headteachers completed the survey (420 of these on-line)—a response rate of 41 per cent. The sample was virtually a perfect match with national data as 94 per cent of respondents were serving heads and six per cent were acting up. As is evident from Table 1, 29 per cent had been heads in their current school for two years or less with the same percentage in their post for 11 or more years. Forty-two per cent had been in post between three and 10 years.

Table 1: Time in Post in Current School

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

* Data are missing in six instances

23. Frequencies from the two surveys were subjected to various forms of disaggregation and cross tabulation—by school type and gender, and by age and length of service. These are presented in the technical appendix. Factor analysis was conducted to examine the extent to which different aspects of satisfaction and dissatisfaction expressed by heads were statistically inter-related. Regression analysis was also carried out to determine whether, among 23 variables, there were aspects of the Headteacher role that might be predictive of satisfaction with autonomy.

Headteacher Interviews

24. When completing the surveys Headteachers and teachers were given the option of volunteering for interview: 178 Headteachers did so. From the full list of volunteers, the research team agreed on a sample which would be as representative as possible by local authority, primary, secondary and special school, and by gender. The gender split was approximately 2.5:1 in favour of females, with a similar ratio in respect of primary and secondary schools. Six out of 32 local authorities were not represented among the volunteers.

25. Participation in research utilising self-selected respondents, including quantitatively analysed surveys and qualitatively analysed interviews, requires close attention to sampling to ensure representativeness. In respect of all samples (i.e., two sets of survey respondents, focus groups, three sets of aspirants, non-aspirants and local authority personnel), advice was taken from the Research Advisory Group and representatives of the Scottish Government regarding patterns of differential recruitment across Scotland, school phase, school type, school size and teacher employment demographics. A limitation of self-selected survey completion and interview engagement is the possibility of biased sampling, with potential biases being either positive or negative.

26. Interviews with the 47 heads were conducted by four members of the team, with face-face interviews allocated on a geographical basis. Two-thirds of the interviews, were conducted on a face-to-face basis with the remaining third being telephone interviews. Interviews were between an hour and two hours in duration with an average length of about one and half hours. Interviews were tape-recorded and transcribed. While transcripts were read by individual members of the research team, two of the principal investigators read all the transcripts and conducted a thematic analysis independent of one another. Key emerging themes from the qualitative data were then discussed and agreed by members of the team.

Non-Aspirants

27. Headteacher interviews were complemented by 28 interviews with potential heads who had decided not to apply or were undecided about whether to apply for headship vacancies ("non-aspirants"). As with serving heads, these were selected from a list of 89 who had agreed to be interviewed, again with an attempt to be as representative as possible by region, school type and gender. All but five of these were telephone interviews lasting about one hour which were again transcribed and analysed thematically.

3.1 The Teacher Survey

Table 2: Teachers' Time in Post in Current School (%)

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

* Percentages do not tally to 100 due to rounding of numbers

28. The teacher survey was completed by 1218 teachers, a response rate of 21 per cent. As is evident from Table 2, 82 per cent who completed the sample had been in post for three or

more years. Sixty respondents agreed to join follow-up focus groups and were contacted to arrange a time and place to meet. As a result of the geographical spread and difficulties of communication, travel and availability, only two groups met (a total of 6 people). It was therefore decided to complement these with 18 individual interviews, which drew on a sample of teachers and deputes who had indicated that they were currently thinking positively about applying for headship.

3.2 Local Authority Interviews
29. Interviews were also conducted with local authority personnel in positions to comment on recruitment and retention issues. Ten authorities were selected: a) to ensure a national geographical spread; b) to include rural and urban areas; c) to sample authorities with low numbers of Headteacher applicants, and high and lower levels of re-advertised Headteacher posts. Nine interviews were conducted, wherever possible on a face-to-face basis with senior officers nominated by authorities as being best placed to provide the relevant information. These interviews were also tape recorded, transcribed and analysed thematically. Local authorities also provided data on recruitment and retention trends, selection and appointment processes, and documentation on leadership development policies which helped to identify:

1. The arrangements, approaches and policies adopted by local authorities and central government for succession planning, identifying early leadership potential and training and development
2. Recommendations for how authorities might best support those with ability, interest and motivation to become headteachers, and
3. Recommendations for workforce planning for headteachers to be enacted by local authorities and schools

4. Recruitment of Headteachers: A National Picture

Chapter Overview

This chapter summarizes a recent survey of recruitment to Scottish primary schools.

30. The Association of Headteachers and Deputes of Scotland (AHDS) surveyed Headteacher appointments in primary, nursery and specialist schools. Between May 2005 and May 2008, the average applications for Headteacher posts (in 20 local authorities responding to a freedom of information request) was 4.9, down from an average of 5.4 in the last AHDS survey period (2003-2005). Variations existed among authorities with the lowest average applications (2 per post) in Aberdeen City and the highest (7.4) in Angus (Dempster, 2008).

31. There was also significant variation within authorities. In Glasgow, for example, the average applications for posts in schools with 51-100 pupils was 3.3 and 9 for schools with 301-400 pupils. This disparity is indicative of a broader national trend evident in the AHDS data for small primaries to be harder to staff, due to uncertainty as to their future (a view expressed in interviews for this study by some senior local authority personnel).

4.1 Re-Advertisements

32. Over the survey period there were 150 re-advertisements and a total of 486 application rounds. There were 336 vacancies, 117 of which were re-advertised one or more times—just under 35 per cent. (150 is the total number of times posts were re-advertised as some were re-advertised more than once.) The following seven of the 20 authorities surveyed illustrate some of the anomalies by authority due to what appears to be geographical location, rural and urban demography, mean size of schools and other push-pull factors.

Table 3: Average Number of Applicants per Post (AHDS Survey, 2005)

Authority	School Roll Numbers						
	0-50	51-100	101-200	201-300	301-400	400 +	All
Aberdeen	1.0	1.7	1.7	2.3	2.2	5.0	2.0
Angus	11.5	9.8	8.3	6.3	6.3	4.0	7.4
East Ayrshire	3.0	5.2	4.5	8.0	6.3	0.0	5.8
Edinburgh	4.8	5.6	7.6	7.5	8.8	7.6	7.0
Glasgow	0.0	3.3	5.2	4.9	9.0	7.0	4.9
Inverclyde	0.0	0.0	2.3	2.4	4.0	7.0	3.1
Shetland	5.9	2.8	0.0	0.0	0.0	0.0	4.2
Scotland	**3.9**	**4.4**	**4.6**	**5.1**	**6.2**	**5.7**	**4.9**

Table 4: Number of Posts Re-Advertised* (AHDS Survey, 2005)

Authority	School Roll Numbers						
	0-50	51-100	101-200	201-300	301-400	400 +	All
Argyll and Bute	8	2	1	1	0	0	12
Dumfries & Galloway	9	4	1	1	0	0	15
Glasgow	0	4	10	4	0	0	18
West Lothian	2	1	1	1	7	1	13
Scotland	**27**	**25**	**40**	**26**	**26**	**6**	**150**

* Includes multiple re-advertisements of the same post

5. Pathways to Headship

Chapter Overview

This chapter answers Research Question 1: What prompts teachers to seek to become headteachers and what barriers do they face? The chapter draws on interview data with heads, deputes and teachers who described their pathways to headship and the key influences on their career decision-making. For teachers and deputes interviewed, some barriers loom large, with the result that they are dissuaded from applying for headship. This reluctance can be seen in the low numbers of teachers planning to undertake the SQH. Headteacher interviews are used to explore how such barriers can be overcome. In particular, coaching and mentoring were identified by both heads and aspirants as positive sources of encouragement.

33. Most heads interviewed had worked for one authority, reflecting the experience of 82 per cent of survey respondents. 51 per cent of those surveyed had been heads in one or more schools, while 29 per cent had been long-serving heads in their current schools for 10 or more years. 48 per cent of the heads had been in their current school for over six years.

34. Almost half of the heads surveyed had been deputes and a third had acted up (Table 5).

Table 5: Route to Headship

Route	Number	Percentage*
Scottish Qualification for Headship (SQH)	245	22
Acting route	379	34
Depute route	531	48
Other route	286	26

* As respondents could nominate more than one answer, routes to headship are not mutually exclusive, numbers do not tally to 1,137 and percentages do not tally to 100

35. As well as these institutional routes into headship, interviews with Headteachers revealed informal sources of motivation for seeking headship; four distinct categories emerged from the data. These are not entirely discrete as elements of two or three of these might be in play for any one person or exert an influence at different times. One head, for example, described their ascent to headship as "a mixture of opportunity, aspiration and conveyer belt you're on". From a recruitment viewpoint, these motivations suggest there may be opportunity for identifying prospective leaders. The four motivations are:

1. A self-determined career path
2. Encouragement from influential people
3. Assumption of headship by default rather than choice
4. Exposure to poor models of leadership triggering a determination to do it better

Scottish Qualification for Headship (SQH)

36. As seen in Table 5, only 22 per cent of the headteacher sample surveyed had undertaken the SQH. This balance was broadly reflected in the sample of heads interviewed. Most had not taken the SQH route, often because their date of appointment preceded its introduction. Sometimes they lacked the SQH because they were appointed before applying for it or they had opted not to complete it after appointment.

A Self Determined Career Path

37. For some headship was a family legacy. Their parents or grandparents had been Headteachers and it seemed to them like a natural progression from classroom teaching into a position where they could shape teaching and learning across an entire school. In some cases heads and teachers had engaged in strategic career mapping early in their career. Among these interviewees there was an element of testing oneself, rising to the challenge and proving one's own capabilities in a wider arena. This emerged strongly as a theme among teachers who, still quite early in their careers, were applying for principal teacher posts as a first rung on the ladder to depute roles and ultimately headship or even to educational advisory roles. Among serving heads, moving on or taking on the next challenge by way of a second or third headship was a feature of what one interviewee described as "the career minded".

Encouragement from Influential People

38. In interviews with serving Headteachers the impetus and inspiration to become a head were often traced back to a key catalyst, such as a chance meeting at a conference. Around half of the heads interviewed attributed their current appointment to influential people, such as Headteachers under whom they had served or colleagues who had suggested that they were natural leaders. For classroom teachers aspiring to headship the encouragement of heads and colleagues was significant in giving them the confidence to believe they could do the job. Despite the influential nature of such support only 17 per cent of surveyed teachers (n = 207) reported that they had received encouragement from others to apply for Headteacher positions (see Table 6).

Table 6: Teachers' Sources of Encouragement to Apply for Headship (n = 139)*

Source of Encouragement	Number
Current headteacher	66
Head of department	7
Previous headteacher	84
Depute	56
Local authority education officer	56
Teacher colleague or colleagues	99
Another person	66

* Of the 17 per cent (n=207) of those who answered "yes" to receipt of encouragement only 139 chose to answer the following question asking about sources of encouragement. Respondents were allowed to select more than one source.

39. A few serving heads had enjoyed more structured developmental pathways with support, mentoring and leadership programmes provided by their local authorities. Creating more structured sequential routes into headship through professional development programmes was seen by most authorities as a key policy initiative and was in place or was being put in place.

Headship by Default rather than Choice

40. A third pathway might be characterised as "the accidental head". About one in five heads interviewed had found themselves occupying the role because of the long term illness, death or secondment of a senior colleague, so that acting up meant assuming an established Headteacher post almost by default. These people had typically been deputes who had never considered headship or had seen it as a future possibility. Some teachers who found themselves as acting heads by default rather than by choice were disinclined to give up the job, having enjoyed the authority and the scope of influence, while for others a return to a less demanding role as depute was welcomed.

Exposure to Poor Models of Leadership

41. "There has to be a better way". This statement from one Headteacher interviewee speaks for the few who aspired to headship because of the poor leadership they had witnessed as assistant heads, deputes or teachers and sometimes as pupils. The belief that one could do it better was cited by around a quarter of all heads interviewed. A few referred to their own unhappy school experiences as igniting a desire to create a happier school experience for the next generation through plotting a career path to headship.

5.1 Teachers and the SQH

42. In the teachers' survey, only two per cent were currently undertaking the SQH with a further five per cent intending to do so (see Table 7). A further 15 per cent were unsure, suggesting that there are teachers who with further encouragement may pursue headship in the future. Interviewees suggested that the strongest disincentives to undertaking the programme were the difficulties in managing its requirements alongside a full-time job, the perceived academic nature of the SQH and the domestic demands of families and friends.

Table 7: Teachers and the SQH (%)

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

* Some data are missing due to non-responses this question

5.2 Hurdles to be Surmounted

43. In interviews and focus groups with those teachers aspiring to headship, the route to a headteacher role was portrayed as something of an obstacle course with a series of hurdles to be surmounted. Those most commonly cited were:

1. The application and interview process
2. Lack of mobility
3. Lack of support and guidance
4. Unhelpful modelling of the job

44. The most common complaint from aspirant teachers interviewed was the "tedious" and "demoralising" round of applications and interviews. Getting to the interview stage after a dozen or so applications was the first hurdle. The second was the interview itself, which many felt was often too short and too rigid to be able to adequately "sell" themselves. That these posts were likely to be filled by internal applicants was widely assumed, or known, to be the case. In the survey teachers were asked about 21 items that may influence their decision to apply for headship. The four items relating to the application and selection process accounted for over 30 per cent of the variance, thus suggesting that teachers seem to be extremely adversely influenced by an application, selection and induction process that they perceive as biased, arduous and unsupportive.

45. In many cases lack of mobility was a problem so that teachers found themselves restricted to employment in one authority by virtue of family commitments, others limited themselves by applying to an authority with which they were familiar. Additionally, teachers were often aware first-hand of the pressures their own heads were under and the range of demands they were required to meet. This realization was often accompanied by their heads explicit counselling not to follow in their footsteps; survey data indicated that only 46 per cent of heads would recommend the position to colleagues. In these circumstances there appeared to be a need for greater support and guidance, both tactical and strategic; in other words, advice as to the nature of the long term career path and direction on the more immediate and pragmatic tactics of application and interview.

46. However, despite these hurdles many teachers were prepared to negotiate the obstacle course, to accept that there would be stress but that the rewards of headship—influencing the lives of children—would, in their view, outweigh the disadvantages.

5.3 Becoming a Head: "You learn at 100 miles an hour"
47. Among newly appointed heads interviewed or involved in a focus group, some spoke of the exhilaration of becoming a Headteacher and the "honeymoon period" which they enjoyed because they were granted latitude by a supportive staff and/or leadership team. A honeymoon period is a well-documented feature of leadership succession. To a large extent this period is defined by the nature of one's predecessor, with the honeymoon more likely to be enjoyed when succeeding an unpopular or ineffective head. To follow an experienced and revered head could prove more difficult and some of the women interviewed found it challenging to follow a charismatic or authoritarian man. Like probationer teachers tested by their pupils, role transition for newly appointed heads could be a disconcerting experience as they were on probation with their staff. Every move was watched to see if they could live up to, or live down, their predecessor's legacy.

48. Others found their enthusiasm tempered by the complexity of responsibilities with which they were faced. Some whose transition to headship had been eased by a mentor or coach found that resolving conflicting demands was now singularly in their own court. The shock which many of the interviewees described was the revelation of what it meant to have to be resilient, accountable and the final arbiter of decision-making. "Here be dragons", as one former head now in a local authority warned. "You learn at 100 miles an hour" so as not to be overtaken by events beyond control. The fear of losing control, it was said, was one that never quite subsided.

49. It is in the early weeks and months of a new headship that support was seen as most critical although, as our survey data indicate, to a greater or lesser degree, that need is a constant throughout a head's entire professional life. For the minority interviewed who had a coach or mentor this source of support was almost universally welcomed. As seen by one local authority director, this form of support may prove to be perhaps the single most important factor in both retention and recruitment. While local authority support is also vital, heads' and teachers' views of the quality and continuity of that support varied. The informal support of family and fellow heads was most often cited as the source of advice on views about future of headship.

6. Leading a School: Purpose and Paradox

Chapter Overview

This chapter answers the first part of Research Question 2: What do headteachers think about their role? Survey and interview data from serving heads and teachers are used to highlight the demands entailed in leading a school. The data reveal the paradox in the experience of headship: it is simultaneously a stressful and rewarding role. Teachers' perceptions of heads' commitments closely mirror those of heads. The data reveal that heads describe their job as emotional work. The privilege of being able to make a difference to the lives and learning of children often comes at a high price: long hours worked with an impact on health and feelings of loneliness. Factor analysis reveals that heads devote significant time to personnel and strategic leadership. They are also shown to perform numerous "other" activities for which they are accountable, although these are not necessarily part of their job descriptions. In small schools particularly, where the number of staff involved in management and support is small, the impact of such demands is significant.

A stressful, exhausting, incredibly rewarding job. (Secondary school headteacher)

50. The above statement goes some way to answering Research Question 2, for it captures the paradox that is the single most consistent theme running through heads' stories. The overwhelming message is that however challenging and stressful the task, headship is a privilege, a much valued opportunity to make a difference to the learning of children (cited by 88 per cent of heads surveyed as satisfying or very satisfying). For some, aspiration and influence extended beyond the school, with many wanting to make a difference to the wider community, where children, in many cases, would spend the rest of their lives.

51. As the Headteacher survey showed, and as was further confirmed in interviews, incentives and disincentives to assuming headship vary according to age and gender. However, the satisfiers and dissatisfiers experienced by those in post tend to converge on a number of key issues apparently unrelated to the location of the school, to the number of hours worked or to work-life balance. The resolution of these issues rests to a very large extent with government, local authorities, schools themselves and the inter-relationship among these three levels of policy and practice.

6.1 A Life in the Week of a Headteacher

I was once told by someone from the council offices: 'You are headteacher of [the school] 24 hours a day, seven days a week, 52 weeks of the year'. And that's basically I would say a good description. (Primary school headteacher)

52. The starting point in understanding the attraction or lack of attraction of the headship role is with the nature of the headteacher's job: how it is perceived by heads and by those whom they influence, how it is shaped by legislation, by government and local authority policy and by Headteachers themselves. The quality of a life in leadership is in large part revealed by the diary of a working week, although the number of hours worked is only the beginning.

53. Heads were asked in the survey to estimate the length of their working week (see Table 8). Less than two per cent of heads said they worked less than 40 hours a week while the majority worked for over 50 hours. 57 per cent work 51-65 hours a week on school-related

work and 11 per cent work 66+ hours weekly. The survey reveals a spread of differences among Headteachers which is virtually a normal distribution.

Table 8: Average Hours Worked per Week (%)

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

* Data are missing in 21 instances

54. While heads were not asked to keep a diary, in interview they described a typical week, which added texture to the survey data. A working week of 60 hours plus was most typical among interviewees. One head, for example, who had kept a regular diary, surprised herself that when evenings and weekends were included it amounted to an 85-hour week.

55. Interviews revealed a common pattern of Headteachers being the first to arrive in the school and the last to leave. They were usually in their offices between 7 and 8 a.m. with 5 to 5.30 p.m. a typical departure time. A few heads, however, described being in their schools until 9 or 10 p.m. due to meetings or the need to catch up with paperwork. Those who did leave around 5 p.m. said they would spend several hours in the evening on school work plus five or six hours at the weekend. "All I do is go home to sleep", said one secondary head, while for others going home was "when the janitor kicks me out"―in Private Finance Initiative (PFI) schools, for example, which require to be closed. While the survey did not ask about summer holidays, in interview heads who said they were able to take four weeks holiday in the summer described a symmetrical character to the break, with the first week being one of slowly winding down and the last week given to anticipating what lay ahead.

56. These comments were not made by cynical or disillusioned heads and their stories were almost always framed within a positive love of, or even an addiction to, the job. Many admitted to putting the school first, often at the expense of their personal lives. However, the same interviewees spoke of relishing the adrenaline flow which leadership gave them. The all-consuming nature of the job was evidenced in interviews and can be seen in quotes such as: "it never goes away" and "my time is not my own". It was frequently stated that however much one tried to keep a holiday or weekend free, by Sunday evening "You're already back in school". As one secondary head said: "It's to do with what's in your head and this feeling that something's niggling away at you―a job yet to be done". Yet despite the demands on them, heads appeared to retain a strong sense of vocationalism.

57. These comments have to be seen in the wider context of work intensification in a more pressured socio-economic situation and, as mentioned by one senior local authority officer describing his own 70-hour week, working long hours is not unique to heads. However, as was argued by some interviewees, it is not simply the hours worked but the intensification in school and classroom management which brings its own unique tensions and interpersonal challenges.

6.2 Health and Well-Being

58. The heads survey revealed that only 9 per cent felt that personal health and well-being was not a concern in relation to their headship role. However, in interviews the effects on health evoked a range of responses from heads. One head who had ignored medical advice to take time off stated "You're at the bottom of your own priority list". However, another who had had been off work with stress-related illness had been frightened into creating a more equitable work-life balance. "If it's not done [by 5.30 p.m.] it doesn't get done".

59. Among local authority officers interviewed, some questioned the extent to which these pressures were externally driven by authority demands, or internally driven by an inability of some heads to discriminate between obsessive detail and "the big picture". Some of the heads interviewed did not demur from this view. "I survive on stress", said one secondary head, acknowledging that much of this was self-imposed.

6.3 Teachers' Perceptions of the Working Week

Table 9: Teachers' Perceptions of Heads' Weekly Time Commitment (%)

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

* Some data are missing due to non-responses this question

60. The significance of heads' descriptions of their working week lies in the way they portray their work and the messages that they convey, whether overtly or implicitly, to their staff. Teachers' perceptions of a head's workload clearly play a part in how they evaluate the attractiveness or unattractiveness of the job (see Table 9). Interestingly, teachers' views of the heads' working week reflect fairly closely those of heads themselves, with the survey responses approximating also to a normal distribution.

6.4 A Matter of Priorities

Until you actually step into the shoes of a headteacher you don't fully appreciate all the different levels at which you're expected to operate. (Primary school headteacher)

61. With heads allocating long hours to their jobs, a key question is: What do they devote themselves to? A summary of leadership activities is shown below in Table 10 and it is interesting to note that 38 per cent of surveyed heads report spending 10 plus hours on activities "other" than their main responsibilities. The headline areas within the table are related to development of teaching and learning and managing the curriculum, which heads interviewed consistently expressed as their closest interest. While 24 per cent had no direct teaching commitment, 68 per cent spent between three and 10 hours per week developing teaching and learning, and 67 per cent spent the same time managing curriculum.

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

Activity	None	< 3 Hours	3-5 Hours	6-10 Hours	> 10 Hours
Curriculum management	1	24	41	26	8
Development of teaching and learning	< 1	20	38	30	11
Strategic planning	1	33	39	21	6
Budgeting and finance	1	58	33	8	1
The school building and fabric	4	67	23	5	1
Absence cover	23	49	22	6	1
Providing RCCT for teaching staff	39	40	16	4	1
Classroom teaching	24	41	16	5	14
Staffing matters	1	35	38	21	6
Matters for parent council/Board of Governors	4	73	18	4	1
Relations with external agencies	1	42	37	16	5
Dealing with challenging pupils	3	37	28	21	11
Other	3	10	20	28	38

62. These estimates by heads are clearly broad and subjective. Nonetheless, they give a flavour of the balance of responsibilities and begin to identify patterns of priorities. These can then be compared with the impressionistic judgments of teachers which are significant as they reveal the extent to which teachers perceive disincentives to headship.

6.5 Teachers' Perceptions of Headteachers' Tasks

63. Teachers were asked questions similar to those asked of heads. Teachers perceived a head's job as one which demanded a large amount of time devoted to financial and budgetary activities (see Table 11), an area of responsibility where only 12 per cent regarded themselves as being very confident. Conversely, they underestimated the amount of time heads spend on the development of teaching and learning and classroom teaching, areas that they reported as being high in their career priorities. The disparity between how heads describe their job and how teachers perceive it suggests there is scope for addressing misconceptions and preparing new heads to help them achieve a satisfying balance.

Table 11: Teachers' Perceptions of Heads' Activity Time Commitments (%)

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

6.6 Factor Analysis of Heads' Roles

64. When the range of Headteacher tasks was factor analysed, two clear distinguishing factors emerged. The first of these may best be described as "Strategic Leadership". This comprises five inter-related activities. These are:

1. School improvement planning
2. Establishing school priorities
3. Establishing and planning the school budget
4. Reviewing and/or developing teaching practices and curriculum
5. Developing the school timetable

The inter-relationship among the first four of these activities has a certain intuitive appeal, with all appearing to be related to effective management. While it might be argued that the fifth item, timetabling, follows logically from planning and prioritisation, its correlation is the weakest, perhaps because it sits less easily with the broader strategic focus of the other items.

65. "Leadership of Personnel" was the name given to the second factor which emerged from the analysis. This factor comprised three activities:

1. Developing and providing continuous professional development
2. Supporting new staff
3. Evaluating teachers

These three activities are also inter-related and emphasise the human development side of leadership. Although the two factors are independent of each other their separation does not imply that effective leaders do not require both sets of skills, for each is relevant for recruitment and retention. Importantly, these factors can be used to help structure professional development programmes and to shape advice on how these skill-sets may be balanced and prioritised in school leadership.

66. While Headteachers indicated on the survey and in interviews the satisfaction they experienced from working with people, the survey data suggest that they play a larger role in strategic rather than personnel leadership.

67. As was clear from interviews with Headteachers, and aspirant and non-aspirant teachers and deputes, the attractions of personnel leadership, or the "with people" aspects, were often counter-pointed with the disincentives of the "tedious" administrative tasks. The strongest complaint of all in interviews related to the burden of paperwork. This was typically viewed as excessive and often unnecessary. In interviews several heads spoke of a desire for a business manager to relieve them of the repetitive and routine maintenance tasks, many of which they felt unskilled to deal with.

68. Administrative tasks were also seen as a disincentive by career deputes:

The person who does the dinners is off or the dinners haven't arrived or your janitor's off or the drains are blocked and all that sort of stuff and the roof's leaking, that's massive if you don't have a business manager. (Primary school depute headteacher)

Heads and deputes alike wanted to be able to play to their strengths rather than expose their weaknesses, for which they confessed they were ill-equipped. Those who did have a business

manager generally welcomed this, although the help it afforded depended significantly on the post-holders' quality and competence and the nature of their contract.

6.7 The "Other" Activities

69. The list of items suggested in the Headteacher survey (Table 10) was clearly insufficient to encompass the plethora and complexity of the "other" roles and tasks which Headteachers dealt with. The qualitative data from interviews, however, shed light on those roles and tasks.

70. Heads described themselves variously as problem solvers, politicians and diplomats, police and social workers, therapists and caretakers, all of which brought dilemmas and challenges as well as unexpected compensations. Headteachers often found themselves having to take action, sometimes in spite of health and safety strictures, sometimes because of them—such as getting rid of hazardous materials, personally filling a skip or cleaning a flooded toilet, because janitors were off sick or were shared among a group of schools. These ad hoc tasks were in addition to dealing with contractors, patrolling the playground, lunch room and neighbourhood streets, monitoring buses and, as one head put it, being "a rottweiler at the school gates" to keep undesirables out and potential absconders in. These tasks were taken on because they felt that there was no-one to whom to delegate them and because, at the end of the day, it was heads who saw themselves as accountable for ensuring that they were attended to.

71. One of the most worrying concerns for heads was health and safety. Many of the routine tasks which they undertook, it was claimed, were in breach of rules, and were accomplished because janitors were not allowed to undertake them. Heads were aware that such actions could also land them in trouble because they cut across union agreements. Often heads discovered by increment and accident their accountability for anything that happens within the school site, even though the school grounds may provide a public thoroughfare and venue for young people whose sometimes dubious night time activities left behind health hazards.

72. The multiplicity of tasks and the range of roles assumed by heads were both a source of satisfaction and frustration. The many references in interviews to where the buck stops had both positive and negative connotations. Solving problems was, for some, a source of gratification while for others it was a source of never-ending angst. The power and responsibility of being "the ultimate Mister Fixit" allowed scope to drive change and realise their visions, except that as one head teacher remarked along with the positives "the negative issues are all yours" as well.

73. Being the final court of authority was one of the strongest concerns expressed in interviews by both aspirants and non-aspirants. For career deputes, this was seen as a step too far. For aspirant deputes and teachers optimism and resilience appeared to be their defining characteristics. They referred to the need for new challenges and were optimistic that, given opportunities, rewards would outweigh potential drawbacks, of which most were fully aware.

74. Although the unpredictability of every working day was seen by a few potential heads as a deterrent, bringing with it unwelcome, and sometimes "bizarre", surprises, it was more typically viewed as one of the pleasures of the job. Anticipating the good things and being ready to find opportunities within a problem were what kept many school heads returning to work. It would be easy to indulge the loneliness and vulnerability which were frequently

described, but the quality that kept these heads engaged, positive and optimistic was resilience, an ability to rise above the minutiae and keep in mind the big picture.

6.8 Emotional Work

75. Leadership was couched by heads in their interviews as emotional work. The survey responses also underline the personal impact of the job, with only six per cent of heads saying that "the emotionally demanding nature of the job" was *not* a matter of concern. All nine aspects of the head's role in Table 12, for example, speak to the impact of headship on heads' personal and professional life.

Table 12: Concern with Aspects of the Headship Role (%)

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

76. The vividness of the language used by heads in their interviews to describe the task of leading a school is testimony to the emotional nature of the work: "fire fighting", "battles", "ground down", "frazzled", "washed out", "being hammered". At the same time "passion", "exhilaration" "commitment" and "pride" were recurring themes. One head described having "a love affair" with the school, another as having "an emotional relationship with the school" and another as "being married to the school". This deeply personal investment in their schools ("my school") tells the story of headship and explains why heads' accounts are often coloured by frustration.

77. Many heads described the importance of supportive networks and regular engagement with other Headteachers. However, for several heads interviewed such activities were either not available or were logistically impractical. It was these heads that talked with deep feeling about the isolation they experienced in their roles.

78. While the loneliness of the job is an issue that emerges from the Headteacher survey (Table 12) and is a prevalent theme in interviews, a quarter of heads do not agree. The distinguishing factors for that group appear to be sources of collegial support, the satisfaction that comes from productive teamwork and shared leadership as well as the confidence that characterises strong-minded individuals.

7. The Satisfactions of Headship

Chapter Overview

This chapter answers the second part of Research Question 2: What keeps heads in post and what might make them leave or change direction? Factor analysis of headteacher survey data suggested that key determinants in retention are the interplay of experiences of decision-making autonomy and receipt of support (from leadership teams and local authorities). Other contributing factors are shown to be professional development opportunities, experiences of inspection, self-confidence, the relative demands of working in difficult locations and key sources of advice. Data from the surveys and interviews also highlight that the "with people" aspects of the role, including relationships with parents and the opportunities they have to spend with children, are consistently rated as the most satisfying,. The interview data point to considerable variability by heads in the ways they try to balance their role demands, on the basis of which five typical strategies of coping were distinguished and illustrated.

79. The second part of Research Question 2 was answered by a combination of survey and interview questions designed to ascertain heads' sources of satisfaction. Of 20 survey statements regarding satisfaction with various aspects of headship, 15 grouped into five satisfaction factors, which have been labelled:

1. Satisfaction with autonomy
2. Satisfaction with support and benefits
3. Satisfaction with efficacy
4. Satisfaction with influence on learning and teaching
5. Satisfaction with support from senior management/depute head

80. Factors 1-4 each contain three or more inter-connected aspects of Headteachers' roles. Factor 5 (satisfaction with support from senior management team/depute head) emerges from the statistical analysis of the survey data as a single, but highly significant, contributor to satisfaction with headship. In addition, it is only in respect of Factor 5 that differences between male and female heads were found to be statistically significant. Male heads, for example, are more likely to cite management team support as a source of satisfaction (92 per cent satisfied or very satisfied) than are female heads (83 per cent).

7.1 Factor 1: Autonomy
81. 33 per cent of Scottish Headteachers surveyed stated that they had "very little autonomy", 45 per cent that they had "some autonomy" while 20 per cent said they had "considerable autonomy". This leaves just over one per cent at the extremes of claiming either "no autonomy" or "complete autonomy". Autonomy, of course, is a complex matter and has to be measured against accountability demands and the latitude for discretion in relation to government initiatives and HMIE inspections. As Table 13 shows, satisfaction with support from, and accountability to, local authorities divides Headteacher respondents virtually down the middle, although strong satisfaction is considerably outweighed by strong dissatisfaction. Survey responses to current government policies are less evenly divided with a bias to dissatisfaction (57–43 per cent) while national inspection demands receive a 60 per cent dissatisfaction rating.

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

Elements	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Accountability demands of local authority	15	39	44	2
The amount of support provided to me by my employer	16	32	46	6
Current government policies	11	46	41	2
Accountability demands of national inspections	25	35	37	2

* The four elements are extracted from the completed table (Table 13) located in the Technical Report.

82. These figures conceal a multiplicity of factors, including the experience, confidence and resilience of heads in meeting challenges, all of which have to be factored into interpretations of the data. The wide variation in Headteachers' responses has to be explained by the many areas of influence and decision-making which contribute to feelings of efficacy and of being in control. These influences include confidence in one's ability as a leader and manager, the qualifications one brings to the job, the nature and location of the school and its community, the level of support and resourcing available to meet the challenges, and the amount of time and energy one has to invest in carrying out those tasks.

83. Given the importance of satisfaction with autonomy to heads' expectations of remaining in the Headteacher role a regression analysis was conducted to establish what, if anything, could predict satisfaction with autonomy. For this purpose, a binary variable was created for satisfaction with autonomy—with those who indicated they were satisfied with their autonomy and those who indicated they were dissatisfied with their autonomy serving as the two categories. There were 23 items (or variables) in the survey relating to the above aspects of autonomy. Five variables were highly significant as predictors of satisfaction with autonomy. The five were:

1. The degree of autonomy that heads say they have in their position
2. Their satisfaction with the level of support and benefits they receive
3. The sufficiency of the support they receive to do their job
4. Their general level of concern about the role
5. Their satisfaction with professional development opportunities and support

84. It is important to note that a number of variables appear to play no part in heads' satisfaction with autonomy. These include: school demographic variables, personal demographic variables and personal qualifications. Thus, satisfaction with autonomy is primarily determined by conditions within the control of the head, the local authority and the Scottish Government, and the interplay among those three loci of decision-making.

85. In relation to the interview data with heads, deputes and teachers the urgency of demands and sufficiency of support were their headline concerns, and satisfaction proved often to be in a state of precarious balance. The interplay among those three loci of decision-making—school, local authority and government—is the key to maintaining or upsetting this balance, which may tilt in one direction as events conspire to reduce or increase satisfaction. In particular, the multiplicity of demands, their pace and urgency of implementation and the quality of local authority support are the significant determining factors in satisfaction or dissatisfaction with autonomy.

7.2 Factors 2-5

86. Factor analysis produced four other factors (2-5). These are: satisfaction with support and benefits; satisfaction with efficacy; satisfaction with influence on learning and teaching; and satisfaction with support from senior management/depute head.

87. Factor 2 (satisfaction with support and benefits) contains four inter-related aspects:

- A sense of fulfilment.
- The esteem accorded the head's role
- The attendant salary and benefits
- Support from parents

Sense of fulfilment appears to derive from the esteem in which one is held. This is in part related to salary, although interviews revealed this was not the major consideration. Parental support also impacted on heads' sense of esteem and fulfilment in the job.

88. Factor 3 (satisfaction with efficacy) contains two inter-related items:

- Scope for strategic decision-making
- Ability to make a difference to children's learning

The second of these two items was one of the most consistent strands running through the Headteacher interviews. It was a primary motivator and source of satisfaction which, unsurprisingly, was correlated with scope for strategic decision-making. It was the sense of being hemmed in by other demands from local authorities and government that was seen as diminishing the latitude for pedagogical leadership.

89. The distinctive feature of Factor 4 (satisfaction with influence on learning and teaching) is defined by time and opportunity. For many of those interviewed, lack of these was a constant source of frustration. There were three inter-related items:

- Amount of class teaching time
- Opportunity to mentor teachers
- Opportunities to work with students

90. Factor 5 (support from senior management team/depute head) emerges from the statistical analysis of the survey data as a singular contribution to satisfaction with one's leadership role. This was more of an issue for women than men, which can be explained in part by the preponderance of women in primary schools, many of which lack management teams.

91. For Factors 1, 2, 4 and 5 there were significant differences by school type (Table 14).

Table 14: Heads' Satisfaction with Role Elements by School Type (%)

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

92. In respect of autonomy, it is evident that a little over half of the sample in the three main school sectors expressed satisfaction. This result is a reflection in part of local circumstances, and the resilience and determination of the individual head. The generally higher level of satisfaction across all areas of combined school heads may be explained by the continuity of pupils' experience affording these heads a greater measure of control over coherence and transition.

93. Satisfaction with support and benefits includes sources both internal and external to schools. There was a stark contrast between external and internal sources, with the management team rating very highly as a valued source, particularly in secondary schools and combined schools.

94. A sizeable proportion of the sample appears less satisfied with the level of influence that it has on teaching and learning. Secondary heads were more likely than their primary counterparts to report satisfaction, which may reflect the differing expectations of secondary heads as to their direct role in classrooms, while primary heads without management team support expressed frustration at their distancing from the classroom.

95. The importance of management team support is clear and is a key consideration in the recruitment of heads and a major consideration with regard to retention. The lower figures for both primary and special schools may be explained by the number of small schools in these sectors in which there is no other senior member of staff. Even where management teams do exist they are frequently small-sized teams, with members often having significant teaching commitments. Because the management resource, and the diversity and depth of skill are limited, heads carry out the wide range of "other" tasks described earlier (see Table 10).

7.3 Headteachers as Middle Managers

96. Questioned in interview about accountability demands, reference was made to the proportion of time spent in reacting to a "constant stream" of authority requests". "You spend most of your time reacting", claimed another primary head, citing the multiple sources of demands from government, local authorities, HMIE, Learning and Teaching Scotland (LTS), and surveys and paperwork to be dealt with. Another primary head described the range of reviews and inspections including bi-annual performance review, mid-cycle HMIE inspections, intensive local authority pre-inspection quality assurance visits, unannounced Care Commission visits, hygiene inspections, health and safety inspections and fire inspections for which heads had to undertake two days of training out of school. Another primary head cited five mandatory audits in the previous month as consuming many unwelcome hours of the school's time.

97. "You are there to service me not the other way round", said one head who talked in interview about the "fault line" between school and authority priorities. It was in respect of accountability that the fault line appeared most acutely, and was described as "one way traffic" of pressure down and accountability up. While internal accountability to staff, and to pupils and their parents was keenly felt and positively embraced, being held accountable "for criteria not your own" was widely regarded as disempowering. Similar issues played out with regard to HMIE inspections. It was said that heads are now "at the pointy end" and "put upon" by national government, local authority, HMIE, the media, local community and parents, "all of which at some point breathe down their necks".

98. While being resigned to the paperwork, the inflow of documentation and the bureaucratic demands, many spoke in interview of resentment at the "pettiness" of local authority directives and the lack of trust in their experience and professional judgment. The inability to use budgets creatively was raised by around a quarter of those interviewed. These heads claimed they were inhibited by requirements to use authority-designated suppliers, for example, who could be expensive, inefficient and slow to respond. What were seen as spurious health and safety and "political correctness" issues could, it was said, simply hamper efforts to implement change. The "bureaucratic ceiling", the burden of directives from above and the concomitant lack of latitude for decision-making were widely shared sources of frustration, described by more than one head as evidence of "managing not leading".

99. In one headteacher's interview, the local authority was depicted as a place where each separate department pursued its own agenda, with everyone seeing their own specialist area as the most important, and expecting immediate replies to e-mails which, at the press of a button, could be circulated around all heads in the authority. Whatever advantages e-mail had brought, these were seen as far outweighed by the proliferation, urgency and incessant nature of demands. While expressed in different terms and degrees of frustration by interviewees, this was a prevalent theme among the heads interviewed.

100. "I never get a phone call for a good thing", said one primary head, while weighing the balance of satisfiers and dissatisfiers. Limited discretion over staffing was a particular source of dissatisfaction for 53 per cent of heads surveyed and was a contentious issue raised in interviews, both in terms of appointments and dismissals. One head spoke of having a vacancy which would have provided an opportunity to make an appointment that might inject new vigour into a tired department, except that it was being given a "compulsory transfer" from another school. Another long serving head described being given five compulsory transfers and five probationers at the beginning of the year. This was a tipping point too far. Others described being worn down by inefficient, ineffective or incompetent staff whom they could neither discipline nor get rid of. One Headteacher spoke of "the departure lounge" to which some long-serving teachers had prematurely retired.

101. A few Headteachers interviewed had had experience of headship in England. These heads made unfavourable comparisons with the scope and flexibility they believed they enjoyed there to innovate and to solve problems without having to seek permission for what were seen as "trivial matters"—such as fixing a broken window, asking permission to change in-service days or depart from a standardised authority Powerpoint presentation. While this experience of English headship was seen as bestowing autonomy, in Scotland these heads felt stifled by their relative lack of discretion over budgets and staffing decisions, and too closely circumscribed by authority protocols.

102. All of these dissatisfiers, however, had to be set against the mediation and quality of support offered by Quality Improvement Officers (QIOs) in many local authorities. Being able to "pick up the phone" and get advice was, for heads, a key discriminating aspect of local authority support that was widely welcomed. This experience contrasted with heads in some authorities who felt too inhibited to ask for help. While coaches and mentors were seen as critical ingredients in emotional, strategic and operational support, Headteachers recognised that financial stringencies and intensification of work at every level meant their requests for support would often remain unmet. Formally arranged cluster groups and informal meetings with fellow heads played a major role in sustaining commitment and

fuelling reserves of energy. *Heads Together* and *Deputes Together* were frequently cited as sources of information, encouragement and good ideas.

7.4 Opportunities for Professional Development

103. In regard to satisfaction with opportunities for professional development (Table 15), it was the amount of time available that was seen as most problematic (62 per cent of heads expressed dissatisfaction), rather than funding and resources, while heads were most positive regarding opportunities to work with other educators.

Table 15: Satisfaction with Professional Development Opportunities (%)

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

104. A key determinant of professional development was the Teachers' Agreement. While this had provided greater opportunities for personal space and professional development for staff, it was also seen as impacting negatively on the workload and professional latitude for heads. Heads reported in interview, that they had to juggle the anomaly of the 22 and a half hour week for teachers and the 25 hours teaching time for pupils. This disparity required them to provide cover themselves or to ask deputes and principal teachers, or it meant devising other time-serving strategies such as extended assemblies and creative use of lunchtimes. Buying in specialist teachers was a potential solution but one which generally could not be afforded and was becoming less of an option in a stringent economic climate. One local authority manager confirmed this when interviewed: "If you're in a rural school the chance of you getting a teacher to come there for two hours, some are like half an hour a day, so Headteachers end up covering and reduce their ability to do their own job. [That is] a big one for us."

7.5 Inspection: A Generous Informed Dialogue?

105. Very rarely is a school inspection welcome in any country (see, for example, MacBeath, 2006) with views as to the nature of the event, the preparation and the aftermath varying widely elsewhere as they do in Scotland. On the one hand several heads described how positive inspectorate reports were seen as affirming, things to be celebrated and giving the school a lift in morale. However, for more than half of heads interviewed, their experience of inspection was described as "adversarial", "undermining" or "stigmatising". To some extent this explains the 60 per cent of heads who, in the survey, expressed dissatisfaction with inspectorial accountability, a reference more to parameters and style than to the need for accountability *per se*.

106. Among heads who had been subject to recent inspection, some spoke in interviews of their resentment at their professional judgment being questioned and questioned so publicly. "Tension" and "anxiety" were common epithets but there was also stronger language by a

few who used words such as "fear", "trauma" and "public humiliation". One primary head, for example, spoke emotionally about the length of time it took to recover from being described as "adequate" in an inspection, as this description was seen as a damning indictment which failed to appreciate the long hours and hard work that had been invested in a very troubled community with "damaged children". "Why do authorities not pick up the flak?", asked one secondary head, a reference to what was seen as the local authority's responsibility in supporting and pre-empting heads at a challenging time.

107. One local authority advisor said: "I think there's no doubt that the kind of inspection climate that's been created has been mirrored at local authority level with again a kind of punctilious bean-counting approach to accountability as opposed to a more generous informed professional dialogue." An important codicil to this analysis was that the "generosity" of local authorities towards the schools in their bailiwicks varied considerably across the country, with some authorities heavily investing in keeping the dialogue with schools alive. The "generous professional dialogue" with HMIE, however, was seen by one local authority manager as the hallmark of a bygone age in which inspection teams brought a depth of educational knowledge, with a "broadsheet" analysis of school quality rather than a "tabloid" version which recently, this local authority officer claimed, had "dumbed down" what was reported and consequently lost the nuanced quality of the school's authentic story. The timing of this research did not permit inclusion of the revised inspection assessment protocols which aimed to take into account the perceived pressures and dissatisfaction.

7.6 Questions of Confidence
108. As indicated by Table 16, heads expressed a high level of confidence in many aspects of their jobs, primarily in their ability to manage teaching and administrative staff, and their relationship with parents. However, on two aspects—dealing with stress and pressure, and managing self and time—only 21 per cent of heads said they were "very confident".

Table 16: Heads' Confidence in Abilities (%)

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

109. When questions about heads' confidence in various leadership and management abilities were subjected to factor analysis, two confidence factors emerged which have been labelled:

1. Leadership and management confidence
2. Relational confidence

110. Leadership and management confidence includes a number of aspects of leadership and management which appear to be closely inter-related. These are:

- Providing strategic focus and direction to colleagues
- Leading the development of teaching and learning
- Managing teaching staff
- Managing other staff
- Managing school budgets

The first four of these aspects describe confidence in leading and managing colleagues with a focus on teaching and learning. While it is correlated with the other four, the fifth aspect (managing school budgets) is the weakest link statistically.

111. Relational confidence captures a cluster of inter-related aspects:

- Building relationships with community agencies
- Working with parents
- Problem solving
- Managing myself and time
- Dealing with stress and pressure

Intuitively these five aspects fall into two quite distinct groups—relationships on the one hand and self-management on the other—however, statistical analysis reveals the five to be inter-related.

7.7 Relational Confidence: It's about People

112. Relational confidence covers a wide range of interpersonal exchanges. It is what one director described as the emotional intelligence component of the job, a quality he saw as the overriding ability, irrespective of context, in dealing with conflict, albeit staff, parents or pupils. Teachers surveyed estimated the amount of time that heads give to the people aspects of the job (Table 17). Their estimates largely underestimate the time heads reported (Table 11: technical report) spending with classroom teachers and pupils, which suggests that there is again a mismatch between teachers' perc5eptions of headship and the reality.

Table 17: Teachers' Perceptions of Heads' People Time Commitments (%)

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

113. For their part, be it in relation to parents and external agencies or staff and pupils, heads found the people aspects of the job the most rewarding although these were also the most frustrating. Asked in the survey to describe with whom they spent their time, most time was spent with pupils, followed by deputes, classroom teachers and the senior management or

leadership team. Time spent with pupils—getting to know them, and observing learning and growth at first hand—were widely seen as the most fulfilling aspects of the job but this was tempered by the amount of time accorded disciplinary issues. Time given to building relationships with children and family services could similarly be a source of satisfaction or frustration, and varied considerably by local authority and from school to school.

7.8 Relationships with Parents

114. Beneath the number of hours spent with parents lie widely differing accounts of satisfactions and pressures of working with families and communities, carers and custodians, parents and grandparents. The very term "parent" covers such a diverse range of possibilities and social contexts that generalisations are difficult. It is the parents' role first and foremost as educators of their children that is the source of both educational capital and its lack, and the source of both gratification and frustration. So much parental support is taken for granted that problematic issues rise to prominence in accounts from heads, deputes and teachers. Critical incidents had a disproportionately significant impact in comparison with the many creative initiatives to keep parents informed, to build parental confidence and support, and to "close the loop between home and school". Closing the loop, however, meant dealing with parental expectations, which were described by one Headteacher as "confused and complex":

> *I would say with parents you're as good as your last decision and if it's a decision that suits the parent you're the best thing since sliced bread. If they're not happy with the decision you make then that's it, but again there will be another decision they'll agree with, so it comes and goes. It comes in waves, in peaks and troughs. (Primary school headteacher)*

115. This Headteacher talked of appeasement, a continuing effort to meet differing and sometimes contradictory demands in a location of upwardly mobile families, and to balance the pressure on attainment measures with a broad and balanced curriculum. Many of the school's activities, such as teamwork, music and running a school radio, were met with comments such as: "I'm delighted for them, that's great, but how many have passed their level B maths?" or "He's got no homework tonight because he's doing that thing".

116. These pressures are in stark contrast with schools in which heads described the "heartbreak" of children's lives in very disadvantaged neighbourhoods where the term "family" was a misnomer and where instability is the only constant. Citing a catalogue of mental health problems, substance, alcohol and drug abuse, parents in prison, children with Foetal Alcohol Syndrome, and "real poverty", one Headteacher spoke of a missing generation, what was referred to locally as the "widespread granny syndrome", where grans have taken over from the mother as primary carer.

117. In areas marked by poverty, fractured family life and casual violence, headship could be "draining" work. A secondary Headteacher spoke in interview of a teacher "demanding blood" from a boy whose conduct and language he found offensive, thereby creating the dilemma of trying to support a disturbed pupil while also taking care not to undermine the teacher's authority. The ramifications then extended to the parent, the local authority and social services. When teachers took umbrage and escalated confrontation at the use of "the F word", for example, Headteachers' efforts to contain the fallout (particularly in areas of multiple deprivation) could entail excessive documentation and weeks of meetings.

118. Serial knock-on effects with statutory agencies and the subsequent negotiations with the local authority that these provoked loomed very large in some schools. These demanded meetings, phone calls, letters and interviews with health, social work, psychological services, community and voluntary agencies, with failures of communication as a constant irritant. Little had prepared newly appointed heads or acting up deputes for dealing with complaints against staff members, allegations of abuse, litigation, interventions by police or social work, the attendant form filling, witness statements and attendance at court.

119. It was at such times that heads looked to their authorities for support yet, as one highly experienced Headteacher said in interview, they often felt they were "left high and dry". Heads who had experienced these situations felt that at "crunch times" local authority support was often conditional and left them to work out their own salvation, when clear direction and shared responsibility would have been most welcome. Conditionality of support was explained by one head as being dependent on whether decisions or actions taken complied with local authority guidelines: otherwise "I'm setting myself up for trouble".

120. Among local authority officers interviewed the problems faced by heads in areas of disadvantage were acknowledged, with references to the added pressures of accommodating an inclusion agenda which fell disproportionately on such areas:

> *It's also just the huge pressure that's put on heads in actually trying to respond to the needs of the 20 per cent who are either disappeared or disaffected…. Just the pressure that that brings and what schools are expected to be doing to actually engage with that 20 per cent. There's a horrendous amount of work involved in that and if you're in E or D or C that 20 per cent probably rises to 40 per cent or 50 per cent. It's a huge workload and it's a workload that's shared not only by teachers but increasingly by support agencies, by support workers within schools and I suppose just the sort of management of the whole into the agency approach to all that stuff. (Senior local authority officer)*

121. A recurring complaint in interviews, particularly from heads in challenging neighbourhoods, was being asked to explain themselves to their local authority which had been in receipt of a parental complaint. It was one of the aspects of heads' responsibilities that ranked among significant disincentives in the eyes of teachers and deputes. One head interviewed said that: "It would be nice to have greater bravery by the local authority" and asked for authorities to act more as a buffer between schools and many of the external demands made on them. It was noted that in many authorities there is already a policy to ask of complainants: "Have you talked to the school?" and to refer parents back to the Headteacher as their first point of reference.

7.9 Does Context Matter?
122. A key finding from the Headteacher survey is that overall the socio-economic context of the school is not a significant incentive or disincentive to seeking headship. Indeed, there are many interview accounts from heads, deputes and teachers that working in challenging circumstances can be hugely rewarding.

123. This is perhaps a counter-intuitive finding in light of some of the evidence from international studies, and for some prospective heads, stories from schools in highly challenging areas are clearly a disincentive to seek headship. One depute, in what was described as a leafy suburb, for example, asked rhetorically:

Why would you go back to a school where I've been before which has huge discipline problems where you're out in the playground chasing after people, where parents don't support you, where children are left at night and you've got to have protection issues? (Primary school depute headteacher)

124. However, interviews also showed that many teachers actively enjoyed the opportunity of working in more challenging schools where they felt they could make a difference to children's lives. For example, one primary school depute, now enjoying teaching in a comfortable middle-class school, recalled teaching in a much less privileged school as "the happiest years of my teaching career", as it was felt that the school could offer children so much that they didn't get at home or within the community.

125. Likewise, one secondary head said in interview that however unrelenting the stress of managing a school in a disadvantaged area was, it was "not a stress I want rid of". Despite this acceptance of the challenges, as a head of a small secondary school with "overworked deputes", this head's role and salary were seen as hugely disproportionate compared to the head of a large school in a nearby middle class area with twice as many "underworked" deputes.

126. Set against the satisfactions of rising to the challenges of disadvantage, heads' investment of time in inter-agency work, which took them reluctantly out of their schools, was often a source of frustration in challenging neighbourhoods.

127. When interviewed, local authority personnel often did not dispute these perceptions. They acknowledged the range of demands on heads and the effects of parental and media pressure, but put these in the context of the authorities' own multiple accountabilities which, it was accepted, exerted downward pressures on schools. One solution proposed by local authorities was for heads to engage more actively in distributed leadership so that the burdens of leadership were shared more widely among school staff.

7.10 Changing Minds?
128. That decisions about headship are ultimately most influenced by family is clearly indicated in the Headteacher survey, with 51 per cent of heads stating that their career aspirations were "always" influenced by their family. The local authority was also a source of influence although more intermittently (53 per cent "occasionally" and 29 per cent "always": see technical report Table 5 and Table 6), while 51 per cent stated that the Scottish Government was an occasional source of influence. 53 per cent of heads stated that they were never or only rarely influenced by professional associations and 64 per cent of heads stated that they were never or only rarely influenced by media reporting of education.

129. Asked about whom they would seek advice from about future employment 67 per cent of heads mentioned spouse or partner in the "always" category. Twenty-four per cent also cited other family members in the "always" category with 22 per cent citing a fellow Headteacher (see Table 18). Analysis of the data showed that it was female heads who were consistently more likely than male heads to seek advice. Only with regard to four items were there no significant gender differences—professional association, reading, teachers and spouse/partner.

Table 18: Sources of Advice on Views about Future in Headship (%)

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

130. Clear patterns about career trends emerge from the Headteacher survey data. In two years time 12 per cent of Headteachers from this sample will have retired. In five years time 31 per cent of Headteachers from this sample will have retired and by 10 years 64 percent of these heads will have retired. The "unsure" group is small (5, 8 and 7 per cent respectively) and, if they do remain, the overall impact on the number of experienced heads would still be limited. The higher number of male heads who indicate that they are retiring may reflect a generational demographic: that is, the predominance until relatively recently of male heads in the secondary sector.

131. Primary heads follow the broad pattern with 32 per cent going within five years and 62 per cent within 10 years. If future national attrition rates follow these trends, then only 16–20 per cent of serving heads will be in post in ten years time. This suggests that a two to five year time frame is crucial for the recruitment of Headteachers in this sector to replace those retiring.

132. In secondary schools the pattern of retirement is more concentrated within the 10-year time frame with 39 per cent retiring within five years and 81 per cent of currently serving secondary heads retiring within 10 years. While a number of primary heads have indicated that they would look for either another headship or another education role in Scotland or beyond, there is a sense that for secondary heads their current post is their final career appointment. Only 3 per cent of secondary heads remain unsure at 10 years. Among combined primary and secondary schools the pace towards retirement seems to be accelerated with 33 per cent expecting to retire within two years. Only a small minority would look to other roles in education or are unsure.

133. The pattern in special education reflects some of the turbulence in that sector where there have been significant changes in provision, resulting in a reduction of the number of Headteacher posts. Here there seems to be greater mobility with respondents indicating a readiness to move to other roles in education and a greater number unsure of where they will be in two years time. Like their primary colleagues, more of this group expect to be still working in 5–10 years although possibly not in Headteacher posts.

7.11 Coping Strategies

Some take the job on confidently, move forward, love it. Others you can tell just by talking with them they're very, very angst-ridden about the pressures of the job. You know yourself it can be as simple as the establishment you take over, you can be very lucky and you can be very unlucky. (Local authority officer)

134. The extent of confidence in one's ability to cope would appear to be related not only to the establishment in which one works, but also to age and experience of headship. Yet, when analysing the relationship between coping concerns and heads' ages, the pattern shown in Figure 1 suggests that it is both younger heads and older heads who are least concerned while those aged 41-60 appear to be the most anxious.

Figure 1: Heads Concerned or Very Concerned about Coping (%)
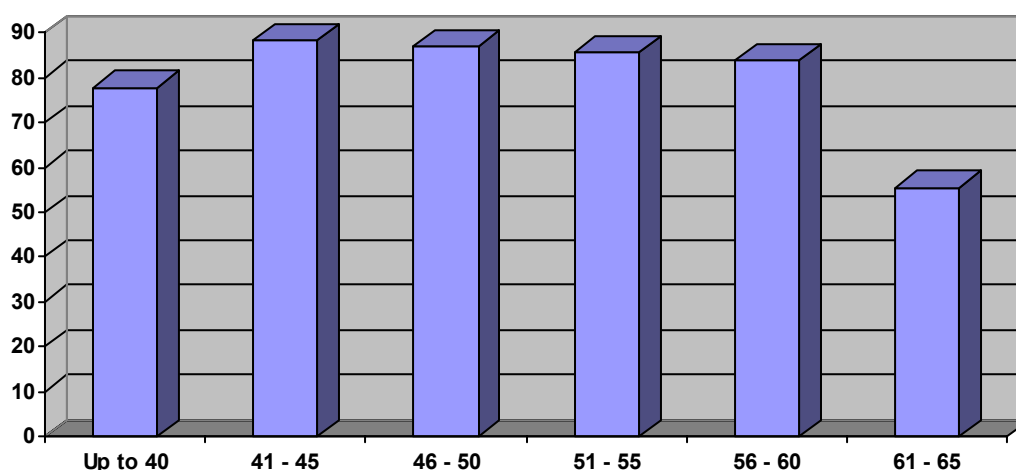
135. It is difficult to explain this pattern definitively, although interview data suggest that the honeymoon period, and the optimism and resilience seen in many younger heads provide them with a positive outlook in the early stages of their headship career. Likewise, those heads nearing retirement appeared to take a more relaxed attitude. However, when accounting for the range of motivations, incentives and disincentives, sources of satisfaction and dissatisfaction, and the influence of local authorities, a more complex picture is found.

136. How then do Scottish heads cope with their roles? A head's description of putting on her make-up in the morning was portrayed as a symbolic act, echoed in the determination that others mentioned of "trying to keep a professional face, not letting the mask slip". Other tactical ploys described were reframing—talking about the positives and maintaining a sense of humour. "I give myself a right good talking to", said one head, while another advocated stopping a negative activity "to do something satisfying" such as "going to speak to the weans".

137. Coping strategies are more comprehensive than these incidental actions and are important for three reasons. First, they are significant personally because they affect the health, well-being and sense of professional identity of the individual concerned. Second, they are significant organisationally because they help shape perceptions and expectations headship. Third, they are significant nationally, because heads' adaptive strategies impact both positively and negatively on the desirability of headship as a potential career choice for Scottish teachers. Analysis of the quantitative and qualitative data reveals a spectrum of adaptive strategies. These differ according to a range of experiences and are largely determined by the sense of agency that heads bring to their roles.

138. Coping strategies range between compliance and assertiveness and, as such, offer broad indices of decision-making latitude perceived by heads themselves. As a rough rule of thumb: the stronger the sense of assertiveness, the greater heads' sense of discretionary agency. These interpretations derive from interviews with heads and include:

1. Descriptions of their previous experiences, actions and consequences
2. Projected responses to contingencies
3. Feelings about the actions and experiences of others
4. Reflections on and learning from their previous experiences
5. Statements about values commitments
6. Statements about personal well-being

139. The five strategies identified are:

1. Dutiful compliance
2. Cautious pragmatism
3. Quiet self-confidence
4. Bullish self-assertion
5. Defiant risk-taking

Dutiful Compliance

140. The predominant strategy that characterises "coping" for many of those interviewed is to mortgage their energy and time to their role demands, with the tendency not to experience autonomy or to exercise much personal latitude in decision-making. Their sense of commitment may therefore express itself in exceedingly long hours expended on school-related tasks, creating a work-life imbalance so that work often invades their private time:

> *There's so many things that you are reacting to that it can be very difficult to do the strategic things in the way that you would like to. I certainly try to. (Primary school headteacher)*

Cautious Pragmatism

141. A cautiously pragmatic approach is one which does not resist the demands of the workplace but recognises that an open-ended role commitment is detrimental to both private life and well-being. This implies embarking on steps to prioritize energy and effort, to pick and choose what one responds to and on what terms, and cutting corners where possible. This includes watching the clock: if it is 5 p.m. and still not done today the matter can wait:

> *I will make my savings, but we need an acknowledgement that, in doing that, if my management team have to be in class so much then other things aren't going to get done. They have to realise that, so I've stopped going to these senior manager things. I just said: 'I'm sorry I won't be there'. (Primary school headteacher)*

Unruffled Self-Confidence

142. Where heads have a sense of being on top of their work they are able to do their job with a quiet self-confidence having taken active steps to try to deploy time and energy to their advantage while not overtly pushing against the tide. This allows them to flourish in their roles and is owed to an ability to compartmentalize responsibilities and priorities, with non-work time carefully fire-walled from the intrusion of school-related demands:

No it doesn't actually bother me in that I'm one of these lucky people you know if you said to me: 'Are you stressed?' I would say: 'What is stress?' I have a lot of work to do and I just have to get on with it. That's how I see it. It doesn't really bother me. (Primary school headteacher)

Bullish Self-Assertion

143. The ability to thrive on challenges with high levels of self-confidence and self-assurance means that whatever the problems one confronts, there are ways of solving them. This does not equate with a sense of invulnerability and invincibility but the value of role autonomy and finding ways to exercise it are demonstrable. Relations with employers are robust and there is a determination not to be cowed by external stakeholders:

I've got a fridge magnet that says: 'You can't frighten me I have children' and I think that's part of it you know that actually once you've been there and done that nothing else is as scary and nothing else is as important. (Primary school headteacher)

Defiant Risk-Taking

144. Perhaps less of a coping strategy than a personality trait, some heads confess to being self-confessed risk-takers and rule-breakers. They are inclined to go their own way in full knowledge of the risks and consequences of what they can get away with. They thrive on challenges with a belief that, whatever the problems they confront, they are unfazed by those in positions of authority external to their schools. There is a sense of fulfilment in rising to the challenge of defending their schools and expressing deeply held educational values:

To stand up and say as a school, as a parent group, as a staff: 'This is where we are, this is what we've decided, this is what we want. Who the hell are you to come in and tell me something different?' (Primary school headteacher)

145. The degree to which any of these five are consciously applied strategies or reflections of personal and professional style raises a question as to how they may be learned or unlearned; to what extent they are effective or counter-productive, and to what extent they model helpful or unhelpful behaviour for younger colleagues. Self-confidence, self-assertion and risk-taking are most likely to be learned by aspirants to headship when they are both modelled implicitly by serving heads and nurtured explicitly through mentoring and coaching.

8. Local Authorities: Perspectives, Policies and Planning

Chapter Overview

This chapter answers Research Question 3: What arrangements, approaches and policies have been adopted by local authorities and central government for succession planning, identifying early leadership potential and training and development? Answers were obtained primarily through interviews with local authority personnel and the relevant documentation which they provided. These interviews revealed considerable sympathy with heads' perceived lack of autonomy, which was attributed in part to increased central prescription and local authorities' own excessive demands on heads' time. These were counter pointed with a view that the potential scope for initiative on the part of headteachers was not being fully exploited, something which was seen as being of particular relevance to Curriculum for Excellence*—an opportunity to be grasped proactively and imaginatively.*

146. From the perspective of local authorities it was generally agreed in interviews that Headteachers were now enjoying *less* autonomy than they had experienced previously and there was general sympathy for the degree of genuine pressure heads were experiencing. Local authority managers (many of them previously Headteachers) spoke of an increasingly centralist tendency, which some argued was due to a desire by local authorities to stay close to the boundaries of government policies. Several examples of centralist practices were discussed in interviews and these included: the setting of in-service days and development priorities at an authority level; a changing remit of QIOs with a move away from a broad advisory role to one of increased scrutiny of attainment; and the introduction of formulaic school improvement plans that every school in an authority is expected to follow.

147. However, other local authority officers indicated that the new concordat relationship with the Scottish Government offered greater scope for local authorities to devise their own policies and set their own priorities that work for them.

148. Greater flexibility at authority level, however, did not necessarily imply less "pushing down the line" to schools. Authority personnel tended to agree with heads that the figure of 90 per cent of the budget delegated to schools, for example, was indeed somewhat misleading as major financial decisions still lay with the authority. As one local authority officer said:

> *Although monies are delegated it is pretty difficult in most instances to deviate from staffing standards negotiated not at school level but at authority level. There is not flexibility to go elsewhere for catering and cleaning and property related services. Community use of schools is generally managed by the authorities with little scope for the head. Admissions to school is managed by authorities. Capital budgets aren't delegated. Priorities are set centrally. (Local authority officer)*

149. It was also generally conceded by local authority officers interviewed that heads were now subject to a continuing stream of standard local authority circulars and policy documents. One such senior officer admitted that "authorities have perhaps been too slow in being more rigorous in deciding 'do we need this information?'" and added that there is a need to be "more creative in using IT to streamline and slim down demands".

150. Local authority personnel were also generally sympathetic to complaints about heads' lack of discretion over staffing, but pointed to their obligations in observing national

agreements and honouring agreements with professional associations to find placements for staff who had been made redundant. These people were not always ineffective teachers but young, last in and first out staff members, often with considerable potential.

151. It was also acknowledged that when misjudgements were made in appointments it could be very difficult to give heads the necessary levels of support due to demands on authority officers' time and on local authority resources. This was a particularly sensitive issue with new Headteachers struggling to deal with the fallout from others' mistakes while at the same time trying to cope with an overwhelming workload, pressing priorities and establishing themselves with staff, pupils and parents.

152. Local authorities acknowledged the importance of welfare support strategies for heads including the use of a "go-between" who would offer a confidential service and raise issues with the authority. The importance of mentoring and coaching was also recognised, although many reported it difficult to find enough coaches of sufficient quality and stated that they were often the first casualty of budget constraints. Forms of lateral collegial support were seen as less vulnerable to financial strictures and heads' cluster groups were viewed as much valued sources of mutual support and professional dialogue.

153. Although broadly sympathetic to heads' concerns, it was also argued by local authority interviewees that many of Headteachers' problems were self-imposed and that heads found it difficult to delegate, a failing that many heads themselves were willing to acknowledge. One senior local authority officer, however, while not denying the pressure, added a caveat:

> *The head who says 'You wouldn't want this job, working all the hours like me' may be saying something about his [or her] own level of competence. (Local authority officer)*

154. Another senior local authority officer argued that there was much greater potential scope for initiative on the part of Headteachers than they were willing to assume, and that authorities were often in the position of "cajoling and having to encourage heads to apply change".

155. This perception was also relevant to the implementation of *Curriculum for Excellence,* which was described as an opportunity to be grasped proactively and imaginatively. However, one officer suggested that heads (particularly in secondary schools) seemed content to live with more comfortable traditional structures, and were reluctant to confront the subject department "empires". They added there were "still a great number [of heads] waiting for tablets of stone, courses and content rather than innovation and flexibility". Another officer asked: How would *Curriculum for Excellence* be accommodated within a climate of "measurement, measurement, measurement"? And what would happen when *Curriculum for Excellence* was overlaid with an attainment framework? While, on the one hand, it was local authority policy to encourage greater risk-taking among its senior leaders, it was also acknowledged that currently there was little latitude for heads "who don't measure up".

156. From the heads' point of view the latitude for initiating change depended to some extent on a weighing up of permission and sanction, and the degree to which they themselves were "brave enough" to navigate around the structures and bend, if not break, the rules. Regardless of how positive heads viewed their local authority there was a common plea for more "free space" and for a greater understanding of what it meant to lead and manage a school. One response among some authorities has been to create working groups to examine

workloads and administrative tasks to determine what can be done at authority level to reduce the burden and make clearer distinctions among the urgent, important and unnecessary.

157. Maintaining intelligence networks, consultation with heads with regard to potential leaders and courses such as "Thinking about Headship" (designed to explore leadership issues and encourage members of staff to consider their future) are examples of local authority recruitment and succession planning initiatives. One senior local authority officer, however, felt "talent spotting" was potentially divisive and argued for better structured pathways to headship, and more sophisticated approaches to interviewing and selection. Secondments to other schools or to positions within the authorities were also viewed as ways to broaden the range of aspirants' experience and aptitudes.

158. The SQH and FRH were viewed as important elements in preparing serving teachers for the job. Both qualifications were viewed as important in attenuating the sense of shock associated with taking on a new role. However, these will be insufficient without addressing some of the structural factors which make headship as demanding and stressful as is so typically reported. In this respect, emphasis was given to ensuring more systematic and structured support for deputes in acting up positions, and for an open door at senior level within authorities to respond to stresses experienced by acting up and serving, heads. The importance of emotional and strategic support for serving heads, it was argued, would be one way of ensuring that adverse modelling of the job did not deter prospective applicants, "because if the role model becomes a more positive one then more people will be inclined to it". This authority officer added: "So you need to support your existing heads to try and make sure that you're dealing with some of the real stresses that come out".

159. With regard to recruitment, the 30-minute or one-hour interview was generally seen as inadequate for the purpose, although for candidates from within a particular authority these were generally conducted with "intelligence" of applicants' backgrounds. Authorities generally are looking to, or beginning to implement, more in-depth procedures for selection and preparation. Assessment centre approaches, including role play, group activities and in-tray exercises, are all possibilities envisaged by some senior members of authorities.

160. Many of the contents and discontents expressed by heads and deputes may be explained by the quality and consistency of support offered by local authorities. Figure 2 illustrates some of the key elements which distinguish more or less effective authorities.

Figure 2: Criteria distinguishing More and Less Effective Local Authorities

More Effective	Less Effective
• Accessibility of education officers	• Excessive and "unreasonable" demands
• In-depth selection procedures	• Lack of co-ordination among branches of the council in demands made of heads
• Support for ongoing professional development and succession planning	• Lack of attention to impact of e-mails and circulars
• Knowledge of issues faced by acting heads and provision of continuing support	• Lack of openness to divergent views and challenge
• Encouragement of ownership, innovation and creativity on the part of heads	• Narrowing role of QIOs
• Systems and support for sharing of good practice	• Intimidation
• Opportunities for coaching, mentoring and peer support	• Lack of trust
	• Response to parental complaints before consultation with the school

9. Teachers' Views of the Future

Chapter Overview

This chapter answers Research Question 4: Why do some teachers not aspire to headships and is there anything that could change their views? This question was answered primarily by responses to the teacher survey. This survey revealed a small minority aspiring to senior leadership roles. It also indicated that teachers weigh up their desire to stay close to classroom teaching and to children with the anticipated headship imperatives of budgeting, finance, paperwork and management accountability. Teachers' expectations and aspirations appear to be mainly determined by family members, by teacher colleagues' and, to a lesser degree, by their headteachers. Lack of encouragement from their heads and even active discouragement emerge as serious recruitment disincentives. The importance of a graduated form of career progression to headship is emphasized with suggested measures intended to pre-dispose teachers more positively towards seeking headship appointments.

161. The teacher survey posed 10 questions about perceptions of eventual career destinations. As shown in Table 19, 32 per cent of teachers surveyed saw themselves as remaining classroom teachers. The majority aspired to some form of promotion but only eight per cent envisaged headship as their ultimate destination.

Table 19: Teachers' Career Destinations (%)

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

162. In response to a follow-up question as to their career path in the next two to three years, the pattern was very similar with 40 per cent seeing themselves still in the classroom, 26 per cent becoming, or applying for, principal teacher, with six per cent aspiring to deputy headship and three per cent hoping to become chartered teachers. Three per cent said they would apply for a Headteacher vacancy within that time period. Asked whether these future employment expectations were likely to change, 43 per cent said "highly unlikely" and a further 29 per cent responded "unlikely". This left around a quarter of all teachers seeing change in the future as a possibility.

9.1 Leadership Roles Played by Teachers

163. If distributed leadership is a solution to the loneliness and pressures of headship, as it is perceived by agencies such as HMIE (2007) and the NCSL (see Hartley, 2007), then it means recognizing the incipient qualities of teachers and their current leadership roles. The teacher survey suggests teachers already perform a number of leadership activities.

164. As evident in Table 20, budgeting issues stand out as an aspect of school life in which teachers have no or only a small role. Conversely, 45 per cent of this teacher sample sees

itself as having a moderate or large leadership role in supporting new staff, but this does not extend to evaluating them. Most see themselves as having some role, however small, in professional development for colleagues, but not in hiring them. These data say something significant about school cultures, collegiality and shared leadership, and more significant perhaps than the generalisations are the spread and patterns of responses across schools, suggesting that practices of distributed leadership vary across Scotland.

Table 20: Teachers' Leadership Roles (%)

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

9.2 Teachers' Sources of Advice and Influence

165. Like Headteachers, teachers are most inclined to ask family members for advice. Their second most cited source is teacher colleagues with Headteachers third. It is striking how little reference is made to professional associations, while mentors and coaches are mentioned only occasionally, probably indicating lack of supply rather than lack of perceived value.

Table 21: Teachers' Career Aspirations Advice Sources (%)

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

166. To whom teachers turn and who carries most weight in relation to career aspirations may be two different questions, but they tend to point to similar sources (see Table 22). The counsel of family and teacher colleagues weighs most heavily, with Headteachers again in third place. Government and local authorities receive relatively few mentions, despite their significant impact on teachers' day to day work. Teachers interviewed were much less likely than heads to cite local authorities and government policies as a source of information or influence, largely because they had little direct first-hand contact with these sources.

Table 22: Influences on Teachers' Career Aspirations (%)

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

167. These data confirm again the variation of impact of Headteachers on their staff. The 33 per cent who are never or only rarely influenced by their heads perhaps reflects the reluctance of many heads to encourage teachers to follow in their footsteps.

9.3 The Attractions of the Comfort Zone
168. Table 23 reveals a variety of career priorities to which teachers attach importance. Among the most prominent (combining the "quite" and "very" columns) are items concerned with teaching children, family time, school ethos and opportunities to help others.

Table 23: Teachers' Career Priorities (%)

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

169. Interviews revealed that there are a few key elements that account for the reasons why so many deputes and principal teachers are content to stay where they are. These are: salary; work satisfaction; sympathy with the school's core values of vision and sense of direction; knowledge of families and of children. Set against this is the very high visibility of a headteacher role and the added responsibility that being a head would bring.

170. There were several disincentives to headship that were cited in interview by non-aspiring deputes. The most common were: increased distance from the classroom; increased

workload leading to a poor work-life balance; dealing with budgeting; finance and paperwork; managing pressure from the local authority; managing disciplinary issues and staff absence; increased public speaking and exposure to litigation; and having to interview new staff. However, the data presented earlier in Table 10 suggest that many of these perceptions do not match the reality of headship.

9.4 Confidence in Relation to Career Aspirations

171. In relation to their career aspirations, teachers were given 10 statements and asked to rate their confidence in their own abilities.

172. Their responses (see Table 24) indicate that the teachers who answered this survey feel quite or very confident in the majority of listed areas, which suggests that there is an unexploited potential or hidden capital. Importantly, the responses also indicate that certain perceived disincentives to headship, such as having to manage school budgets, may be related to teachers' lack of confidence in these areas. Thus, these data are of obvious relevance for professional development both in respect of preparation for headship and opportunities for development while in post.

Table 24: Teachers' Career Confidence in Abilities (%)

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

9.5 Jobs and Job Sizing

173. The "mysteries" of job sizing and the impact of the Teachers' Agreement on salary differentials were consistent themes from heads as well as local authority personnel. One primary Headteacher commented: "Well, no one actually knows how this job sizing works". While there were comments from local authorities as to the flexibility offered by the Agreement, the positives were considerably outweighed by views on adverse effects of restructuring, "perverse job sizing" and remuneration anomalies. The interview references to some principal teachers earning more than depute heads and some deputes earning more than some Headteachers was a factor frequently cited as one of the disincentives to promotion (although this not only a "post-McCrone" phenomenon).

174. Removing a layer of assistant headship and the senior depute role in the early 2000s had, it was claimed, "put a spanner in the works" of career progression. Most heads and depute heads pointed to a number of examples of job sizing that were unjust or had the effect of introducing disincentives into the pathways of aspiring deputes. "The parameters available to heads to be autonomous have been reduced even further [since McCrone] and I have no doubt the job is more difficult", agreed one senior local authority officer in interview.

9.6 The Primary Satisfier: You can't beat Working with Children

Don't call it a service user, it's a child. (Primary school headteacher)

175. Headteachers, teachers and deputes held one highly satisfying aspect of the job in common—the power to influence the lives of children, to be surprised by their hidden abilities and to raise expectations (particularly in areas of deprivation). "You can't beat working with children", said one head in post for over two decades who, like so many primary colleagues, claimed in interview still to be a teacher at heart, taking pleasure from evidence of children's personal growth as much as in their academic success. To watch a child develop from age three to the age of 12 was to play a part in the most influential years of a child's learning beyond narrow definitions of attainment. Heads talked of when they were swamped by bureaucracy or immobilised by frustration, at the emotional lift of going into a classroom, seeing and talking to children, or taking a class themselves. In spite of pressing priorities, a large number of heads, particularly in primary schools, set aside scheduled time for teaching or for making ad hoc visits to classrooms which were described as occasions for "celebrating achievement" or enjoying "the wow factor".

176. Opportunities to work in a wider arena than the classroom, to be in a position of public trust and to widen the scope of learning beyond narrow definitions of attainment including performance in drama, sports, choir, the chess team, the community initiative or award ceremonies were commonly cited in interviews as gratifying for teachers and heads alike. For deputes these experiences were major incentives to remaining where they were:

> *The depute still gets a chance to be with the children. You do all sorts of things that are involved with children, you get to take them to sporting outings and I think the further up the ladder, the further away...from the role you originally chose. (Primary school depute)*

177. Despite the high value that heads and deputes placed on field trips, residential experiences and outdoor education, these came at a cost—staffing ratios, risk assessments and rising costs of transport which had to be tweaked out of a diminishing budget. In this regard, the broader scope for creativity offered by *Curriculum for Excellence* was universally welcomed by heads, and seen as giving schools "permission" to be flexible and creative in their approaches to learning and teaching. The enthusiasm was almost always attended by caveats with regard to time-scale and support for implementation, however, and the challenges in translating rhetoric into day-to-day practice.

9.7 The Tipping Point

178. Recruitment and retention issues cannot easily be addressed without considering what it means to lead a school in the current policy climate. The push and pull of pressures and stressors, and sources of satisfaction were recognised as critical by most heads in this sample who walked a line between "wonderful and truly horrible days". Despite the many rewards of headship, for even the most resilient of school leaders, there were times when the "horrible days" took their toll. Most heads managed or thrived on the incentives. But if satisfactions are insufficient to sustain the commitment, there is a tipping point towards early retirement.

179. For deputes, principal teachers and classroom teachers this point lay in the balance between the pressures of a job and the effectiveness of the coping strategies to deal with those pressures. Among the 28 non-aspirants interviewed the tipping point was the job's all-consuming nature—a responsibility they had no wish to shoulder without the teamwork and

support they enjoyed as deputes. For early career teachers, aspirations or the lack of them depended largely on the positive messages from those looked to for advice and counsel.

180. While not all heads would recommend headship to their junior colleagues, many derived satisfaction from shaping the professional lives of staff, and injecting new enthusiasm, pride and ambition into teachers' work. As one authority officer said it was a quality of the very best who encouraged their staff to grasp opportunities for leadership whether or nor this meant aspiring to the most senior positions. Among heads interviewed there were frequent references to building teams, bringing on latent talent and preparing the next generation of leaders. Seeing teachers getting headship jobs because one had spotted and nurtured their confidence to lead was both personally and professionally rewarding, and indicated that investment of time and effort was being repaid.

181. In some cases mentoring or coaching were required to boost the self-confidence and ambivalence felt by teachers and acting up deputes.

9.8 Recommending Headship

182. The long hours reported by many heads and the dissatisfaction with accountability demands may explain why less than half of heads said they would recommend the headship role to their junior colleagues (see Table 25). Male heads were more likely than female heads to recommend headship and less likely to be ambivalent about it, perhaps because they were secondary heads with teams with whom they could share responsibility and delegate.

Table 25: Heads' Role Recommendation by Gender (%)

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

183. Asked for the advice they would give to a member of staff, heads tended to be guarded in their interview responses, which reflects those survey respondents who said they were "not sure". Equally, a substantial majority said they would highlight the rewards and great sense of satisfaction the role afforded, provided they could cope with the pressures.

184. There was some ambivalence too about the immediate practical value of the SQH among heads, deputes and local authorities, with one local authority director seeing it as failing to adequately address the key aspect of the job: emotional intelligence. While strongly recommended by others, one of its virtues was seen as lying primarily with the networking opportunities it offered, getting to know people in other authorities and experiencing wider collegial sources of support. The 360-degree feedback review was advocated as a valuable way of testing one's readiness for the demands of a leadership role. The value of the SQH was described by one Headteacher as creating space, a counter to the busyness of their lives, yet for others it was problematic, because trying to find time for study alongside the demands of the job made it virtually impossible when combined with having a young family.

185. A further suggestion was for the Scottish Government to create similar pathways for teachers and principal teachers. The FRH was seen by those who had experienced it or managed it as meeting a demand and helping to address recruitment issues, with the coaching

element and the networking being signal strengths. The opportunity for middle leaders to have a professional development route to headship (and leadership), however, is a gap still to be addressed. Heads offered the following counsel for those considering headship:

1. You need to weigh all this up very, very carefully
2. It's not a decision you should be taking by yourself, you should be talking to your family because it will impact on your family life considerably
3. You have to be quite a strong person and know yourself well
4. You need to find ways of saying 'Okay if I'm going to take on this job how am I going to cope with the pressures of the job, what will I do?'
5. You need to be already thinking about support networks of people and be seeking out alliances among fellow deputes and serving heads

186. They also suggested questions that they would put to a prospective head:

1. Have you thought about the skill set that you have just now as a person?
2. How comfortable are you in terms of conflict?
3. How comfortable are you with having to make hard decisions?
4. How ready are you to make yourself unpopular with people but have the courage to say it's the right decision?
5. Have you thought about the effect on your life and work balance?
6. What are your commitments and what are you willing to sacrifice for the job?

And, in even blunter terms:

7. Do you know you can't go to the Christmas show at your child's school because your own Christmas show is on?
8. Do you know you can't take the morning off to go to your child's prize giving?
9. Are you prepared to be back in school the day after your father's death?

9.9 Entering from the Shallow End
187. The shock reported by serving and acting heads was to some extent attributable to a deep end entry. The ultimate responsibility left no fall-back position or, as one head stated, no "room to make mistakes without high stakes consequences". The importance of a graduated entry to the scope of the work and the range of challenges was being recognised by local authorities through a progressive sequencing of programmes, but as one director argued:

The programmes, important as they may be, do not proactively identify those who are the future leaders rather than simply relying on self-selection, and how to select them without alienating the majority. It is an issue that a handful of authorities are beginning to think about. (Local authority director)

Shadowing, Mentoring and Secondment
188. Succession planning implies opportunities to exercise responsibility, in the first instance with support, and then gradually assuming greater responsibility and independence. Some deputes had experience of only one school, one Headteacher or one socio-economic context. Prospective heads, it was suggested, would benefit from exposure to a wider range of styles and locales, including shadowing of experienced heads in different locations and situations, particularly with heads willing to mentor aspiring deputes. Short, medium and longer term

secondments could follow while first appointments should also be in schools that help to build confidence:

I think there must be people sitting in schools who are working with headteachers who are not coping, who don't feel confident, who don't feel enthused and they aren't being inspirational and I think we need to get those people to meet headteachers or to visit schools where things are going well, where everybody's positive, where it's clear that people enjoy what they're doing and love coming to their work because unless you see that, unless you have that model, then you must look at it and think that's a terrible job. (Secondary school depute head)

Acting Up and Opting Out

189. Acting up was one pathway to headship (described as the "accidental head"), except that experiencing that position could sometimes have a counter-productive effect. As suggested in previous research (Cowie, 2007, Draper & MacMichael, 2003, Gronn, 2009), some were given a taste for the responsibilities and opportunities of headship, and they had no desire to look back, while for others it had been an affirmation that it was not a job they wanted to do. The three critical dimensions to this appear to be: the length of time spent in the role; the combination of autonomy and support to do the job well; and the degree of satisfaction it afforded by comparison with the depute role. This evidence from acting heads and non-aspirant deputes is further confirmation of the need for local authorities to look after their prospective heads and not leave them floundering at the deep end.

Application and Interview

190. The first hurdles to be surmounted to become a Headteacher are application forms and interviews with which deputes often need help. Coaches and mentors appear to be highly valued in this respect by the small minority who have enjoyed their support according to evidence from the evaluation of the FRH (Universities of Glasgow and Cambridge, 2008). Help in this area and greater support in completing programs such as the SQH and FRH may therefore increase the numbers of teachers who aspire to and actively seek headship.

10. Issues for Consideration

Chapter Overview

This chapter highlights a range of issues affecting headteacher recruitment and retention that emerged from the quantitative and qualitative evidence. These issues are directed at policy-makers at all levels. The fall into six groupings: leadership expectations; headteacher autonomy; role support; impact of inspections on heads' confidence and motivation; recruitment disincentives; and promotion of headship.

10.1 Stronger Articulation of the "Leadership Agenda" and Expectations of Leaders

191. The Headteacher survey data on time commitments and the interview data on perceptions of headship accountability, strongly suggest a need to re-conceptualise understanding of what it means to be an effective Headteacher. A strong theme implicit in the findings is the redundancy of "heroic" understandings of headship: that is, the folly of one person trying to tackle not just every leadership challenge but also a plethora of ad hoc tasks. There is evidence to suggest that successful and confident heads are ones who develop management teams or place themselves at the core of a team of leaders. Allowing them to distribute leadership and responsibility across staff, which enables them to focus on their key tasks. As the various coping strategies suggest, however, this capability rests on a robust sense of self-confidence, resilience and willingness to confront authority.

192. Such a reconfiguration of the role of the Headteacher also requires not simply rhetorical endorsement but proactive support from local authorities and central government. A shift in expectations and understandings of the role of Headteachers is also likely to be conducive to encouraging a wider range of appropriate candidates for headship to come forward. Much of the pressure experienced by Headteachers was found to be self-imposed because they find it difficult to delegate and believe that others cannot perform certain tasks. The research findings, however, highlight how teachers' aspirations and confidence to assume increased responsibility provide unexploited potential in schools.

10.2 Promotion of the Autonomy of Headteachers

193. It is the degree of autonomy Headteachers believe that they have and the corresponding levels of support they have within and outwith their schools that influence their satisfaction with their role and help promote retention. Some of the main threats or areas of contention concerning autonomy identified by Headteachers included:

1. Lack of trust in their experience and professional judgment among those to whom they were accountable
2. Lack of flexibility to creatively use budgets
3. Limited discretion over staffing which, they argued, hampered positive change to learning and teaching in line with the demands of the curriculum
4. Their need to address frequent requests from local authorities and other organisations

194. The sense of being "hemmed in" without the latitude to make decisions and to "have responsibility without control" remains a pressing issue to be addressed. There is clearly scope for local authorities to involve Headteachers more as senior, rather than middle, managers. Feelings of being "done to" and "put upon" could be addressed by providing opportunities for heads' concerns to be heard openly by their authorities without fear of reprisal. That there are opportunities in some schools and authorities is evidence to be mined.

195. Regular consultations with heads through Headteacher forums do exist in a number of authorities and these offer opportunities for heads' concerns to be heard. Elsewhere, these occasions tend to be seen as tokenistic, as serving accountability purposes or function simply as information-provision sessions. Secondment of heads in some authorities does provide a communication channel and acts as a professional development opportunity for those concerned. Meetings with heads might in future operate less as consultative forums than as decision-making arenas with a shared strategic focus, and a step towards their involvement as senior partners. Their contribution to policy development would be in exchange for some of the ritual tasks being redeployed, with capacity building and succession planning as the prime movers. This would entail the working out of reciprocal accountability as an integral component of genuine partnership.

196. Satisfaction with autonomy is primarily determined by conditions within the control of the head, the local authority and the Scottish Government. The nature of the interplay among the three loci of decision-making—school, local authority and government—is crucial in strengthening or weakening Headteachers' satisfaction with their role. In particular, the range of demands, the pace and urgency of implementation and the quality of local authority support are significant factors in determining satisfaction or dissatisfaction with autonomy.

197. Tackling the systemic issues, however, is not simply a challenge for Scotland because the issues are international in character. They have to do with changing work profiles, the changing character and intensification of professional life and a new social and economic world of schooling. Scotland, however, can learn from what is happening elsewhere in the world and what measures are being taken, with varying degrees of success, to address those issues. Scotland may also have something significant to contribute to international understanding through the way in which it deals with issues of governance and participation within the tripartite relationship of schools, local authorities and national government.

198. The need for accountability is not in dispute but a balance needs to be struck between the level of scrutiny and directives from local authorities and government, and their role in offering support, guidance and promoting flexibility grounded in the professionalism of Headteachers. Changes to what Headteachers perceive as the "downward" accountability pressure on them cannot fully be realised without addressing the pressure which those in the authorities themselves perceive from having to keep within the boundaries of government policies. Local authorities and central government need to consider prioritising the information they require from schools and explore ways of better using ICT to streamline demands on Headteachers for routine data and information. At the same time, Headteachers' demands for discretion in staffing have to be balanced with observing national agreements, including those with professional associations.

10.3 Support for the Role of Headteachers
199. Headteachers generally believed that their work was more satisfying and effective when they received appropriate levels of support to undertake their duties. The support of coaches and mentors, where available, and the quality of mediation and support offered by QIOs in many local authorities were especially important for Headteachers. Formally arranged cluster groups, informal meetings with fellow heads and other sources of information, encouragement and good ideas, such as *Heads Together* and *Deputes Together*, also played a role in sustaining commitment and motivation. Business managers provided another valued source of support.

200. The importance of management team support emerges from the evidence. Support and advice for Headteachers, including mentoring, coaching (with a particular focus on self-management, time management and ability to deal with stress and pressure) and even mediation, would clearly be beneficial. Such services are often early casualties of budget constraints, thus placing greater emphasis on developing forms of lateral collegial support and professional dialogue which are less vulnerable to financial strictures. Equally, administrative support, such as the appointment of appropriately skilled business managers for Headteachers in both secondary and primary schools, is also important, not just to relieve Headteachers of the time taken to conduct such administrative tasks but also to deploy expertise that not all Headteachers possess.

10.4 The Impact of HMIE Inspections on Headteachers' Confidence and Motivation
201. While HMIE inspections aim to be constructive, the survey data indicate that 60 per cent of Headteachers find the experience less than positive. This suggests that stakeholders, including central and local government and professional associations, should continue to work with HMIE to explore ways to address the concerns of Headteachers and representatives in local authorities expressed in this research. While there is only a small amount of evidence from our study as to the impact of recent inspectorial changes there would still appear to be room for a "more generous informed professional dialogue" in respect of school self-evaluation, external scrutiny and the nature of accountability.

10.5 Addressing Perceived Disincentives to seeking Headship
202. The variation between the salaries of Headteacher and depute posts, and in some cases principal teachers, was highlighted by the research as a factor in reducing the incentive to promotion. Moreover, teachers' and deputes' enjoyment of their current jobs, and the levels of responsibility and accountability often acted as disincentives to them seeking headship. Other commonly mentioned perceived disincentives to headship included: increased distance from the classroom; greater workload and poorer work-life balance; spending large amounts of time on budgeting and finance; and having to deal with pressures from local authorities. On the other hand, the survey data reveal that there is often a mismatch between teachers perceptions of time spent on certain activities and the reality of headship, with many heads spending a greater amount of time than is perceived by teachers on activities that teachers appear to value. This suggests the importance of more accurate modelling of the job.

203. Many of the factors that teachers report as disincentives reflect areas in which teachers feel least confident. These areas could be addressed through improved guidance, support, CPD and exemplary practice in strategic and personnel leadership.

10.6 Promoting Routes to Headship
204. A strong theme articulated by Headteachers, teachers and representatives of local authorities was the need to offer various routes to headship with support through mentoring. There was some ambivalence about the immediate practical value of the SQH among heads, deputes and local authorities, with the FRH seen by those who had experienced it or managed it as meeting a demand and going some way to addressing recruitment issues. The opportunity for middle leaders to have a professional development route to headship (and leadership), however, is a gap still to be adequately addressed. Some interviewees suggested that the Scottish Government could create similar pathways to FRH for teachers and principal teachers.

205. While SQH and FRH will continue to be important elements in preparing serving teachers for headship, the importance of a graduated entry to the scope of the work and the range of challenges for Headteachers is critical. This is being recognised by some local authorities who are developing various programmes to promote leadership capacity and progression to headship. In most authorities facing recruitment challenges, however, there is still a need to proactively and tactfully identify those who are the future leaders rather than simply relying on self-selection. Aspiration to headship may be low for classroom teachers, especially early in their careers, given their immediate focus on teaching children. If they have a sense of "stepping stones" that keep them in touch with their primary motivation, however, broader arenas for influencing children's lives may well be attractive to the extent that these match teachers' confidence and experience.

206. Approaches to better prepare potential headteacher candidates could include shadowing, mentoring and secondment. These approaches offer ways to exercise responsibility and leadership with support that allows for individuals to assume greater responsibility and independence. It would allow prospective heads to benefit from exposure to a range of styles locations and situations, including shadowing of experienced heads in different locations and situations, particularly with heads willing to mentor aspiring deputes. Short, medium and longer term secondment might follow while first appointments should also be in schools that help to build confidence.

207. Where acting up appears to work as a pathway to headship by providing experience of the responsibilities and opportunities of the role, three critical features are required. These are: the length of time spent in the role; the combination of autonomy and support to perform the job well; and the degree of satisfaction it affords by comparison with the role of depute. In addition, authorities need to offer support for such prospective heads while they are acting up.

208. The application and interview process was also highlighted as a potentially problematic area that is hampering Headteacher recruitment. Local authority officers stated that the typical one-hour interview was often inadequate and authorities are increasingly trialling more in-depth procedures for preparation and selection. Some senior members of authorities are considering assessment centre approaches that include role play, group activities, and in-tray exercises. The 360-degree feedback review was also advocated as a valuable way of testing one's readiness for the demands of a leadership role. While addressing the issue of routes to headship is important, these will be insufficient to counteract the wider issues affecting recruitment and retention unless some of the structural factors which can make headship difficult are rectified.

11. Recommendations

The recommendations reflect the evidence in the report. They are directed to local authorities, policy-makers and Headteachers, and have been grouped thematically. They are intended to highlight key actions which should be taken to address issues identified in this research.

11.1 For Local Authorities

Recruitment

1. To devise strategies which mitigate the effects of the "dissatisfiers" and enhance the "satisfiers" associated with headship
2. To develop in association with school leaders and professional associations explicit human resource policies and develop the capacity in their HR teams with which to address work intensification and inappropriate expectations of headship
3. To audit the existing teacher workforce in order to identify pre-existing leadership dispositions and prior experiences and to consider how these may be better utilised
4. To provide teachers seeking headship promotion with training in application writing, interviewing techniques and presentational skills

Succession management policies

5. To develop succession management policies underpinned by appropriate CPD targeted at various stages of teacher careers to create incentives for teachers to seek headship
6. To provide support for teachers and deputes during periods of "acting up", through support networks, and mentoring
7. To provide aspirant heads with a range of leadership opportunities, such as sabbaticals or shadowing, and to explore development possibilities, where possible, in different schools

Support, professional development and networking

8. To examine how newly appointed heads can be better supported in their work, including the use of mentors and coaches
9. To create a climate in which Headteachers have the status of senior partners rather than middle managers
10. To work with Headteachers to identify and overcome barriers which prevent some heads from taking advantage of networking and peer support events
11. To consider, taking into account the available resources, increasing the provision, and review the role and functions, of business managers in schools or clusters of schools

Inter-agency collaboration

12. To explore and document issues around inter-agency work, especially the demands it makes on Headteachers in areas of disadvantage

Devolved power and accountability

13. To consider ways in which the scope and the nature of responsibilities devolved to schools may be reconfigured
14. To review authority-level leadership and management practices and associated accountability demands made of heads
15. To reduce the disproportionate effects of local authority demands on Headteachers in small schools, particularly primaries and nurseries without a management team

Communication

16. To reduce the amount and nature of demands for information that authorities require of schools and to be more economical in the use of e-mail and IT

17. To devise communication policies which help Headteachers in dealing with the media, and specify the level of support for Headteachers with regard to parent complaints

Quality assurance

18. To review local authority responsibilities and to improve support for Headteachers in relation to school inspections, processes and outcomes
19. To adopt a more proportionate approach to QIO reviews and inspections, and to strengthen supportive, open and formative QIO relations with schools

11.2 For Policy-Makers

Recruitment

1. To work with local authorities to address the disincentives to assuming headship identified in this report (e.g., relationship between job size scores and salary points for heads and deputes) and to remove or mitigate obstacles and inaccurate perceptions
2. To continue to review, evaluate, develop and promote approaches to headteacher preparation, including the FRH and SQH
3. To revisit the job sizing aspects of the Teachers' Agreement, reviewing the rationale for the salary points system and rectifying remuneration anomalies

Retention

4. To ensure a flow of intelligence to and from Headteachers and local authorities on workload and accountability issues before rolling out new policy initiatives
5. To investigate the feasibility and desirability of alternative leadership models

Health and safety

6. To work with local authorities and professional associations to rectify health and safety dysfunctions

Quality assurance

7. To keep under review approaches to inspection and self-evaluation and develop more reciprocal partnership relationships in quality assurance and accountability protocols

11.3 For Existing Headteachers

Managing workload

1. To take initiative in reviewing workloads, differentiating the important and urgent from the urgent but unimportant
2. To review current ways of working together as a management team with a view to promoting effective senior management team work

Support, professional development and networking

3. To seek out critical friends and make time for reflection, support and challenge and actively promote resilient collegial support networks
4. To strengthen collegiate ways of working within the school that distribute responsibilities and build mutual confidence in leadership capacities
5. To engage with professional associations in both seeking support and contributing to development of their members

Communication

6. To provide feedback to local authorities on issues of concern and suggest ways of slimming down information demands

Succession planning

7. To give priority to succession planning, taking steps to identify and nurture latent and emerging talent
8. In conjunction with local authorities, identify and minimise disincentives for junior colleagues who might aspire to headship

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