

parental involvement – headteacher and depute headteacher appointment procedures:

Scottish Executive response to consultation analysis

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parental involvement – headteacher and depute headteacher appointment procedures:

Scottish Executive response to consultation analysis

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part one: scottish executive response to consultation analysis





ministerial foreword



The appointment of a Headteacher or Depute Headteacher is a crucial one for a school and the communities it serves. For many parents such appointments may never happen during their child's time at school. The effects however of that appointment will have a direct impact on the education, and subsequent quality of life, for generations of pupils and parents as children, pass through the school gates and into the care of the culture and ethos set by one individual Headteacher.

The first public consultation on the Parental Involvement Bill (Spring 2005) set out our thinking on a new approach to a framework for the future of parental involvement in Scottish schools. It signalled a clear view that the appointments system for Heads and Deputes was outdated and needed modernising, but that there must be continued parental involvement in any new process. It also outlined our wish to move away from the very prescriptive centralised approach of the 1988 Act to a more flexible approach.

Responses to that early consultation indicated quite clearly that there is overwhelming support to modernise the appointments system. Those in favour of modernising outnumbered those against by four to one. Although many respondents wanted more detail, there was little or no antipathy to the overall structure of the new approach whereby primary legislation would no longer set out all the detailed appointment procedures.

In response to earlier consultation responses and requests for the Parliament's Education Committee we brought forward consultation on our more detailed intentions and I made clear to the Education Committee that the Executive would publish the results of the consultation on Headteacher and Deputes Appointments Procedures before Stage 2 of the parliamentary process. The responses to that independent research are outlined here, together with our responses to their recommendations and findings.



I am happy to report that there is a broad measure of support for our proposals alongside a smaller number of areas where there is still some discussion needed over the best route by which to achieve agreed outcomes.

I wish to thank all those who took the time and effort to participate in this consultation. Their views have helped develop our thinking, and I look forward to continuing discussions over the remainder of the year, before regulations are published.

A handwritten signature in black ink, reading 'Peter Peacock'.

Peter Peacock

Minister for Education and Young People

introduction

1. As part of the Parental Involvement Bill the Scottish Executive consulted on their proposals to increase parental involvement in the appointment procedures for Headteachers and Deputy Headteachers.
2. The present regulations are contained in primary legislation on the face of the School Boards (Scotland) Act 1988 (the 1988 Act). Whilst the procedures have worked well in ensuring the high standards of Scottish headship have been maintained, changes in education approaches, employment legislation and HR best practices have occurred. This has resulted in the situation where local authorities have increasingly been placed in situations where there can be tension between their responsibilities and obligations as recruiting organisations under current employment legislation and their statutory duties, both corporately as public bodies and individual officers, as Directors of Education under education legislation.
3. The Parental Involvement Bill addressees this situation and seeks to resolve it by the creation of a new enabling framework for local authorities, which reflects both employment legislation and the value added by the greater participation of parents at all stages of their children's education, including the recruitment of a Headteacher and Deputy Headteacher.
4. The Consultation was launched on 23 November 2005 and closed on 28 February 2006. George Street Research Ltd, an independent research company, undertook the contract to provide the analysis of the responses. The George Street report, and original responses, have been placed in the Scottish Executive library.
5. We are very grateful to the 295 respondees. We note that 63 per cent of these came from School Boards, representing parents the Bill seeks to involve more fully in future. We recognise that the School Boards responses represent careful organisation, debate, involvement across the relevant school and careful drafting of responses. The overarching view from the responses indicates support for the approach we are taking and overwhelming agreement that the system, in its current form, could not continue and needed to change.



What we asked

6. The consultation asked 5 specific questions and sought wider views on the issue of authority wide parental panels. The details of what was said and the detailed Executive response is set out in Annex A.

Responses – what we learned

7. We received 295 responses to the consultation. Only 15 per cent came from individuals, with 85 per cent coming from organisations. The greatest number of responses were from School Boards, which comprised 63 per cent of total responses. Across the consultation as a whole, there was broad support for each of the proposals although a number of key themes have emerged. These include:
 - › the need for training, guidance and guidelines to be provided to all parents involved in the appointments process was common throughout all questions;
 - › whether or not parental involvement at all stages should be obligatory;
 - › local authority concerns that the proposals for new regulations were too prescriptive; and
 - › proportionality of parental representation on panels.

Responses – what we will do

Training

8. We will ensure that local authorities provide suitable training on all aspects of parental involvement in the appointments process and provide supplementary guidance.

Obligatory Parental Involvement

9. We will ensure that the opportunity for parental involvement is obligatory, whilst the Parent Council can choose whether it wishes to be represented on the panel, or offer views when it is consulted.

Flexibility

10. We recognise the need for local flexibility in any appointment process to suit local needs. Our policy aim remains that we will ensure that the regulations set out the key stages of the process, without prescribing the detailed procedures that local authorities will follow.

Make-up of Appointment Panel

11. This is a complex area, we believe it is essential to strike a balance between the different communities of interest: parents who know the needs of their communities; educational professionals who know most about the demands of running modern schools; and the local authority who carry statutory responsibilities both as employer and in relation to the delivery of high quality education in their area. We believe appointment panels are stronger when they contain these different perspectives, and when members are focussed on their single common interest – to collectively secure for the school the best possible candidate. We therefore believe selection panels should always look for a consensus among their members, while recognising the legal responsibilities of the local authority as employer need to be safeguarded. Our view is that the Executive should not prescribe detailed composition of panels from the centre. However we will establish regulations to ensure the minimum representation that parents should enjoy and the legal responsibilities of the employer are protected, as well as guidance designed to optimise the involvement of parents.



Other issues

12. In addition to the key themes identified above, some responses contained further comments relating to issues such as participation of school-based peers and pupils in the appointment process. We can see merit in such indirect involvement of these wider education communities in the process, but not directly in the appointment panel. Further consideration of how such participation might be achieved will be considered before supporting guidance is prepared.

Next steps

13. We believe the overwhelming support for the proposals contained in the consultation give us a clear mandate to proceed with the regulatory approach. In framing the regulations we will ensure that professional advice and judgements are given significant weight in arrangements for appointments. We intend to bring forward regulations early next year. We would expect these regulations to provide a minimum requirement to protect the interests of parents and the legal employers in this process. We also wish to allow good, imaginative practice to develop across Scotland, and will support any regulations with accompanying good practice guidance (which under Section 19 of the Bill, we would require local authorities to have regard to).



annex a: responses

Question 1 – Analysis

Q1	Do you agree that the Parent Council should be consulted about the job specifications for the post of Headteachers or Depute, and the strategy for advertising the vacancy?			
	YES	NO	DON'T KNOW	NOT STATED
	71%	24%	2%	4%

Job specifications

› *What we learned*

The majority of the responses supported the proposal that the Parent Council should be consulted about the job specifications. A key theme from those in favour of the proposal was that parents can add value to the process through their knowledge of the school and local area. The main concerns raised were that parents might not have the necessary qualifications or experience to allow them to play a major role in writing job specifications and that training, guidance and guidelines would be necessary.

› *What we will do*

The issue of training has been common throughout the responses. We therefore propose to ensure that local authorities provide suitable training on all aspects of parental involvement to include participation in the appointments process by including reference to training on the face of the Bill.

It was never our policy intention that involving parents in the job specification involved co-authorship with an increased pressure of time. The policy intention is to stimulate local authorities to engage parents earlier in the process and pay due regard to their views. We recognise that many authorities already successfully involve parents in this part of the current process and wish to standardise this practice. We will be mindful of these concerns whilst proceeding to drafting regulations.



Advertising strategies

› *What we learned*

The majority of the responses agreed that the Parent Council should be consulted about the advertising strategy. The key issue to emerge was the view by 11 per cent of respondents that posts should always be advertised nationally, regardless of the availability of surplus staff. The feeling that advertising strategy is best left to the professionals was also raised.

› *What we will do*

At a time when the increasing challenges of Scotland demographics shows falling school rolls we may expect to see school mergers continue. In order to enable local authorities to meet these challenges in an innovative and flexible manner it would be inappropriate to recreate the tension between historic education legislation and current employment legislation. Local authorities must be encouraged to look after their existing staff in order to be seen in the wider educational world as employers worthy of employing the best candidates.

Our policy intention therefore remains that the advertising of vacancies should be the norm, whilst recognising that there may be occasions where local authorities, in order to fulfil their statutory obligations, might need a more flexible approach to making appointments. Such appointments should require discussion with the relevant parent councils involved. We are confident that the provisions allowing Ministers to intervene are sufficient.

Question 2 – Analysis

Q2	Do you agree that Regulations should entitle the Parent Council to be involved in any sift process?			
	YES	NO	DON'T KNOW	NOT STATED
	70%	18%	9%	3%

› *What we learned*

The majority of responses supported the proposal that the Parent Council be involved in the sift process. However there were clear differences of opinions between school boards and local authorities as to the degree of that involvement and whether or not parental participation should be obligatory. The main issue raised in opposition was the view that the sift process should be left to the professionals.

Training, guidance and guidelines was again a key issue.

› *What we will do*

We will make sure that there is guidance available. We will ensure that local authorities make suitable training available. We recognise that any sift procedures requires a high level of professional input and we believe that parents should be able to participate. The size and detailed make-up of any sift committee will be a matter for the local authority to determine. We will ensure that the opportunity for parental involvement is obligatory whilst the Parent Council can choose whether it wishes to be represented on the panel or offer views when it is consulted.



Question 3 – Analysis

Q3	Do you agree that parental representation on the appointments panel should be obligatory?			
	YES	NO	DON'T KNOW	NOT STATED
	64%	28%	2%	6%

73% of respondents commented on each part of question 3 separately. The analysis therefore deals with each in turn.

Parental representation

› What we learned

The majority of respondents gave their support for this proposal, though there were differences in opinion between school boards and local authorities. Only 4 per cent of respondents commented that the current system as it exists should remain. A majority of the respondents felt that parental involvement should be obligatory but again there were mixed views as to the degree of obligation for parental involvement. With local authorities especially voicing their concerns about delays in the processes.

Whilst there was a clear majority in favour of the proposal, this was also the issue which raised the strongest views on training for parents.

› What we will do

We support the view that the invitation to participate on the appointment panel should be obligatory, but that the requirement to do so would not be an obligation.

Q3	Should that take the form of a minimum proportion of the membership?			
	YES	NO	DON'T KNOW	NOT STATED
	73%	11%	4%	12%

Minimum proportion

› *What we learned*

73% of respondents supported the proposal that parental representation should take the form of a minimum proportion of membership, however there was a variety of views represented regarding what this proportion should actually be. Whilst school boards firmly supported the proposal, local authorities showed a narrow majority. 16% of all respondents voiced support for keeping the current 50:50 split and 26% of local authorities thought that the local authority, as the employer, should be in the majority.

› *What we will do*

There should be local flexibility on the actual make-up of panels. Selection panels should always look for a consensus on who is best suited for the job and a common interest exists by all parties around the table in securing the best candidate for the job. We need to seek an appropriate balance between the interests of parents and the legal responsibilities of employers. We do not see this as prescribing what the exact splits of the different interests should be. We will ensure that parental representation is guaranteed and the interests of the employer are assured when drawing up regulations and accompanying guidance.

Question 4 – Analysis

Q4	Do you agree that parental representation for school mergers or cluster arrangements should be drawn from a combined Parent Council?			
	YES	NO	DON'T KNOW	NOT STATED
	87%	3%	3%	7%



› *What we learned*

A large majority of responses supported this suggestion, with little difference of opinion between the key groups. However, the issue was raised as to whether this requirement should be obligatory. There were also some concerns raised over the need for confidentiality in this process. Some of the responses indicated that drawing membership of an appointment panel from a wider combined Parent Council might impose unnecessary delays in the process. The general view was that it should be a requirement that involvement of the wider parent council is sought; but not that parents should be obliged to take part if they do not wish to.

› *What we will do*

Given the widespread support, we will move to ensure that appropriate training, guidelines and guidance are in place. Once again, we would support the view that it should be a requirement to invite the Parent Council to participate; but that parents themselves should be able to judge whether to take part.

Question 5 – Analysis

Q5	Do you agree that where a school does not have a Parent Council that representation should be drawn from the wider parent forum?			
	YES	NO	DON'T KNOW	NOT STATED
	61%	26%	7%	6%

› *What we learned*

It is clear from the responses that there was general support from within the school board community that, where no parent councils exist, parental representation should be drawn from the wider parental representation forum. Many of the comments opposing the proposal related to procedural difficulties, general non-engagement by parents and potential delays to the overall process. Almost one in ten felt that if parents had not formed a parent council that this should preclude them from involvement.

➤ *What we will do*

It is our view where a school does not have a parent council that involvement of the wider parent forum should be sought; but not that parents should be obliged to take part if they do not wish to. We will ensure that the absence of a parent council or forum, at a particular school, whilst regrettable, will not unnecessarily delay processes. We will issue guidance as to what are reasonable timescales and processes that local authorities should take into account in these circumstances.

Local Authority Panels – Analysis

Views	We sought views on the establishment of local authority panels to help develop parents' expertise in appointments and strengthen the process.			
	YES	NO	DON'T KNOW	NOT STATED
	22%	10%	2%	66%

➤ *What we learned*

Those supportive of setting up the local authority panels outnumbered those who were not supportive by 2:1, although the support was greatest amongst local authorities. Some local authorities highlighted existing good practices and advantages through wider networking arrangements of parental representatives. A number of respondents highlighted the need for training and highlighted the financial responsibilities that the setting up of panels might bring. 5% felt that parents should not be involved in any school but their own and 2% saw in them potential for a conflict of interest.

➤ *What we will do*

Clearly there is support for the concept of establishing formal local authority panels, but we recognise that further discussion, analysing the learning from the best practices, will be required. We will ensure this approach is permitted, and will issue guidance on how this might be achieved.





part two: headteacher and depute headteacher appointment procedures analysis of consultation responses

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George Street Research

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SG

March 2006

executive summary

Background overview

The Scottish Executive is committed to revising the Standard for Headship, establishing new routes to achieve the Standard for Headship and recommending new and more rigorous procedures for selecting headteachers.

There is a concern that the current legislation surrounding the appointment system is inflexible and that the appointment process needs to be modernised. There are also some concerns that the involvement of parents in this process is too limited. As such, The Scottish Executive is keen to bring the current appointment procedures up to date while extending the involvement of parents in the appointment process to all of the key stages.

In November 2005, a consultation was issued – *Parental Involvement – Headteacher and Depute Headteacher Appointment Procedures*. The proposals contained within this consultation outlined a number of changes that could be introduced in terms of the extent and format of parental involvement.

The consultation document set out the background to the consultation and asked for views on a range of issues. This report provides a robust analysis of all responses to the consultation using both quantitative and qualitative approaches. These findings will help inform the drafting of regulations in Autumn 2006.

Overview of respondents

A total of 295 responses to the consultation were received. The majority (85%) responded on behalf of organisations such as School Boards, Education Authorities and so on, and only 15% came from those responding on an individual basis.

The largest number of organisational responses was received from School Boards which represented 73% of the total number of organisational responses and 63% of the total number of responses.

Broad themes emerging throughout the consultation

Broadly similar proportions of individuals and organisations agreed with each of the proposals presented in the consultation. However, among the different types of organisation, School Boards were generally more favourable to the proposals than were those responding on behalf of Local Authorities.

A number of views and themes recurred across the consultation and these were as follows:

The need for flexibility

While there was a degree of agreement that more flexibility was needed within the appointment process at a local level, there were some concerns that if all these proposals are carried through, the new regulations could lead to less, rather than more flexibility, because of their prescriptive nature. There were also concerns that this could also lead to delays in the process.

The need for training

Throughout comments provided, there were calls for training, guidance and guidelines to be provided to all parents involved in the appointments process. However, this in turn provoked some concerns over the voluntary nature of any parental involvement and the potentially short timespan for the involvement of any one parent. This also led to concerns over the costs of providing training or guidance.

Whether parental involvement should be obligatory

While there was broad support for greater parental involvement in the appointment process, there were concerns that this should not be made obligatory. This was a particular concern in schools where there may be no parent council and some respondents questioned how parents could be recruited in instances where there was no existing parent council. The very fact that parental representation in schools is on a voluntary basis led some respondents to query how involvement in the appointment process can be mandatory.

Proportionality on panels

While there was support for parents to be included on any panel, views were split as to the proportions of parents and professionals on any appointment panel. While most respondents appear to agree that parents should play an influential role in the decision making process, there were some who felt that more prominence should be accorded to the view of professionals and that parents should be in the minority on any panel.

Key findings overview

Across the consultation as a whole, there was broad support for each of the proposals, although the previously mentioned issues were consistently raised throughout the commentary.

Involvement of the Parent Council in Job Specifications and Advertising Strategy (question 1)

A majority of respondents (71%) supported the proposal that the Parent Council should be consulted about the job specifications for the post of Headteacher or Depute. Additionally, there was a similar level of support (68%) for the Parent Council to be consulted about the strategy for advertising a vacancy.

In terms of the advertising strategy specifically, the key issue to emerge was that posts should continue to be advertised nationally, regardless of the availability of local staff. That said, there was a degree of support for flexibility in advertising to meet local needs.

An advantage to parental involvement is that parents add value to the appointment process through their knowledge of a school and the local area. However, the key disadvantage is that parents lack the necessary qualifications, experience or training to allow them to play a major role in writing a job specification. In line with this, there were calls for training, guidance and guidelines to be produced for parents involved in this process.

Views on the extent of parental involvement in the appointments process varied. Some respondents placed greater emphasis on the role of Local Authority staff who approach the appointments process from a professional and experienced viewpoint. In line with this, there were some suggestions that parents should play an influential or consultative role in the decision making process, rather than being actively involved at all stages.

There were also some concerns that the involvement of parents could lead to delays in the appointment process.

Involvement of the Parent Council in the Sift or Long Leet Process (question 2)

The majority of responses (70%) to this question supported the proposal that the Parent Council should be involved in any sift process. However, there was a higher level of support from school boards (76%) than from Local Authorities (46%).

A key theme highlighted again related to the need for training, guidance or guidelines for those involved in the process because of a lack of experience on the part of parents. Some respondents referred to the importance of the technical skills of professional staff and gave these more weight in the sift or long leet process.

With this in mind, the extent to which Local Authority staff and parents carry equal weight in the decision making process differed and there was a degree of support for any final decisions to be taken by the “professionals” rather than parents.

There were also some suggestions that parental involvement should be possible but not obligatory.

Involvement of the Parent Council on the Appointments Panel (question 3)

A majority of those responding (64%) supported the proposal that parental representation should be obligatory. Once again, there were differences between different organisational types, with higher levels of support coming from School Boards (72%) than from Local Authorities (43%).

A slightly higher majority (73%) supported the proposal that parental representation should take the form of a minimum proportion of the membership and there was a higher level of support from School Boards (79%) than from Local Authorities (54%).

While there was broad support for the concept of parental involvement on the appointments panel, the extent to which this should be obligatory differed. Some respondents noted that while it may be ideal for parents to be involved, that this might not always be practicable. For example, in instances where there is no Parent Council or if a Parent Council does not wish to be involved.

Again, a need was identified for training, guidance and monitoring of any parents involved and some concerns over delays that could be caused to the process if parents are involved.

While views on parental involvement were mixed, there were higher levels of support for peer or headteacher representation for Depute appointments.

In terms of whether or not parental representation should take the form of a minimum proportion of the membership, the key comment is that there should be equality of membership. Fewer respondents agreed that parents should represent 40% of the panel. Where it was felt that parents should be in a minority, this was primarily attributed to a lack of experience on their part. However, some comments still referred to the need for parents to have an influential role in the process.

Combined Parent Councils for School Mergers or Cluster Arrangements

(question 4)

A large majority of responses (87%) supported the suggestion that parental representation should be drawn from a combined Parent Council and there is equal support from both School Boards and Local Authorities (both at a level of 89%). However, there were some comments that this involvement should not be obligatory but by choice.

While there was broad support for this suggestion, there were also some concerns about the structure of the panel and the need for equal representation for each school. There were also some concerns over the need for confidentiality in this process.

Representation from a Wider Parent Forum for Schools with no Parent Council (question 5)

Over one in two respondents (61%) supported the proposal that where a school does not have a Parent Council that representation should be drawn from the wider parent forum. Again, this concept received higher levels of support from School Boards (66%) than from Local Authorities (46%).

Where issues were raised, these tended to relate to logistical or procedural difficulties, with a key concern focusing on the process of selecting parents to attend and whether there should be a prescribed approach to recruitment that is managed by a Local Authority.

The potential for a lack of parental representation to cause delays to the process was stated by some respondents. Some others also noted that in schools where there is no desire on the part of parents to be involved in the process, involvement cannot be made mandatory.

Not surprisingly, there were also comments over a need to ensure training for any parent appointed to a panel and the importance of the “professionals” in the appointment process.

Local Authority Panels

Greater proportions of those responding were in favour of this suggestion, although some support for this was qualified. For example, it was felt that a Local Authority panel could be a “fall back position” in instances where there was no parental representation at a school level. The advantage of a panel such as this is that they can be used as training resources for other Parent Councils.

Once again, a key theme to emerge was a need for training for any parents involved in a panel. However, there was a view stated by some respondents that parents should not be involved in the affairs of schools other than that attended by their children.

If this proposal were to be implemented, there is also a need to clarify a number of issues in relation to a Local Authority panel. For example, what would its role, responsibilities and format be? How would parents be selected to participate? How can the process be inclusive?

There were also some concerns over the cost of setting up Local Authority panels.

chapter 1: background

1.1 Background

Introduction

In November 2004, the Scottish Executive published “Ambitious Excellent Schools”. This set out a vision for education in Scotland and emphasised the importance of good leadership to ensure a successful school and the allied need for clear vision, ethos and communication within all schools. There is also an expectation that Local Authorities will drive improvement at a local level and add value to the work of their schools. All schools are expected to meet the needs of their community and all their pupils.

As part of this document, there was a commitment to:

- › Revising the Standard for Headship in 2005 to ensure it continued to reflect shared leadership priorities in education
- › Establishing new routes to achieve the Standard for Headship, during 2006, to provide choice and alternatives to the Scottish Qualification for Headship
- › Recommending new and more rigorous procedures for selecting headteachers.

The current legislative process

The current legislative process for appointing headteachers is set out in primary legislation. This requires a Local Authority to advertise vacant posts nationally throughout Scotland and lays down prescriptive procedures to be followed by an appointment committee. At present, while parents have an involvement in the process of appointing a new headteacher, this is restricted to the final interview stage of the appointment process. Discussions with key stakeholders have shown that the existing procedures are seen as too inflexible by Local Authorities and that the involvement of parents in the selection process is felt to be too limited.

With these issues in mind, the Scottish Executive is keen to bring the current appointment procedures up to date, while also extending the involvement of parents in the appointment process to all of the key stages. Modernising the appointment system for senior posts in schools is an essential element of the Executive's commitment to ensuring the highest quality leadership in Scottish schools. In 2005, the Executive issued a consultation on *Making the difference – improving parents' involvement in schools* in which there was also a commitment to further consultation on parental involvement in the appointments process for senior appointments in schools.

A number of those who responded to this consultation agreed with a need for change to the current system. The question "Do you agree that education authorities should be enabled to replace the current system of appointing headteachers and deputy headteachers with more modern, flexible processes and procedures?" was posed to consultees. Of those responding to this specific question, a third (33%) agreed with the proposal that education authorities should be enabled to replace the current system of appointing headteachers and deputy headteachers with more modern and flexible systems. Less than one in ten (8%) disagreed with the proposal. A further 12% felt that existing practices should be modernised or developed and a fifth of respondents stated that parents must be involved in the appointment process.

As a follow on from this, in November 2005 the Scottish Executive issued a consultation – *Parental Involvement – Headteacher and Depute Headteacher Appointment Procedures*. The proposals contained within this consultation outlined a number of changes that could be introduced in terms of the extent and format of parental involvement. Section 14 of The Parental Involvement Bill specifically creates a statutory duty on education authorities to:

- Have a recruitment scheme for headteachers and deposes
- Notify Parent Councils and Scottish Ministers of that scheme
- Involve parents in their recruitment scheme
- Provide Ministers with regulatory powers to impose requirements which any appointment process must satisfy or to direct a Local Authority to make changes to their appointment process.

This would also be backed up by more detail of how senior appointments should be made, along with detailed guidance and best practice that should be taken into account.

The findings from this consultation will help to inform the drafting of regulations on headteacher and depute headteacher appointment procedures to be produced in Autumn 2006.

1.2 Components of the consultation

The consultation document set out the background to the proposed changes and was structured around five closed questions with an additional open ended question; although consultees were also welcome to provide views on any related issues if they wished.

The consultation questions invited views on the extent and format of parental involvement in the appointments process and covered a range of areas including:

- › Job specifications
- › Advertising strategies
- › The sift or long list process
- › The size and composition of appointment panels
- › Training for parental representatives
- › Combined Parent Councils
- › Procedures for schools with no Parent Council
- › The establishment of Local Authority panels

1.3 Aims of the overall consultation

The overarching aim of the consultation analysis was to produce a robust analysis of all responses to the consultation paper using both quantitative and qualitative analytical approaches. These findings will be used to inform the extent and use of the discretionary power contained in the Scottish Schools (Parental Involvement Bill). These secondary powers allow Scottish Ministers to impose requirements which any appointments process must satisfy.

The specific objectives of the consultation were to:

- › Provide an analysis of responses (written and electronic) to the consultation grouped under the consultation themes, questions and respondent group
- › Produce a database of responses that enable analysis by theme, question or respondent group
- › Identify the main interest groups responding to the consultation and their views about the consultation themes
- › Present the full range of views emerging
- › Identify queries raised, potential problems that are highlighted and suggested recommendations
- › Identify and highlight contradictions and anomalies that emerged in the analysis
- › Provide a summary of the responses that did not fit within the Consultation themes
- › Identify variations in responses of different groups
- › Identify groups where the response rate had been poor and indicate which voices remained silent in the consultation
- › Incorporate any comments regarding the consultation process specifically.

George Street Research was commissioned to conduct an analysis of the consultation responses and this document constitutes the findings from both quantitative and qualitative analysis.

Where respondents have agreed to have their response made public, these responses have been made available in the Scottish Executive Library and on the Scottish Executive web site, alongside a copy of this report which provides an analysis of all responses.

chapter 2: the consultation process

2.1 Timing of the consultation

The consultation ran from 23 November 2005 to 28 February 2006. In total 295 responses were received, providing a wide range of views and information for consideration. Eight responses were received too late to be included in the analysis; a brief summary of these is provided in Appendix 3.

2.2 Nature of the consultation

The consultation document (Appendix 1) set out the background to the consultation and posed a series of questions to which respondents were invited to respond.

The list of questions was not intended to restrict responses, and all comments and views, whether or not they related directly to a specific question have been taken into consideration.

Table 2.1

The Questions Contained in the Consultation Document

Q1	Do you agree that the Parent Council should be consulted about the job specifications for the post of Headteachers or Depute, and the strategy for advertising the vacancy?
Q2	Do you agree that Regulations should entitle the Parent Council to be involved in any sift process?
Q3	Do you agree that parental representation on the appointments panel should be obligatory? Should that take the form of a minimum proportion of the membership?
Q4	Do you agree that parental representation for school mergers or cluster arrangements should be drawn from a combined Parent Council?
Q5	Do you agree that where a school does not have a Parent Council that representation should be drawn from the wider parent forum?
We would welcome your views on the establishment of Local Authority panels to help develop parents' expertise in appointments and strengthen the process	

2.3 Distribution and advertising of consultation document

A key concern was to develop a consultation document that encouraged a wide range of School Boards, individuals, groups and organisations to submit their views.

The consultation document was issued to a wide range of key stakeholders and was also available to the general public or any other individuals and organisations wishing to provide their views. The consultation was available both in hard copy and electronically on the Scottish Executive website and could also be accessed on the Parentzone website by any interested individuals.

Consultation papers were distributed to a wide range of organisations and bodies with a professional interest. These included:

- › Educational Associations and Organisations
- › Professional Associations
- › Community Organisations
- › Charitable and Voluntary Organisations
- › Local Authorities
- › Trade Unions.

2.4 Responses and respondents

A total of 295 responses to the consultation were received. These consisted of two distinct types of responses:

- › **Structured responses following the questionnaire structure:** these responses followed the structure of the consultation document. Respondents provided an answer in relation to some or all of the questions posed.
- › **Free-flowing commentary:** these responses did not always follow the structure of the consultation document but were free flowing responses, some of which were lengthy and detailed.

As table 2.2 overleaf illustrates, the largest number of responses (252), representing 85% of the total number was received from those responding on behalf of an organisation or group and these respondents were able to base their views on their professional and/or personal experience and insight into these issues. 43 responses (15%) were received from those responding as an individual.

The organisational respondents were grouped into broad categories as shown in table 2.2. As the table shows, the largest number of organisational responses was received from School Boards - 185 responses were received from this category of respondents, constituting 73% of the total number of organisations providing a response, and 63% of the total number of responses.

Table 2.2

Total number of Respondents by Category

(Base: All Respondents)

Respondent Type	Number of respondents	Percentage of respondents (%)
Responding as an individual	43	15
Responding on behalf of an organisation or group	252	85
TOTAL	295	100
Breakdown of Organisation Type:		
Association	1	*
Charitable Organisation	3	1
Equality Group	1	*
Local Authority	28	11
Parent Forum (LA)	4	2
Parent Forum / PTA	6	2
Political Party	1	*
Public Body	3	1
Religious and Faith Group	2	1
School	11	4
School Board (incl SSBA)	185	73
Trade Union	5	2
Umbrella Group	2	1
TOTAL	252	100**

(* denotes less than 1%)

(** does not add to 100% due to rounding)

A list of respondents to the consultation is included at Appendix 2.

Gaps in Respondent Type

A scan of the respondent list along with a review of the respondent organisations revealed no obvious gaps, although the four types of organisation least well represented were Associations, Charitable Organisations, Public Bodies, Religious and Faith Groups and Umbrella Groups.

chapter 3: approach to analysis of consultation responses

3.1 Analytical framework

The analytical framework used in our analysis of the consultation responses was an electronic ACCESS database specifically written for this consultation. This enabled a combination of quantitative and qualitative analysis to be undertaken.

The electronic ACCESS database was used to store and assist analysis of all responses, including those that were lengthier or free flowing and which did not follow the structured questionnaire format. This database enabled the storage of free text in a systematic manner. The method of data entry was also controlled via careful design of data entry forms to minimise the likelihood of any erroneous entries.

The fields used to record the material in the ACCESS database were based on the questions set out in the consultation document. A preliminary analysis of responses was conducted by the database consultant in consultation with the project manager, to fit responses into each of the fields on the database.

The text from free flowing responses was, where possible, assigned to a specific question and stored in the relevant field.

A copy of the completed database has been provided to the Scottish Executive under separate cover.

3.2 Publication of written responses

Where respondents have agreed to publication, these responses are available in the Scottish Executive library. After discussion with the consultation team, the convention adopted for this consultation has been to preserve anonymity of individual respondents and organisations, but to attribute their comments and quotes to the grouped respondent category to which they fit. In this way, a further depth is added to the analysis by providing some contextual information about the respondent type.

3.3 Ground rules

Separate Responses from the Same Individual/Organisation

On occasions, one respondent may send in more than one response. The consultation team at the Scottish Executive were primarily responsible for identifying and removing duplicates. The research team at George Street Research was also alert to the possibilities of such double entries to ensure that any identical or duplicate responses that had been missed were picked up and removed from the exercise. This was done by hand searching or electronic screening.

Quality Control

In order to minimise any inconsistencies in approach, the research team at George Street Research was kept to a minimum size and all worked to a well tested set of rules for data examination and entry. In accordance with our standard practice, members of the research team verified elements of the responses and highlighted areas where a second opinion was required.

Factual Accuracy

The views presented in this analysis were not vetted in any way for factual accuracy. The opinions and comments submitted to the consultation may be based on fact or may, indeed, be based on what respondents perceived to be accurate, but which others may interpret differently. It is important for the analysis to represent views from all perspectives. The report may, therefore, contain analysis of responses which may be factually inaccurate, or based on misunderstanding or misinformation on the actual proposals but nevertheless reflect strongly held views. In some instances, such inaccuracies and misunderstandings will be relevant findings in themselves.

Interpretation of findings

Those participating in this exercise were self selecting and each had their particular motivation to take part. The exercise was not intended to gain views that were representative of the Scottish population, but was intended to give all those who wished to comment an opportunity to do so. This has to be borne in mind in interpreting the findings presented here in this report.

Given the self-selecting nature of any consultation exercise, it should be noted that any statistics quoted here cannot be extrapolated to a wider population outwith the consultation population.

3.4 Reporting

The following chapters document the substance of the analysis, presenting the main issues, arguments and views expressed in the responses. These follow broadly the ordering of issues raised in the consultation document. Wherever possible, quantitative data obtained from our analysis is presented with charts to illustrate key findings. These findings are then overlaid with sub-group data to illustrate any differences between sub-groups wherever relevant. We also provide qualitative commentary to highlight some of these points and verbatim quotations have been incorporated where they serve to illustrate a point being made.

In order to help our analysis, respondents have been spit into two main groups: individuals and organisations. The organisational responses have been further segmented into three main groupings: Local Authorities, School Boards and Others.

Contradictions in the data

It should be noted that throughout the data there may appear to be inherent contradictions in the responses. For example, readers may notice that the total number of respondents commenting on a given proposal may add up to more than 100%. This is because there was no limit to the number of comments that a respondent could give to each question and every separate comment was coded and included in our analysis. Moreover, in some cases, a single respondent might give contradictory comments, for example, comments expressing both support and opposition to a specific proposal. Also, not every respondent chose to answer every question.

Report Structure

As the majority of respondents addressed their responses to each of the questions posed in the consultation paper, the findings are presented for each of these questions in chapters 4 to 9. Chapter 10 then outlines any additional comments emerging from the consultation. Although most respondents provided answers for each of the questions, their responses often cited the same or similar reasons for their view separately for each question. Therefore there was a degree of repetition in the themes being cited by respondents.

chapter 4: involvement of the parent council in job specifications and advertising strategy

At present, many Local Authorities engage their school boards when specific job descriptions and specifications are drawn up. However, not all Local Authorities do and The Scottish Executive asked for views on whether this should be a mandatory part of the process. All posts for Headteachers and Deputies are required to be advertised nationally and it is expected that this will continue to be the norm.

However, there is also a view that there needs to be a greater degree of flexibility than is allowed via current legislation. For example, should it be permitted that a Local Authority – prior to development of its advertising strategy – be allowed to examine whether it has internal candidates of the right experience and calibre for vacant posts? It is still envisaged that the Parent Council/Forum would be consulted and participate in the advertising strategy and that the Local Authority would pay due regard to the views of the Parent Council/Forum on any advert to be placed.

As such, the first question posed in the consultation asked, “Do you agree that the parent council should be consulted about the job specifications for the post of headteachers or deputy, and the strategy for advertising the vacancy?”.

Almost two-thirds (61%) of respondents treated the question as two individual issues and therefore we have analysed each part separately. Where one word (yes/no) or non-specific comments were given we have assumed that this applied to both parts of the question.

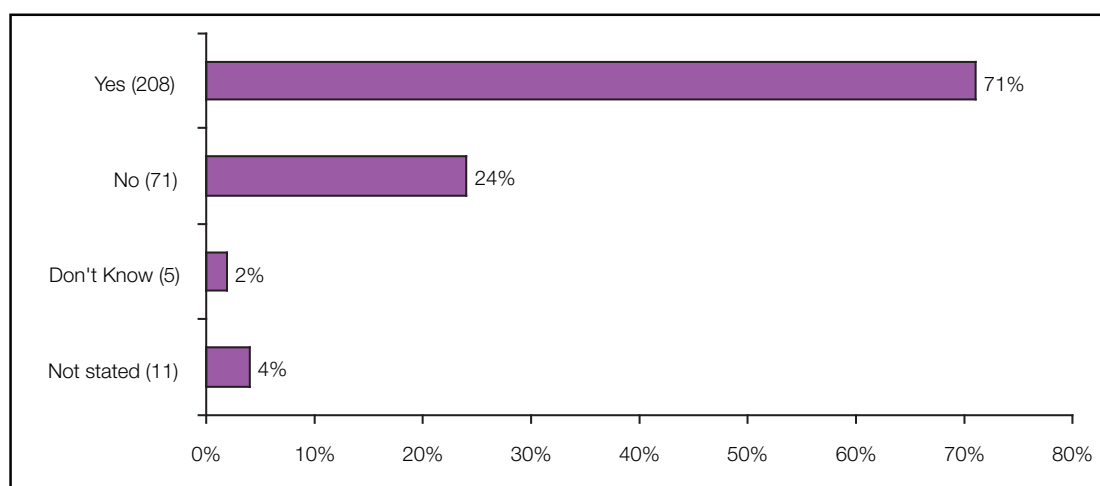
4.1 Job specifications

As shown in chart 4.1 below, **the majority of responses (71%) to question 1 supported the proposal that the Parent Council should be consulted about the job specifications for the post of Headteacher or Depute.**

Chart 4.1

Whether Parent Council be consulted about job specifications

Base: All respondents



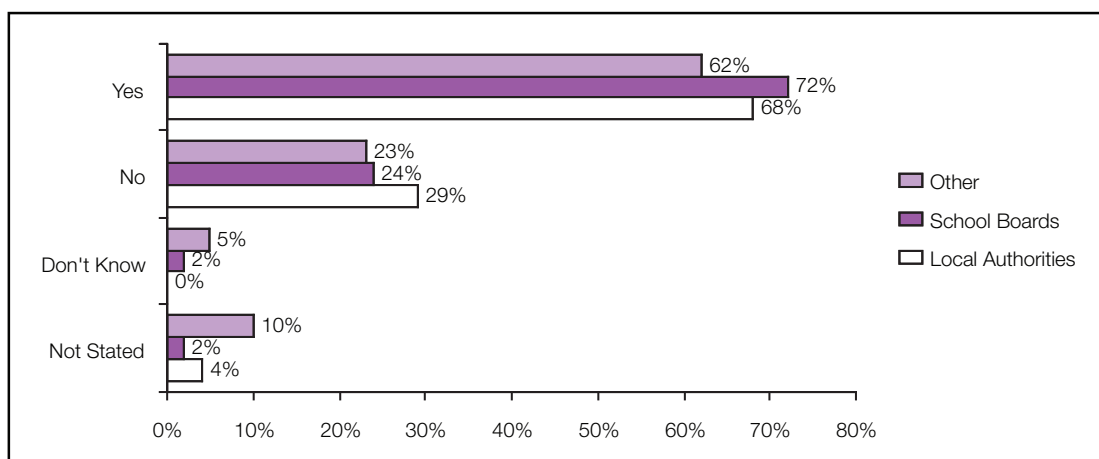
When we examine each of the sub-groups, there is little difference of opinion between main subgroups, with almost equal proportions of individuals (74%) and organisations (70%) supporting this proposal.

When we look at organisational responses specifically, there are broadly similar levels of support from school boards, Local Authorities and others (see chart 4.2 below).

Chart 4.2

Whether Parent Council be consulted about job specifications

Base: All Organisations



Seventy per cent of respondents gave further comments to support their answer, although greater proportions of those not agreeing with this proposal made further comments (while 82% of respondents opposed to the proposal made a supporting comment, only 69% of respondents in favour of the proposal commented further). This trend is seen throughout the consultation.

The consultation proposes that Local Authorities should “consult and pay due regard to the views of the Parent Council” when drawing up job specifications for vacant Headteacher or Depute posts.

The key theme identified from those in favour of the proposal was the agreement that parents can add value to the process through their knowledge of the school and local area. For example, by highlighting local needs that Education Officers may be unaware of. This was commented on by 15% of all respondents across the sample as a whole. There was little by way of difference across the sub-groups, with 15% of school boards, 15% of other organisations and 18% of Local Authorities commenting on this issue. One School Board supported the proposal:

“On the basis that parent members have local knowledge of the school and the children who attend it and therefore have a valuable contribution to make towards ensuring that the needs of their particular school and the children therein are satisfied by such appointment.”

The main issue raised in opposition to the proposal was the view that parents lack the necessary qualifications or experience to allow them to play a major role in writing the job specification. Ten per cent of all respondents commented on this issue (cited by 14% of Local Authorities, 10% of school boards and 8% of other organisations). One School Board felt,

“...that the parent body within the school does not have the educational experience or qualifications to formulate the job specification for these posts and that the authority is in a better position to specify the requirements of each position and has the knowledge as to where the advertising should best be targeted.”

Seven per cent of respondents commented that training, guidance or guidelines would be needed for any parents involved in the process, especially on any legal issues that might be involved. This theme continues throughout the questions posed in the consultation document. One Local Authority felt that *“Parents involved in any part of the process must have undertaken comprehensive training.”* while a School Board commented,

“We are supportive of the proposals as made with the one caveat that school board/forum/council members would require adequate training and guidance to be provided in order to properly carry out their functions whenever a vacancy within their school arises.”

Seven per cent of respondents voiced general support for the Parent Council being consulted about job specifications while 3% commented that parents should be involved at every stage of the recruitment process. Two per cent described the proposals as “essential” or “important” and 1% felt the proposals would lead to more meaningful involvement than at present. However, 2% of respondents felt that the proposals were not necessary.

The issue of the extent to which parents should be able to influence the job specification was raised:

- 7% felt that parents could be consulted but should not have a veto or final say;
- 6% felt it was sufficient to show the Parent Council the job specification and keep them informed on progress;
- 2% felt that parental involvement should be limited to relevant issues; and
- 1% asked for clarification on the amount of influence Parent Councils would have.

To an extent, some respondents in support of the proposal also qualified their support. One such example was a School Board which felt that Parent Councils should be consulted

“But only for additional information regarding post, which may be relevant to a particular establishment, the Education Department should provide the main job specification.”

To an extent, **some respondents placed more emphasis on the role of those perceived to be “the professionals”**, with

- 8% citing that the job specification should be the responsibility of the Local Authority, and
- 5% commenting that *“this should be left to the professionals”* (School Board).

A small proportion (1%) felt that school management teams should have input into the job specification and the need for peer representation was raised by a further 1%.

The possibility that **parental involvement could lead to delays** in the process was raised by 7% of respondents overall. However this issue was clearly perceived to be important by Local Authorities specifically, of whom half (50%) raised this as an issue. In the words of one Local Authority,

“Moreover measures would have to be in place to ensure that any right to be consulted does not enable representatives from a Parent Council/Councils to actively delay or seek to hinder the Local Authority’s right to make decisions.”

Forty-three per cent of Local Authorities, but only 6% of respondents overall, also commented that the job specifications were subject to national or local agreements and therefore any suggested amendments would be limited by this.

“It has to be recognised that AGREEMENT on specific duties and job remits is a matter delegated to the local negotiating committee for teachers under the Teaching Profession for the 21st Century agreement.”

(Local Authority)

In addition, 21% of Local Authorities, and 6% of all respondents, commented that job specifications are, or should be, generic.

Further comments made by smaller numbers of respondents in relation to this specific issue included:

- › the need for Local Authorities to pay “due regard” to suggestions made by Parent Councils (3%)
- › that Parent Councils should be entitled to be involved but that this should not be a requirement (2%).

Additionally, some consultees highlighted specific technical issues and these included:

- › the need to ensure equality or prevent discrimination (2%);
- › the view that specialist knowledge is required (1%);
- › the need for clarification about legal issues (1%);
- › the issue of confidentiality (1%).

Two per cent of respondents commented that a process similar to that contained in the proposal already exists in their area while a further 1% felt that the present level of involvement for school boards works well.

The need for consistency across each Local Authority was raised by 2% of respondents while 1% saw the need for local flexibility.

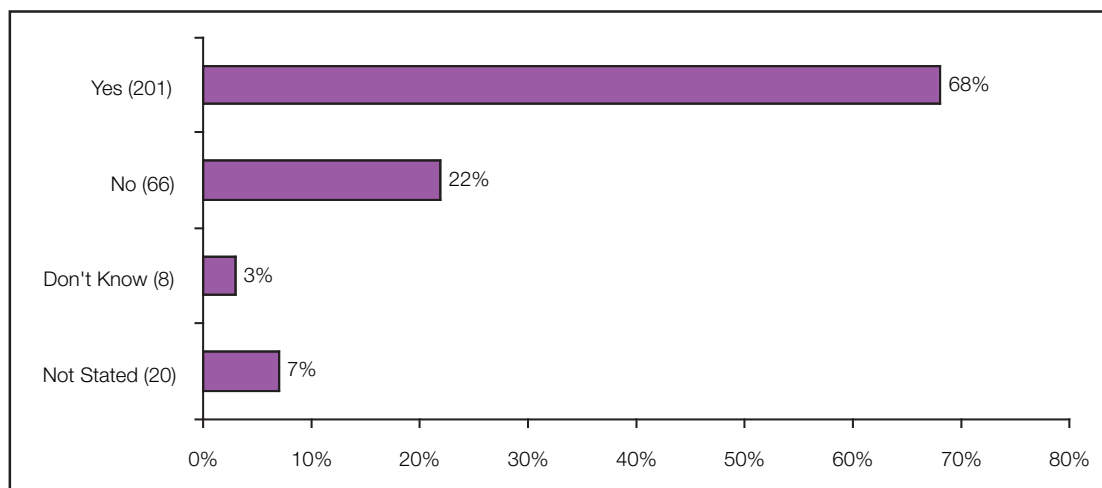
4.2 Advertising strategy

As shown in chart 4.3 below, **the majority of responses (68%) to question 1 supported the proposal that the Parent Council should be consulted about the strategy for advertising the vacancy.**

Chart 4.3

Whether Parent Council be consulted about advertising strategy

Base: All respondents

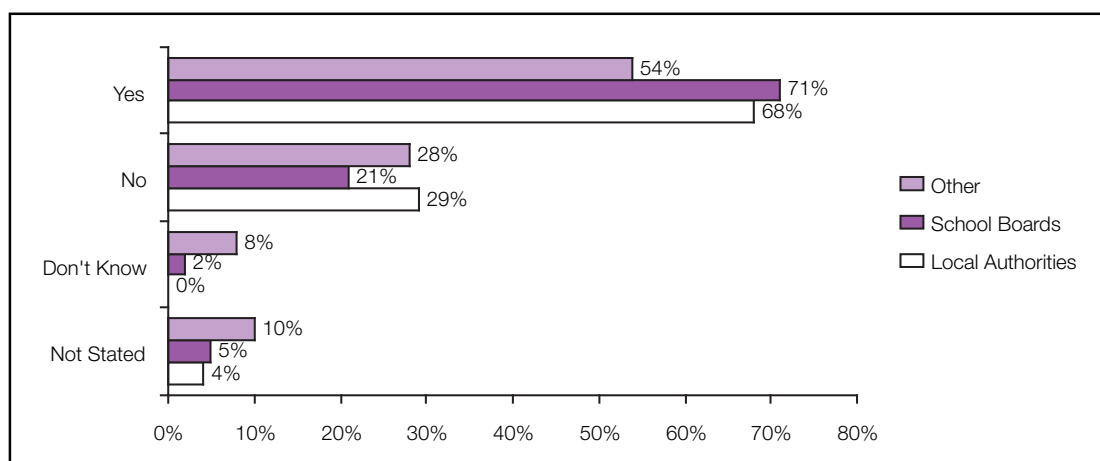


Again there was broad agreement across all respondent types with 67% of individuals and 68% of organisations supporting the proposal.

Chart 4.4 below shows that the level of support among key organisational types varied slightly, and was highest among school boards at a level of 71% and Local Authorities (68%).

Chart 4.4**Whether Parent Council be consulted about advertising strategy**

Base: All Organisations



Almost two in three (61%) of respondents gave comments in support of their answer.

The consultation document envisages that adverts will still be placed nationally, but proposes some flexibility for Local Authorities in this regard. **The key issue to emerge in relation to consultation on advertising strategy, raised by 11% of respondents overall, was the view that posts should always be advertised nationally, regardless of the availability of local surplus staff.**

"I believe that the posts should continue to be advertised nationally to maximise the number of applicants and hence allow identification of the best available candidates. I strongly oppose allowing Local Authorities to restrict the advertisement for posts to solely their own region. This potentially undermines identification of the best candidate for the post on the basis of expediency for the authority. The separate issue of school closures leading to surplus staff should never be allowed to interfere with the appointment of the best possible candidate for a new post."

(School Board)

This point was raised by 11% of Local Authorities, 10% of school boards and 21% of other organisations.

Paragraph 15 of the consultation document proposes that a Local Authority's advertising strategy should be tailored according to whether or not there are suitable candidates within their region or their own staff. In these instances, while there would still be consultation and participation from the Parent Council/Forum, the extent of this may vary from that used if a vacancy is advertised nationally. A small number of respondents (5%) voiced concerns about the details contained in this paragraph, with one School Board commenting that *"parents should have the same full involvement regardless of the advertising strategy"*.

However, a slightly larger proportion (7%) felt that there should be local flexibility and a further 4% welcomed the flexibility for Local Authorities (this included 36% of Local Authority respondents). As one trade union noted,

"We do welcome the proposed flexibility in advertising to allow Local Authorities to manage the difficult situation where a reduction in school estates will leave them with more headteachers and deputes than posts."

A further 11% of respondents voiced support for the proposal with 1% describing it as important; while conversely 2% commented that it was not necessary. A further 3% agreed that parents should be consulted but stated that Parent Councils should not have the final say, and 1% felt that there should be an entitlement but that involvement should not be a requirement.

The possibility that the need to consult Parent Councils could cause delays in the process was again raised, with 6% of respondents commenting on this issue (highest among Local Authorities at a level of 36%). A small proportion (2%) also commented on possible budget implications.

"Copy deadlines need to be met to ensure that posts are filled without undue delay. Consultation on this aspect has the potential to build in delay. In addition, it may not be possible to take full account of parent council views on the content and layout of an advertisement where this would have cost implications for the council."

(Local Authority)

The feeling that **advertising strategy is best left to professionals** was voiced by 4% of respondents while a further 6% also commented that Local Authorities are best placed to decide strategy as *"The Local Authority will have access to the current state of the 'job market' and in this case to inform the Parent Council of the*

strategy should be adequate" (School Board). Six per cent felt that it would be sufficient to show or inform the Parent Council of the planned strategy and perhaps show them the advert copy. One per cent felt that the advertising strategy should be standard with 1% commenting on the need for a strategic overview.

The **issue of training for parental representatives was again raised**; this time by 4% of respondents. A further 4% commented on the lack of qualifications or relevant experience available within Parent Councils. Training was seen as being necessary to ensure equality or prevent discrimination; this was raised by 1% while a further 1% commented on the need to avoid bias or nepotism.

Four per cent of respondents felt that the Parent Council could add to the process through their knowledge of local issues or any particular requirements of their school.

Two per cent of respondents reported that the process detailed in the proposals is already in operation in their area while a further 2% felt that the present system is adequate.

In summary, the majority of responses to question 1 supported the proposal that the Parent Council should be consulted about the job specifications for the post of Headteacher or Depute. Furthermore, the majority of responses also supported the proposal that the Parent Council should be consulted about the strategy for advertising a vacancy.

A key theme from those in favour of the proposal was the agreement that parents can add value to the process through their knowledge of the school and local area. Conversely, the main issue raised in opposition to this proposal was the view that parents lack the necessary qualifications or experience to allow them to play a major role in writing the job specification.

As such, there were some calls for training, guidance and guidelines to be produced for any parents involved in this process. However, the extent to which parents should be able to influence a job specification varied, with some suggestions that the views of "the professionals" are more important or that parents should only be informed of progress or shown an advert or job specification. There were also some concerns that involvement of Parent Councils/Forums can lead to delays.

chapter 5: involvement of the parent council in the sift or long leet process

The Scottish Executive believes that there should be parental involvement in the sift or long leet procedures and propose that Regulations should entitle the Parent Council to be given the opportunity to participate. The actual format of the sift committee in term of size and make up would be a matter for Local Authorities to decide, but it is envisaged that representatives of the Parent Council would have the opportunity to participate as equal members of any sifting panel. There would be no requirement for Parent Councils/Forums to participate but each would be entitled to determine who should represent them on the sifting panel.

The second question posed in the consultation addressed this specific issue asked, “Do you agree that Regulations should entitle the Parent Council to be involved in any sift process?”.

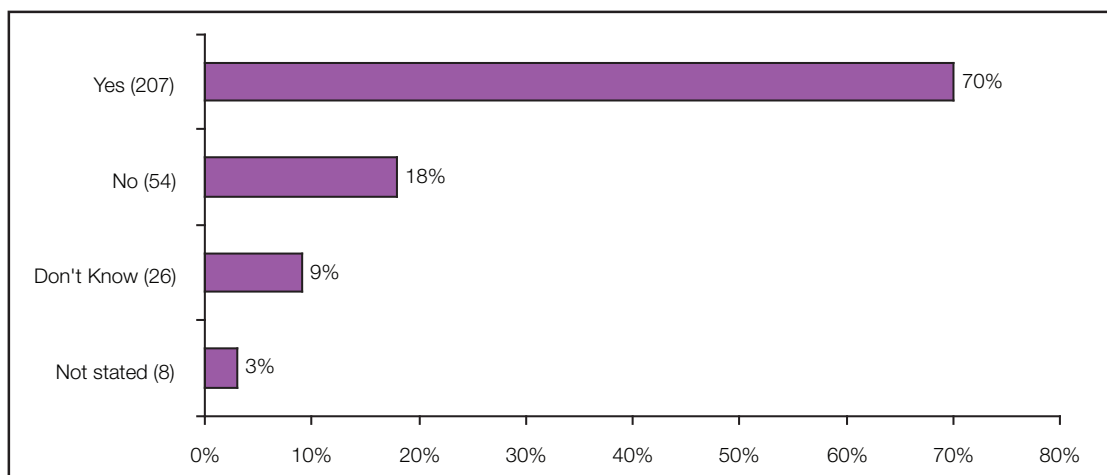
5.1 Sift procedures

As shown in chart 5.1 below, **the majority of responses (70%) to question 2 supported the proposal that the Parent Council should be involved in any sift process.**

Chart 5.1

Whether Parent Council be involved in the sift process

Base: All respondents



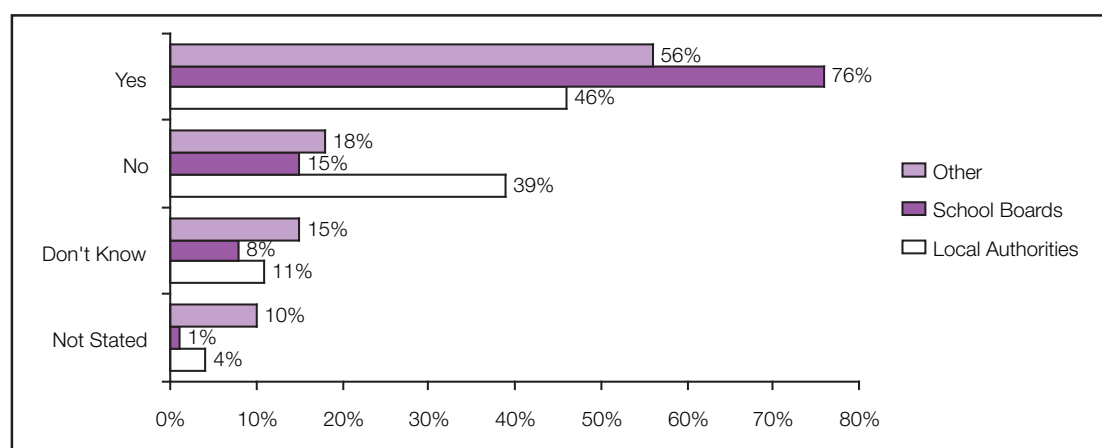
When we examine each of the sub-groups, there is little difference of opinion between main subgroups, with almost equal proportions of individuals (74%) and organisations (69%) supporting this proposal.

When we look at organisational responses specifically however, there are clear differences of opinion between school boards, Local Authorities and others (see chart 5.2 overleaf). While school boards firmly supported the proposal, Local Authorities were divided in their opinions. The highest level of support was from school boards (76%) and the lowest from Local Authorities at a level of less than one in two (46%). Looking at Trade Unions specifically, 60% were in agreement with the proposal with 20% against and 20% undecided.

Chart 5.2

Whether Parent Council be involved in the sift process

Base: All Organisations



The majority of respondents (76%) provided further comments to support their answer, although greater proportions of those not agreeing with this proposal made further comments (while 91% of respondents opposed to the proposal made a supporting comment, only 72% of respondents in favour of the proposal commented further).

The consultation paper asked “Do you agree that Regulations should entitle the Parent Council to be involved in any sift process?”.

The key theme identified from those in favour of the proposal was that training, guidance or guidelines would be needed for any parents involved in the process. This was commented on by 21% of all respondents across the sample as a whole and by nearly a quarter (24%) of those in favour of the proposal. Looking across the sub-groups it is clear that this issue is of particular concern to Local Authorities; with 36% of the Local Authorities commenting as opposed to just 18% of school boards and 23% of other organisations. As one public body commented,

“We would suggest that the Scottish Executive consider how best to ensure training is provided to Parent Council members who have been invited, or who are likely to be invited, to take part in a sift committee.”

The main issue raised in opposition to the proposal was the view that the sift process is best left to “the professionals” or that professionals have the final say or casting vote on the sift panel. Overall, 5% of respondents commented that only professionals should be involved in the process. One Parent Forum/PTA felt *“it was critical that this stage was a professional stage as professionals are best able to judge whether a candidate’s qualifications and experience were really adequate for the job in hand”*.

A further 8% of respondents expressed the view that, while there should be some parental involvement, the views of parental representatives should not carry equal weight with those of education or HR professionals. Four per cent felt that parents would not have the necessary experience to participate in this part of the process. Two per cent also asked that there be headteacher or peer representation on the panel.

“There is an inconsistency in arguing, on the one hand, that leeting/sifting demands a high level of professional expertise to assess the merits of candidates against specification criteria and on the other hand, suggesting that the Parent Council should, if desired, participate as equal members of any leeting/sifting panel. Parents should be involved in this process but should not be able to participate as equal members of any leeting/sifting panel as they are unlikely to have a high level of professional expertise.”

(Trade Union)

Respondents in favour of the proposal also commented on these issues, although their comments indicated that they felt parental involvement was needed and that any concerns could be overcome; indeed three per cent of respondents felt that there should be equal membership.

“In our experience, consultation on the process can have limited impact on the implementation unless the school board is able to be represented directly in the sift process itself. School boards, and potentially, parent councils can supplement/complement the educational professionals with their own professional skills. Our experience is that the Education Authority is straight-jacketed by the public sector recruitment processes, and that school boards (and potentially parent councils) can add a broader perspective.”

(School Board)

Sixteen per cent of respondents agreed with the proposal in that involvement should be possible but that it should not be obligatory. One School Board stated that *“the offer of representation at all stages should be mandatory, but it should be for the Parent Council to decide whether to take up that offer”*. A further 9% of respondents, however, believed parental involvement in the sift process to be essential.

A small number (4%) of respondents voiced the opinion that Regulation was not needed; a further 1% felt that this went against the ethos of the consultation. One Local Authority stated that,

“The use of the word ‘Regulations’ appears to contradict the general thrust of the consultation paper, which begins by stating that since ‘the current procedures are too inflexible’ the proposals suggest a scheme which ‘will allow maximum flexibility to suit educational needs both now and in the future’. We would prefer to see ‘Guidelines’ within which the Local Authority could decide the precise format for parental involvement in this crucial area of the recruitment process.”

The need to ensure confidentiality was raised by 5% of respondents.

“There is some concern, however, over the issue of confidentiality for applicants. Good candidates could be deterred from applying if parent representatives breached confidentiality by discussing applications among themselves and with others. This consideration, however, should not be accepted as a barrier to Parent Councils from being involved in the sift process. Robust training should address this issue.”

(Local Authority)

Current procedures were commented on by 5% of respondents, who felt there was no need for change. A further 4% commented that the proposed involvement already takes place in their area.

The possibility of parental involvement causing delays to the process was mentioned by 3% while a further 1% felt that if parents delayed the process it should be allowed to continue without their input.

The issue of the extent to which parents should be involved was again raised:

- › 5% felt that parents should only participate at the short leet stage;
- › 4% felt that the level of involvement should be specified;
- › 3% felt that parents should only be shown the leet or advised of progress;
- › 1% stated that parents should only have a minimal level of involvement;
- › 1% felt the involvement should be from the long leet stage.

In summary, the majority of responses to question 2 supported the proposal that the Parent Council be involved in the sift process, although some respondents felt that this should not be an obligation, while others felt that Regulation was not required.

The key themes identified in the previous chapter were again raised by respondents, with comment on the need for training, guidance and guidelines to be produced for any parents involved in this process.

There were also concerns that the sift process needs a large degree of technical skill or “professional” experience and so merits sole or majority input from professional staff.

This issue of confidentiality was raised by a small number of respondents and again there were some concerns that involvement of Parent Councils/Forums can lead to delays.

chapter 6: involvement of the parent council on the appointments panel

The Scottish Executive seeks to improve on the detailed provisions contained in the 1988 Act in respect of requirements for the make up of appointment panels. The consultation document proposed that Education Authorities secure a majority on any appointment panel and also expressed a wish to introduce flexibility in the size of appointments panels. The consultation also proposed that the appointments panel must include representation from the Parent Council for the school to which an appointment is to be made and that the parent members should have equal rights and responsibilities as others on the panel (with the exception of the Chair). The consultation document asked whether parental representation should be obligatory and whether it should take the form of a minimum proportion of the membership.

The consultation document also proposed that a Headteacher of a school must be involved in the decision making process when appointing a Depute and that all Local Authorities should ensure that parental representatives have appropriate training in all aspects of the appointments procedure, including an understanding of the competencies required in the Standard for Headship.

The actual question posed in the consultation paper asked, “Do you agree that parental representation on the appointments panel should be obligatory? Should that take the form of a minimum proportion of the membership?”.

As many respondents (73%) commented on each part of question 3 separately, this chapter deals with each in turn.

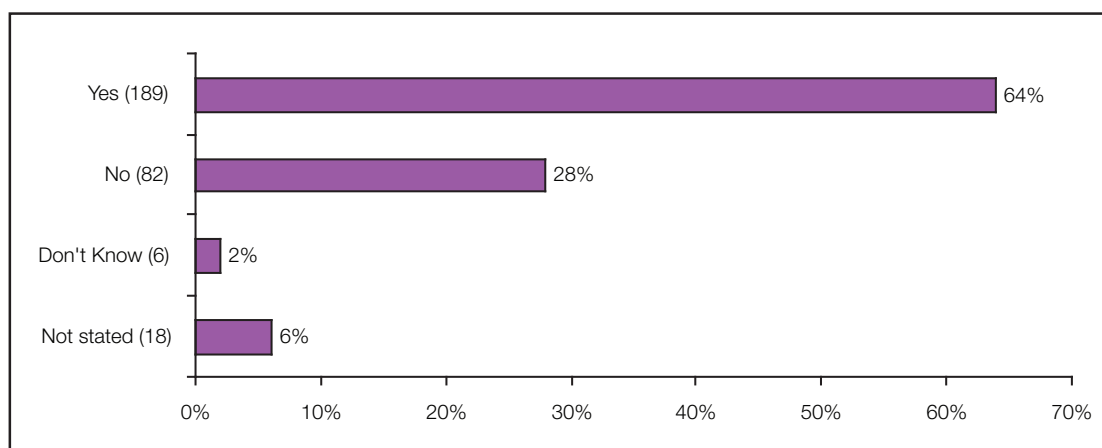
6.1 Whether parental representation should be obligatory

Chart 6.1 overleaf shows that **the majority of responses (64%) to this part of question 3 supported the proposal that parental representation be obligatory as compared to 28% opposing the proposal.**

Chart 6.1

Whether parental representation should be obligatory

Base: All respondents



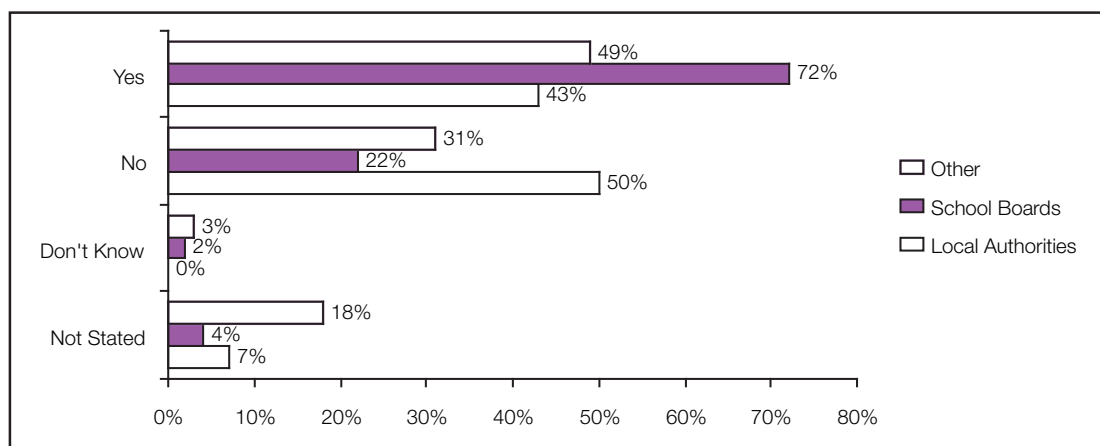
When we examine each of the sub-groups, there is, again, little difference of opinion between these, with 58% of individuals and 65% of organisations supporting this proposal.

However, when we look at organisational responses specifically, there is again a difference in responses between school boards, Local Authorities and other organisations. As chart 6.2 illustrates, a majority of school boards (72%) supported the proposal, although less than one in two Local Authorities (43%) and other organisations (49%) rejected it. Trade Unions were also divided on the issue with 40% for and 40% against.

Chart 6.2

Whether parental representation should be obligatory

Base: All Organisations



A majority (70%) of respondents gave further comments to support their answer. Again, greater proportions of those not agreeing with this proposal made further comments (while 96% of respondents opposed to the proposal made a supporting comment, only 63% of respondents in favour of the proposal commented further).

The first part of question 3 asked whether respondents “*agreed that parental representation on the appointments panel should be obligatory?*” **and 28% of respondents voiced general comments in support of this; that it should be obligatory or that it is essential.**

However, a further 20% felt that while it should be an entitlement, **it should not be obligatory.** One School Board commented

“The Board was of the view that parents should have the opportunity to nominate certain of their number to be part of any interview panel, but that this should not be obligatory, if the decision was taken not to be involved.”

In addition 7% of respondents felt that while parental representation was to be encouraged, it was not necessary for it to be obligatory. Two per cent merely commented that it should not be obligatory. **Overall, 27% voiced the opinion that representation should not be obligatory.**

Once again, the need for training, guidance or monitoring was commented on; 16% of respondents agreed that, as stated in the consultation document, appropriate training would be necessary for parental representatives at this stage of the recruitment process. One Trade Union commented **“We fully endorse the suggestion that parent representatives are required to undertake appropriate training before sitting on an appointment panel.”** But another felt *“The need for appropriate training for parent representatives is indisputable but the time commitment may act as a disincentive for many parent council members.”* (Trade Union)

Seventeen per cent of those opposed to making parental representation obligatory raised the question of **what would happen if there was no Parent Council**, or if the Parent Council did not want to be involved or had no members available at the required time. This issue was also commented on by a small number (2%) of those supporting the proposal and by 6% overall. As noted by one Local Authority,

“However, we recognise that if no parent council exists there could be difficulties in persuading parents to be involved in recruitment procedures. The opportunity to be involved should therefore be obligatory, but recruitment should still be possible where no parents are prepared to serve on a panel.”

The size of a school was an issue identified as impacting on this by a small proportion (2%) of respondents who mentioned the problems which could be faced by small schools; perhaps those in rural areas and/or who had small Parent Councils and therefore fewer candidates for panel membership.

The possibility **of delays was again raised** at this question by 5% of respondents. One Local Authority noted that,

“It is difficult to see how parental representation, or any minimum level of it, could be obligatory when parents participate voluntarily in the parents' forum/council. In some schools, and on some occasions, parents simply would not wish or would not be able to be involved, and the recruitment process could be unnecessarily delayed by efforts to engage parents.”

The consultation document also proposed that *“the Headteacher of the school must also be involved in the decision making process”* for Depute appointments. The need for peer or Headteacher representation was commented on by 6% of all respondents and 21% of Local Authorities.

A small proportion (4%) of respondents commented that the current system as it exists in relation to school boards should continue. A further 3% agreed that the obligation should only exist where there is a Parent Council in place.

Respondents also identified a number of potential problems associated with parent members and these included:

- › The problems of the time or cost involved in attending panels (3%);
- › The feeling that any costs would have to be supported (2%);
- › That placing this obligation could, in fact, discourage membership of Parent Councils (1%);
- › How the obligation would be enforced (1%).

As the following quotation from a School Board illustrates, some parents may have different priorities to the Local Authorities and 2% of respondents commented on this.

“(Parents) will likely bring to the table diverse requirements (based upon their local knowledge of the pupils and the community) they are looking to satisfy in the successful candidate to those of the Headteacher and/or Local Authority.”

Two per cent of respondents agreed with the statement in the consultation document that parent members should have equal rights and responsibilities with 1% mentioning the chair retaining the casting vote.

A small number of respondents (1%) voiced concern about Councillors sitting on panels. One per cent of respondents felt that the extent of involvement should be decided by Local Authorities and 1% commented that the proposals are no different to existing procedures.

6.2 Whether parental representation should take the form of a minimum proportion of the membership

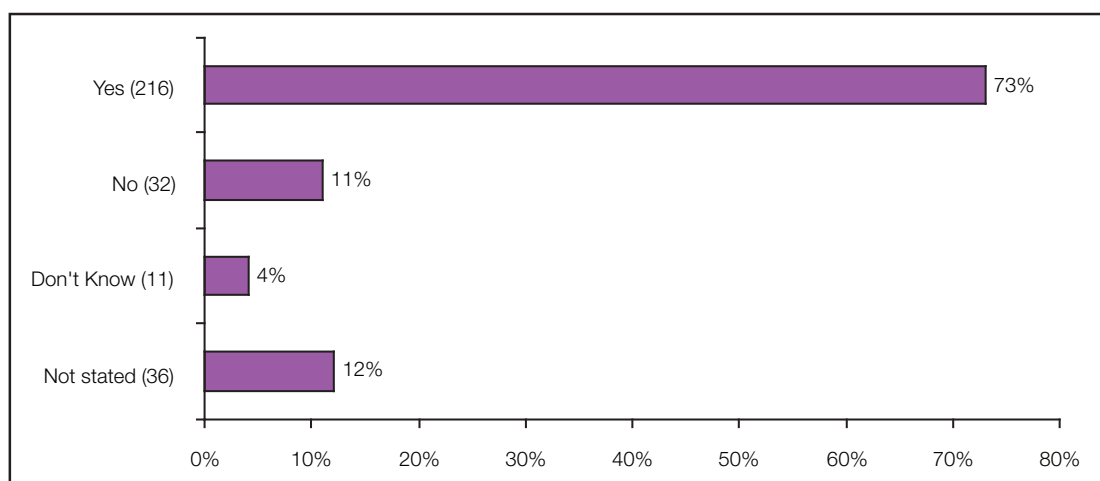
The second part of question 3 asked “should (parental representation) take the form of a minimum proportion of the membership?”.

Chart 6.3 shows that **the majority of responses (73%) to this part of question 3 supported the proposal that the parental representation take the form of a minimum proportion of the membership, with only 11% opposing this suggestion.**

Chart 6.3

Whether parental representation should take the form of a minimum proportion

Base: All respondents

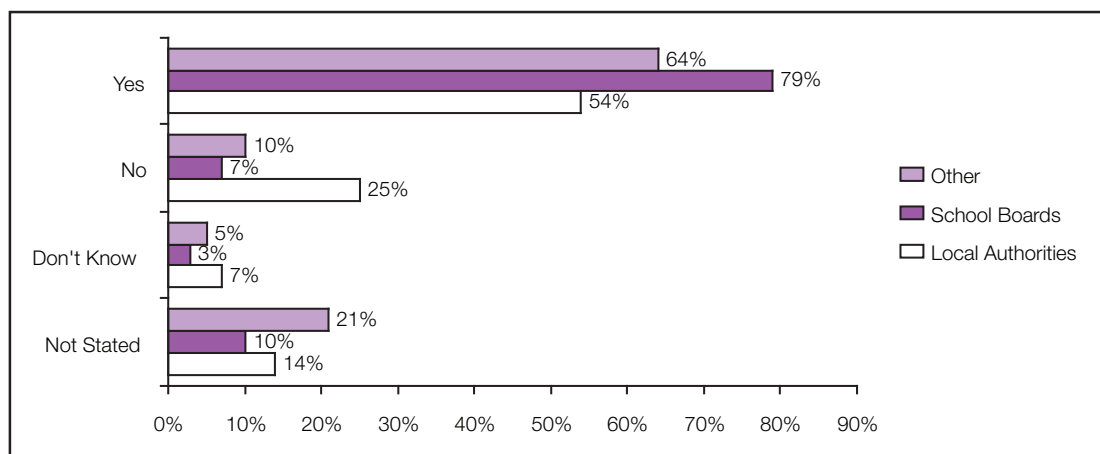


When we examine each of the sub-groups, there is, again, little difference of opinion between main subgroups, with 67% of individuals and 74% of organisations supporting this proposal.

However, when we look at organisational responses specifically, we again see a large difference in the responses from school boards, Local Authorities and others (see chart 6.4 below). While school boards firmly supported the proposal (79%), Local Authorities showed only a narrow majority (54%) in support, and support from 64% of other organisations.

Chart 6.4**Whether parental representation should take the form of a minimum proportion**

Base: All Organisations



Seventy-three per cent of respondents gave further comments to support their answer. On this occasion, greater proportions of those agreeing with this proposal made further comments (while only 69% of respondents opposed to the proposal made a supporting comment, 82% of respondents in favour of the proposal commented further).

The second part of question 3 asked “*Should that take the form of a minimum proportion of the membership?*” **and 21% of respondents voiced general comments in support of this; that this should be the case or that it is essential.** Seven per cent commented that this should not be the case.

The majority of comments at this part of question 3 dealt with the actual numbers or proportions of membership that respondents thought would be suitable.

Equality of membership was clearly important. The majority of respondents did not provide specific detail on their preferred proportions for parental representation. Of those who did provide a figure, the proportion mentioned most frequently by respondents was 50% (12% voiced support for 50% parental representation and 8% voiced support for keeping the level at the 50% membership entitlement that school boards currently hold). Overall, 16% of respondents felt that 50% was the correct proportion. Six per cent saw the need for the proportion of parent members to equal the proportions held by other groups represented on the panel.

“Parent Council members should make up a minimum of 50% of the appointments panel, as is currently the case with School Boards in Edinburgh. Anything less will represent a reduction in parental involvement.”

(School Board)

Eleven per cent agreed with the 40% figure mentioned in the consultation document and 9% of respondents (which rises to 29% among Local Authority respondents) felt the Local Authority, as employer, should be in the majority. One Local Authority commented,

“However, as Local Authorities have the ultimate responsibility for the decision and the appointment it is proposed that the split should be in favour of Local Authority representatives. It is our view, however, that parents should be in a position to influence throughout the process.”

A School Board noted that,

“In line with responses to earlier questions noted above with regard to the inherent lack of educational qualification among the Parent Council, the Education Department of the Local Authority should have greater influence on the appointments panel.”

Other respondents noted,

- The need for a 2 parent minimum (5%)
- The need for 1 reserved place for parents (3%)
- At least 1 parent (2%)
- 1 or 2 parents involved (2%).

Three per cent of respondents felt that the proportion should depend on the size of the panel, with a further 2% commenting on the need for flexibility.

The feeling that parents should be in the minority was voiced by 3% of respondents while 2% saw the need for a specified maximum.

A small number of respondents (2%) felt that multiple parental representation would be necessary to ensure representatives speak for the parent body rather than themselves.

One per cent of respondents would like each Parent Council to have one trained, lead representative. A small number of respondents (1%) felt that Councillors should not chair panels.

One per cent of respondents would like to see no more than 25% parental representation while a further 1% thought 33% would be sufficient.

In summary, the majority of responses to question 3 supported the proposal that parental representation on the appointments panel should be obligatory, although some respondents felt that, while this should be an entitlement, it should not be an obligation. The majority also supported the need for parental representation to form a minimum proportion of the membership, albeit that a variety of figures as to the number constituting a minimum proportion were suggested. The need for training was again identified.

chapter 7: combined parent councils for school mergers or cluster arrangements

Occasionally the post of Headteacher will cover more than one school; typically where two schools are to merge or where there are cluster arrangements in place. The 1988 Act makes provision for such circumstances in the form of arrangements for interim boards and this provision is continued in the Parental Involvement Bill by enabling the establishment of combined Parent Councils. In the light of issues such as confidentiality and training, the consultation document sought views on whether parental representation should be drawn from a combined Parent Council.

7.1 Combined parent councils

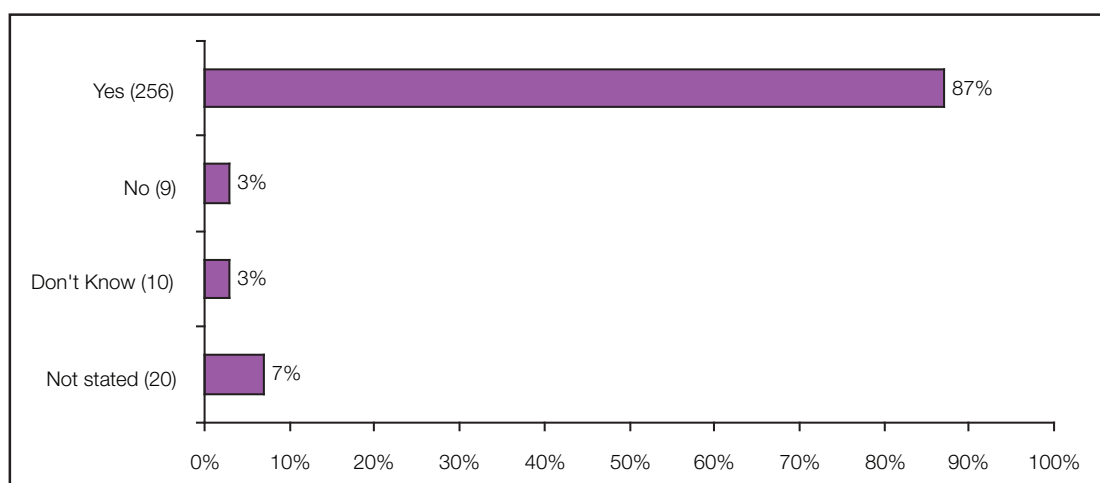
Question 4 asked “Do you agree that parental representation for school mergers or cluster arrangements should be drawn from a combined Parent Council?”.

As shown in chart 7.1, **a large majority of responses (87%) to question 4 supported the proposal that the parental representation should be drawn from a combined Parent Council.**

Chart 7.1

Whether parental representation should be drawn from a combined Parent Council

Base: All respondents



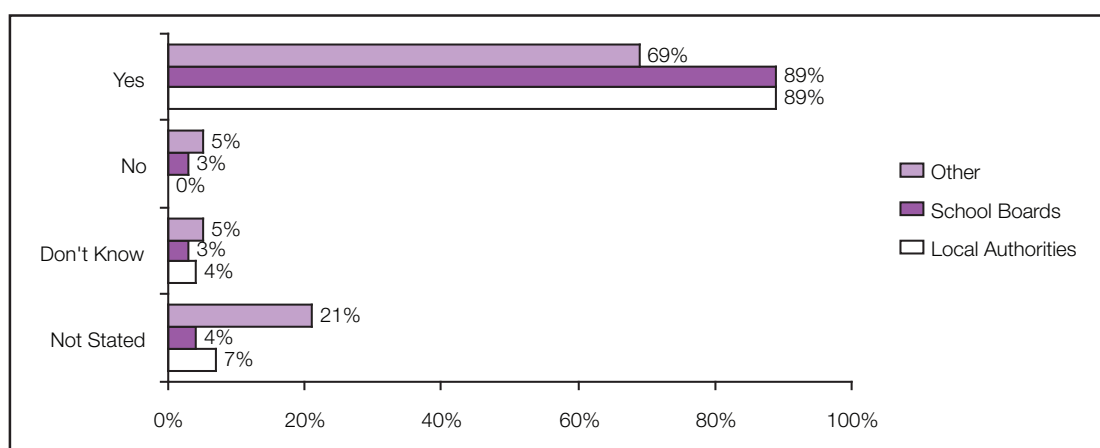
When we examine each of the sub-groups, there is, again, little difference of opinion between the key subgroups, with 91% of individuals and 86% of organisations supporting this proposal.

When we look at organisational responses specifically, levels of support from school boards and Local Authorities were at the same level (89%). Support from other organisations was at a slightly lower level of 69%. All (100%) trade union responses were generally supportive of this proposal.

Chart 7.2

Whether parental representation should be drawn from a combined Parent Council

Base: All Organisations



Only 54% of respondents gave further comments to support their answer.

Just over one in six (16%) of respondents took the opportunity to reiterate their support for this proposal and a further 11% commented that the proposal seemed reasonable or that it was logical to continue the process currently in place with school boards. One Local Authority Parent Forum noted,

“Presently, parental representation for school mergers is drawn from an interim School Board, composed of the two (or more) boards meeting together. It would seem appropriate therefore that parental representation for school mergers or cluster arrangements should be drawn from a combined Parent Council.”

(Local Authority Parent Forum)

Overall 26% of respondents made supportive general comments. As one School Board commented *“We support this proposal which seems to be sensible and appropriate.”*

A small proportion (5%) of respondents commented on the **need to ensure equal representation from each school** and there was a concern that the interests of smaller schools may be dominated by larger schools. As one School Board commented,

“But the numbers serving on the combined Council must be equal from each school. It would not be in the best interests of a small school to be outvoted on any matters merely by the size of the other establishment.”

A further 5% also asked that each school be represented but did not mention proportions and 2% suggested that the numbers should be proportionate to the school roll. One per cent asked for a fair representation and 2% specified that there should be representation in the case of Headteacher appointments.

The need for training was again raised; this time by 2% of respondents; with one School Board voicing the opinion that “training provision is even more important in these cases”.

Some problems were anticipated, for example with proportion of panel membership or issues of confidentiality, and 4% requested guidance or safety mechanisms to overcome these.

“A combined Parent Council seems sensible but there would need to be some mechanism to ensure that there was a quick and fair process to agree appointments, e.g. 3 schools merging but only 2 places available on the interview panel.”

(School Board)

Again, comments were made on the parent’s right to choose whether or not to be involved and 2% felt that this should not be an obligation. *“We do not believe that representation should be obligatory. Some parents may be unable to have time off work to sit on an interview panel.”* (School Board)

One per cent of respondents commented that the proposal would be *“essential to allow for balanced input and opinions”* (School Board), conversely 2% voiced general disagreement with the proposal.

Given the small number of respondents commenting at this question, there were a variety of other themes which were mentioned by only one or two respondents; equating to 1% of those responding or less. These included:

- › The need to establish a new Parent Council well before any merger;
- › That a combined Parent Council should have representation at appointment interviews;
- › That the Education Authority should decide proportions in difficult cases;
- › That each Parent Council should nominate a single representative;
- › That a member of the community (doctor, minister etc) could be involved;
- › That Special Needs schools must be represented;
- › That each Parent Council should be kept informed about the needs of others in their cluster.

In summary, a large majority of responses to question 4 supported the proposal that the parental representation should be drawn from a combined Parent Council. However, there were some queries over the proportions of panel membership and some requests for training and guidance.

chapter 8: representation from a wider parent forum for schools with no parent council

The Scottish Schools (Parental Involvement) Bill envisages that all of the parents in each school will form the Parent Forum and that a Parent Council will then be established whose members would have representation on any appointments panel. There may, however, be instances where a Parent Council is not formed and the consultation document seeks views on whether, in these instances, representation should be drawn from the wider Parent Forum.

8.1 Representation from the wider parent forum

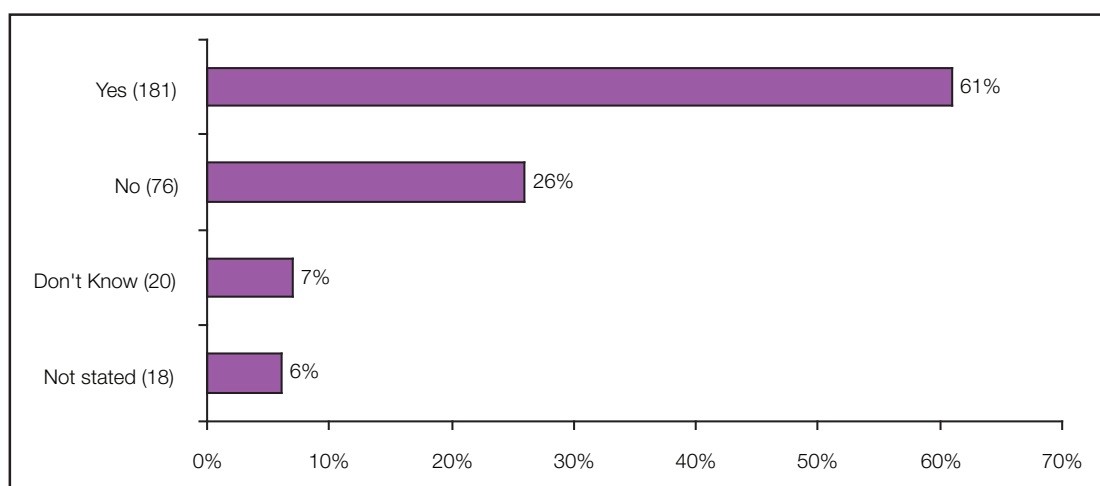
Question 5 asked “Do you agree that where a school does not have a Parent Council that representation should be drawn from the wider parent forum?”.

Chart 8.1 below shows that **a majority of responses (61%) to question 5 supported this proposal and agreed that representation should be drawn from the wider parent forum.**

Chart 8.1

Whether parental representation should be drawn from the wider parent forum

Base: All respondents



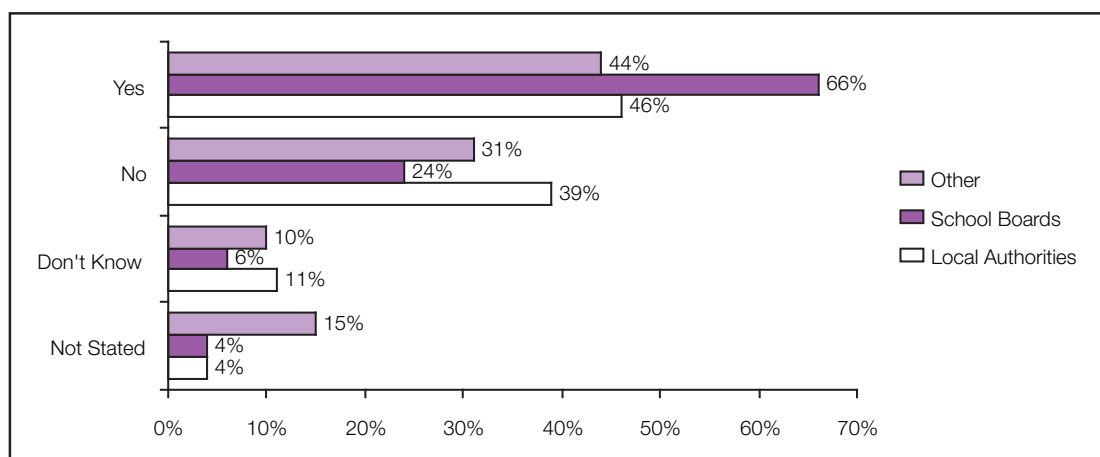
When we examine each of the sub-groups, there is, again, little difference of opinion between main subgroups, with 67% of individuals and 60% of organisations supporting this proposal.

However, when we look at organisational responses specifically, there is a difference of opinion between school boards and the two other sub-groups, with a majority of school boards (66%) supporting the proposal in comparison to less than half the Local Authorities (46%) and other organisations (44%) (see chart 8.2). The majority (60%) of trade unions supported this proposal, although with some reservations as to practicalities.

Chart 8.2

Whether parental representation should be drawn from the wider parent forum

Base: All Organisations



Comments in support of responses came from 67% of respondents. The key comment made (by 19% of respondents) was in general support for the proposal. This compared to only 4% of respondents who voiced general disagreement with the proposal.

Many of the comments related to procedural difficulties, with the main concern being difficulties in the process of selecting parents to attend. This was seen as arbitrary and open to dispute with the possibility of causing resentment amongst parents; 11% voiced their concerns on this issue.

In addition 8% questioned how the process would work, with one individual commenting *“indeed the process of selecting parents from a wider parent forum would seem fraught with difficulty”*.

As such, it is perhaps not surprising that 6% of respondents suggested that there should be **a prescribed method of appointing parents from the forum and that recruiting these parents should perhaps be the responsibility of the Local Authority**. One public body suggested that,

“In this situation, we would suggest that the Local Authority, through school staff, asks for volunteers from the Parent Forum, rather than inviting the forum to decide on a nomination as the lack of a formal representative structure may mean that such collective decision-making is not possible.”

Furthermore, 2% of respondents mentioned that *“an open and transparent strategy for identifying and selecting these parents requires to be devised.”* (Local Authority)

A further 6% voiced the opinion that **a lack of parental representation may cause delays to the process**; this, they felt, should not be allowed to happen. As a Local Authority commented,

“Our view would also be that if the situation were to arise that no parent representative was willing to participate, then the interviews should not be delayed for that reason.”

Another Local Authority commented that,

“it must be accepted that in some schools no parents will wish to be involved and so representation cannot be mandatory.”

and this view was shared by 4% of respondents.

The problems underlying the lack of a Parent Council featured in many comments, with 9% of the opinion that this indicated apathy amongst parents which would, in turn, point towards a similar lack of interest when recruiting panel members. As one Local Authority commented,

“The very fact that a school does not have a Parent Council is a likely indicator of parents’ lack of desire to be involved in parent representation. It is therefore not at all clear how a Parents Forum would select parents to represent them nor whether parents would be willing to undertake such duties.”

Almost one in ten (8%) felt that if parents had not formed a Parent Council that this should preclude them from involvement; In the words of one School Board, **“If they have not formed a Parent Council they have given up the right to have representation at this important appointment.”** A further 4% felt that more effort should be made in these situations to establish a Parent Council. One political party response contained the following suggestion,

“Although a parent forum can be used in the absence of a Council, it should be seen as an interim measure and not a permanent solution otherwise the benefit of parental involvement will be diluted. Rather should it be a sign that the authority needs to undertake some developmental work towards establishing a council.”

Issues surrounding training featured in several responses with 6% of respondents mentioning the general need for training for any parent appointed to a panel. More specifically, 4% of respondents pointed out that this training would need to be carried out in advance of the appointments panel; this, it was felt, would delay the process. One School Board asked

“but what about paragraph 22 – if those to be involved are not known, how can they achieve their training before the commencement of the appointment procedure without delaying the appointment?”

To guard against this situation, 2% felt that the potential members should be identified in advance. A School Board agreed that *“representation should be drawn from the wider parent forum. However the parents involved should be identified in advance and provided with the necessary training.”*

Overall, 10% of respondents mentioned the need to ensure any parental representatives were suitably trained.

The lack of understanding of parents was also cited by 3% of respondents who noted that parents who were not already part of an established parent body would lack the experience or knowledge necessary to participate. One School Board noted that,

“The legislation should also recognise however, that parents who are not engaged with the school [on account of not being part of the Parent Council] may have a limited ability to provide input to the appointment process as a result of their lack of knowledge of school matters.”

The question of whether parents from the wider forum would be representative of parent views was raised by 8% of respondents. One School Board felt *“this would need defining to ensure it was an ‘elected’ representative from the parent forum thus avoiding the possibility of a volunteer who may have their own specific agenda unrepresentative of the majority of parents.”* Four per cent suggested that only representatives from an established body such as the PTA should be considered, while 4% suggested representatives from the Local Authority forum or Learning Community Council; however a further 4% thought representatives should only be drawn from the school in question; *“Outside parental involvement in school appointments should not happen.”* (School Board)

In summary, the majority of responses supported this proposal and agreed that representation should be drawn from the wider parent forum, although greater proportions of school boards support this proposal than did Local Authorities.

However, there were a range of concerns over procedural issues, training for representatives and the importance of impartiality of those selected. There were also some queries as to how parents would be selected to serve on a Parent Council.

chapter 9: local authority panels

The turnover for Headteacher and Depute posts is not high and therefore the need for involvement by Parent Councils likely to be infrequent. However, some Local Authorities have informal networks of parents, drawn on a voluntary basis from school boards. These panels can meet to discuss wider authority issues. The consultation document asked for views on how these types of informal arrangements could be developed to participate in and strengthen the appointments process.

For example, a Local Authority panel of parents could be drawn from volunteers from local Parent Forums to assist and advise the Local Authority in taking forward strategic discussions in relation to the filling of Headteacher and Depute posts within their Local Authority. It is envisaged that these panels would be highly trained in the core competences and assessment procedures for appointments to these posts, while contributing from a parental perspective.

9.1 Views on local authority panels

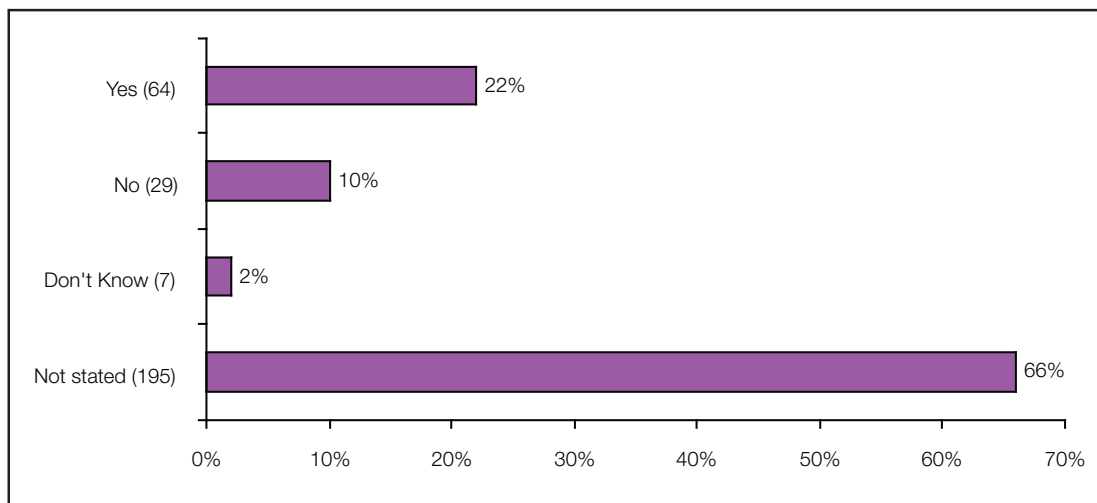
Question 6 asked “we would welcome your views on the establishment of Local Authority panels to help develop parents’ expertise in appointments and strengthen the process”.

As illustrated in chart 9.1, **those in favour of this proposal outnumbered those not in favour on a 2:1 basis** (22% in favour as opposed to 10% not in favour). It should be noted that respondents were not asked to agree or disagree with this proposal but simply provide their views. It should also be noted that over half (66%) of respondents did not express a view on this issue.

Chart 9.1

Whether agree with establishment of Local Authority panels

Base: All respondents

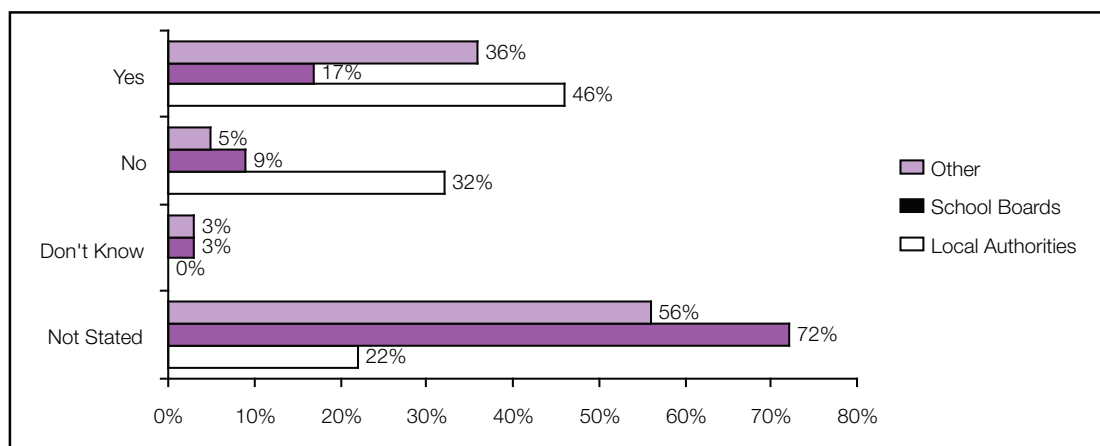


Among key sub-groups, there was slightly higher support from organisations (23%) than from individuals (14%) for the formation of these panels.

However, when we look at organisational responses specifically, there is a difference of opinion across the groups, with almost half (46%) of Local Authorities agreeing but only 17% of school boards (see chart 9.2 below). All (100%) of the trade unions voiced qualified support for the idea of Local Authority panels.

Chart 9.2**Whether agree with establishment of Local Authority panels**

Base: All Organisations



Overall, only 34% of respondents expressed a view on this issue. Greater proportions of respondents voiced general support for Local Authority panels (15%) than stated that they were against (7%).

The main theme to emerge in this section was **the issue of training**, with 10% of respondents noting its importance for any parent involved at any stage of the appointments process. One individual commented

“Training schemes are already in place in Local Authorities to help managers develop expertise in the recruitment and selection process. It would seem appropriate that these training schemes be extended to parents.”

There was agreement with the establishment of Local Authority panels as a fall back position; perhaps where no Parent Council exists or where there are no parents available to represent a Parent Council. One School Board commented *“This could prove useful where no parental representation at school level was available or if parental representation did not become obligatory.”* Eight per cent of respondents commented that the panels should be used for this purpose.

However, 5% felt that parents should not be involved in the affairs of any school but their own. As one Parent Forum/PTA commented,

“Their value is that they know and understand their own school; they know why the retiring head/depute was good and what his/her weak points were. It is this local and parentally relevant information that parents’ involvement in the appointment process is meant to bring.”

A small proportion (2%) saw the possibility of these panels causing divisiveness or conflict of interest and 1% felt parents would not be interested in being involved with other schools.

The Local Authority panels were seen by 8% as a potentially useful resource which individual Parent Councils could access for support or training. One School Board noted,

“The concept of the Local Authority Panel is a good one from the perspective of having a body of people who can provide independent advice and guidance to Parent Councils across all areas of Parent Forum activity.”

A number of issues were raised as needing clarification. This included clarification (requested by 3%) on the role, responsibilities and format of a Local Authority panel. Clarification was also sought by 2% of respondents on how parents would be selected; 3% commented on the need to ensure those selected were representative and that the selection process was democratic. Two per cent wondered whether the panels would be inclusive.

“Concerns were raised, however, about who would select such a panel and the powers that they would have. If this proposal were to go ahead, clear guidelines on these areas would have to be issued to ensure parental democracy is not compromised.”

(Local Authority)

Three per cent suggested that these panels should have a much wider remit than solely the appointment process. One Local Authority Parent Forum stated “There is some merit in establishing a Local Authority panel with a remit for more general consultation.” One per cent, however, felt that these panels should not be involved in assessment of Headship and one reason provided by one of these respondents was that *“Unions might be concerned if the duties of the panel are developed to include assessment of professional competence.”* (School Board)

The perception that parents could make a contribution to these panels in terms of their own knowledge, training and past experience, was commented on by 3% of respondents. However, 2% felt that parents would not be able to devote the time needed to training.

Financial implications, in terms of time and money, were raised by 2% of respondents, while the cost of training was raised by 1%.

A small number (1%) saw the panels as potentially helpful in the relationship between Local Authority and parents and the same proportion (1%) felt they would ensure consistency of approach or continuity across areas.

Finally, 4% of respondents, including 29% of Local Authority respondents, gave examples of good working practice from their own areas. These examples are provided below.

Good practice 1

"The present practise of Aberdeenshire Council as a good working model with regard to the above appointments. This involves 2 parent representatives from the school concerned ensuring that a balanced view is obtained. In addition the elected Councillor who represents the area for the school and a member of the Council personnel dept. are also on the appointments panel along with the Area Education Officer for the school concerned." (School Board)

Good practice 2

"The recruitment training and guidance currently provided by East Renfrewshire is excellent. We much prefer the existing system in East Renfrewshire. We receive professional recruitment training and support from excellent council staff. This training is well structured and consistent. We feel it would not be a move forward if this system were to be replaced by a panel or voluntary group from school boards." (School Board)

Good practice 3

"(I) would welcome the formation of a Local Authority forum which brought together members from individual Parent Councils. Issues of joint training and policy development could usefully be taken forward by such a body. Indeed, such a body mirrors our existing School Board forum." (Local Authority)

Good practice 4

“We believe the “training” of parents for this role is a sensible inclusion in the bill. Although we believe this should be on a “needs basis”. We would also welcome a Local Authority panel to help with this process. Indeed the existing East Dunbartonshire School Board Forum is already closely linked to the council.”
(School Board)

Good practice 5

“The City of Edinburgh Council has a Consultative Committee with Parents where School Board chairs from across the city meet with the Councillor responsible for Children and Families and the Director of the Children and Families Department to discuss matters affecting education in the city and education policy. The Consultative Committee regularly comment on new guidance and policies. All Local Authorities should be encouraged to adopt a similar arrangement.”
(School Board)

Good practice 6

“Presently our own Authority uses the School Board Chair Forum to form focus/consultation groups in appropriate areas. We could, therefore, see a use for a Local Authority Panel to continue this work, help with training and act as a sounding board for the appointments process.” (Local Authority)

Good practice 7

“Our CPD manager regularly runs training sessions for School Boards on the appointments process and we think the involvement of similar professional involvement from the authority and perhaps other public/voluntary sector bodies will help strengthen the panel.” (Local Authority)

Good practice 8

“Local networking is a strength in East Ayrshire, with School Boards often assisting each other on an informal basis.” (Local Authority)

In summary, those supportive of the setting up of Local Authority panels outnumbered those who were not supportive on an approximate 2:1 ratio, although this support was greatest among Local Authorities. The advantages of setting up such a panel were that the experience of parents could help assist in dealing with a range of Local Authority issues and provide support and guidance to others. However, a number of respondents noted the need for training and some highlighted the financial implications that the setting up of panels would bring.

Additionally, there were some calls for clarification of various issues such as the role, responsibilities and format of a panel and how the selection process would operate in the setting up of Local Authority panels.

chapter 10: additional issues

In addition to answering the questions contained the consultation, just over a fifth of responses contained further comments.

On the whole, these tended to be background information on the respondent or a summarised version of their answers to the questions.

Some respondents, however, took the opportunity to emphasise particular points or to raise peripheral issues and this chapter provides a short summary of these points.

The main issue to be raised or emphasised was the opinion that the use of Regulations will lead to less rather than more flexibility. One respondent made the following point:

“We agree that the current legislation in this area is excessively detailed and inflexible. In the ministerial foreword to the consultation document, Peter Peacock makes reference to the length of time which has passed since the current policy was developed and observes that enormous changes within the educational environment have taken place over that period. It is hard to escape the conclusion that any legislative requirement in this area will inevitably suffer the same fate and at the outset of this response (we) would wish to register (our) concern that there would appear to be a continued belief within the Scottish Executive of the desirability of central diktat; no matter how effectively consultation is undertaken and no matter how hard the Executive tries to please all stakeholders, when the issues under discussion relate to matters of operational detail (however important that detail) a centralised approach will always produce rigidities which would not exist were local people (including local Councils) empowered to make decisions for themselves. If the aim of this consultation is to achieve new arrangements which will allow maximum flexibility to suit educational needs both now and in the future then the Executive is urged to produce Guidelines rather than Regulations.”

(Local Authority)

Regulations were described variously as “rigid and unhelpful” and “unhelpfully rigid” and “overly detailed prescription”.

Another Local Authority “would recommend that the Executive provide guidelines as opposed to regulations to ensure that maximum flexibility to suit educational needs both now and in the future is the actual outcome of this change in legislation”.

The need for training featured strongly in additional comments, with areas such as Equal Opportunities and Employment Regulations mentioned as needing particular training: For example, one Parent Forum/PTA noted that,

“where parents are involved, it is important that they have training in relevant employment regulations like equal opportunities, data protection, etc. It is also important that parents understand about confidentiality.”

A number of respondents also commented on the **associated costs of increased training**: *“in due course there will be costs associated with the training of Parent Councils”* (Local Authority) and questioned *“how cost effective will it be considering the potentially high turnover of the membership of Parents’ Councils?”*. (School Board).

While responses were generally *“supportive of meaningful parental involvement in all aspects of education and in the appointment of Head Teachers and Depute Head Teachers”* (Local Authority), there was also a view that **the role of professionals should not be overlooked**.

One Trade Union noted *“The main input to the appointment process must be from the professional side”*, while a Charitable Organisation noted *“Representatives of the Parent Council should be adequately represented on selection and appointment panels for senior school staff, but should not form a majority. The majority should be professional educational and personnel officers.”*

A Local Authority commented that *“It is therefore regrettable that the consultation paper makes no reference to the equally important and pivotal role played by senior officers of the education service in the appointment of head teachers. We strongly recommend that the guidance from the Scottish Executive should articulate and strengthen the role of the Director and/or his representatives in the appointment of head teachers.”*

And a Parent Forum/PTA *“would like to see higher participation by professionals, including both education department officials and school-based peers. We remain convinced that the most important aspect of this process is that it is properly professional and as rigorous as the appointment of comparable professionals in other work areas”*.

A small number of respondents voiced the opinion that **pupils should also be involved**: *“There are a number of benefits for schools of involving children and young people, as well as parents, in recruitment. This includes, allowing interviewers to see how candidates interact with children and young people. It also demonstrates a commitment to young people’s participation and gives a powerful and positive message to candidates that young people’s input is valued and taken seriously. Such involvement can also lead to stronger relationships between the adults and young people that are involved.”* (Charitable Organisations)

Finally, **the need for consistency** was highlighted by some respondents, with one trade union commenting that they are *“clear that the new system introduced as a result of this legislation must bring consistency to the appointment process so that the application experience is the same for school leader roles in all Scottish Local Authorities. This consistency will ensure applicants are assessed equally and will give parents and Local Authorities the confidence that they are using a nationally approved process which will free them up to ensure they select the best candidate”*.

And a School Board noted they have *“recently been involved in the appointment of both Head Teacher and Depute Head Teacher, with parent involvement at the final stages of selection. From this experience the Board and Senior Management Team feel that whilst reviewing the involvement of parental representation, the selection and interview processes of Senior School Staff positions should also be carefully considered. Appointment procedures should be rigorous, fair and transparent, with a common format for all Scottish Authorities that draws on best practice from other sectors as well as its own. We welcome the proposed changes to clarify the process and deepen parental involvement in the recruitment and selection of headteachers and depute headteachers”*.

appendices

appendix 1: consultation document

1 Introduction

1. This consultation has been prepared by the Scottish Executive. It explains why Ministers consider that improving the involvement of parents in the appointments of Headteachers and Deputies is so important. The Scottish Schools (Parental Involvement Bill), introduced on 29 September 2005, provides the overarching principles for new appointments procedures and gives Scottish Ministers a discretionary power to impose requirements which any appointments process must satisfy. This consultation relates mainly to how we would use these secondary powers, but also seeks some specific points of guidance. It explains why the Scottish Executive believes that changes are necessary and outlines the extended key stages for parental involvement in the appointments process.
2. We ask for your views, as well as suggestions and examples you consider relevant. There are 5 questions in this paper, which we think relate to the key issues we need to discuss for inclusion in secondary legislation. We also seek your views on the idea of authority wide panels which might be included in detailed guidance. It would help us if you could, when replying, let us know what questions you are commenting on, although we appreciate any comments you might have, not solely those relating to the questions we have asked.

2 Background

Why Change?

3. We know from our discussions with key stakeholders involved in the process of appointing Headteachers and Deputies in Scottish schools that the existing procedures, contained in Schedule 2 of the School Boards (Scotland) Act 1988 (the 1988 Act), are widely believed to be no longer fit for purpose. Local Authorities consider that the current procedures are too inflexible to suit their requirements in the light of the dynamic changes transforming our education system both now and in the future. Parents tell us that they value their current role in the process but wish to play a part in the strategic decision making, and a greater involvement at other stages of the process.

4. We therefore wish to address these concerns by replacing the currently highly detailed procedures with provision which firmly put, on the face of the Bill, the statutory obligation on education authorities to continue with the involvement of parents in the appointment process, but will allow us to build on the current principles for parental involvement, and regulate to ensure we extend that involvement to **all** key stages of the appointments process. We believe that this approach will allow maximum flexibility to suit educational needs both now and in the future.

Current Legislation

5. Schedule 2 of the 1988 Act lays down the procedures which education authorities have to follow when they intend to fill a post of Headteacher or Depute, where posts are being filled on a substantive basis. The schedule does two things:
 - It requires an authority to advertise these posts nationally throughout Scotland; and
 - Establishes prescriptive procedures which are to be followed for the appointment committee.
6. Under current legislation, the detailed procedures are set out in Primary legislation and it has not been possible to keep them up to date with changing requirements. Parental involvement is restricted to the final interview stage of the appointment's process. We recognise that parents value highly the opportunity to be represented during the appointment process, however the current practices are somewhat restrictive and can at times hinder local authorities from carrying out their statutory duties under employment law. We wish to ensure parent's wishes and right to be involved in important decisions in their children's school and together with education authorities to secure the right person is appointed as the Headteacher/Deputes.

Proposed Changes

7. The Parental Involvement Bill seeks to enshrine rights for all parents in the way their children's school is run. Section 14 of the Bill creates a statutory duty on education authorities to:
 - › have a recruitment scheme for Headteachers and Deputies;
 - › notify Parent Councils and Scottish Ministers of that scheme;
 - › involve parents in the scheme; and
 - › provides Ministers with regulatory powers to impose requirements which any appointment process must satisfy or to direct a Local Authority to make changes to their appointment process.
8. In addition to the main principles contained in the Bill, the Executive would propose to use the regulatory powers proposed in Section 14 to set a number of more detailed aspects of how these senior appointments should be made, and to back that up with detailed guidance and best practice which we would require Education Authorities to take into account (under Section 19 of the Bill). The framework of legislative requirement and guidance will allow each local authority to create tailored schemes to maximise their flexibility whilst ensuring compliance through a guaranteed, national, level of requirement.
9. We believe the regulatory approach will allow for flexibility and any future changes. It will also enable greater flexibility on the part of Executive Ministers to react timeously to anticipated specific educational developments such as periodic revisions to the Standard for Headship, as well as the wider background of audit, inspection, quality frameworks and other drivers of continuous improvement.

Leadership

10. The proposals for new appointment procedures will fit into the work we have been pursuing on the wider educational leadership agenda. “Ambitious Excellent Schools”, which was published in November 2004 and set out the Executive’s policy aims in relation to schools education, identified educational leadership at all levels as a key priority for achieving excellent schools. As a first step towards developing the leadership framework we have been considering how candidates for Headteacher posts arrive at a position of readiness for appointment. We have recently completed a formal consultation on a revised Standard for Headship and are currently exploring additional and alternative approaches to the existing Scottish Qualification for Headship programme. We intend publishing further consultation on this early in 2006.
11. We recognise that the new leadership agenda will take time to evolve, therefore the regulatory approach which we propose will allow for flexibility and the incorporation of new ideas and better ways of working into appointment procedures for Headteachers and Deputies. There may also be an avenue for further parental involvement in assessing readiness for headship and we will give further consideration as to how this might work during the course of the passage of the Bill.

3 Proposals

Proposed key stages for parental involvement

12. The core principle of our criteria will be that parents must be demonstrably involved in a meaningful manner in the key stages of any new arrangements. We propose that these stages would be as follows:
 - **Consultation** with Parent Councils on the advertising strategy being adopted for filling the Headteacher or Depute post;
 - **Consultation** on the specific job description/job specification;
 - **Direct participation** from the Parent Council in any Sift/Long list process, or any intermediate assessment of candidates; and
 - **Direct participation** from the Parent Council in the Final interview/assessment stage.

Job Description/Job Specification

13. The need to match the strengths of candidates with the needs of the school is paramount to any successful appointment. It is therefore important that local authorities should consult and pay due regard to the views of the Parent Council of the school to which the appointment is to be made regarding the job description or job specification for the post. At present many local authorities engage their School Boards when specific job descriptions and specifications are drawn up. However not all do so and we believe there is value in making this a mandatory part of the process.
14. The 1988 Act is quite specific in that all posts for Headteachers and Deputies must be advertised nationally. We would expect this still to be the norm. However, we believe there are occasions when local authorities should have more flexibility than current legislation allows them.
15. In some instances it will be clear that the requirements of a particular job are most likely to be met by candidates within a particular region, or within their own staff. When these circumstances arise, we believe the local authority should be able to tailor their advertising strategy accordingly. This would also help in situations where school closures or mergers leave surplus senior staff, who are themselves experienced and capable school leaders. Under employment law, local authorities have a statutory duty to offer suitable alternative employment. This should never result a headteacher or deputy being placed inappropriately in terms of the school's needs. However, it seems reasonable that an Authority's strategy should permit it to examine first whether it has candidates of the right experience and calibre for vacant posts. In any such instances, the general requirement to consult and seek participation from the Parent Council/Forum would still apply, though the precise form of that involvement may vary from that used if the vacancy has been nationally advertised.
16. Where an education authority determines that a post should be advertised, the authority must issue a draft of the advert to the parent forum/council of the school to which the appointment is to be made. The authority should consult and pay due regard to the views of the Parent Council on any such advert.

Q1. Do you agree that the Parent Council should be consulted about the job specifications for the post of Headteachers or Depute, and the strategy for advertising the vacancy?

Sift Procedures

17. We recognise that the process of sifting and leeting requires a high level of professional input in assessing the qualifications, experience and competence of candidates as measured against the specific requirements of the job. We believe that parents should be enabled to participate in any sift or long leet procedures, or any other intermediate assessment stage which may become part of the recruitment process. We would propose that the size and detailed make up of the sift committee be a matter for the local authority to determine, but propose that Regulations should require that the Parent Council be given the opportunity to participate directly, as equal members of the sifting panel.
18. This would not come as a requirement that Parent Councils participated – we want Parent Councils to have the choice as to whether they participate, not that they be required to do so. But we propose that it will be a matter for the parent forum/council of the school to determine who should represent their views if they choose to be involved at sift stage.

Q2. Do you agree that Regulations should entitle the Parent Council to be involved in any sift process?

Appointments Panel

19. The 1988 Act makes very specific requirements as to the make up of an appointments panel. We believe the present very detailed provisions can be considerably improved, and that Education Authorities, being both the legal employer and having the statutory obligation in relation to provision of education, must have the ability to secure a majority on an appointment panel. Moreover we believe the size of an appointments panel should be allowed to vary, for instance depending on the nature of the post including size of school (whereas at present Panels are either 4 or 6 strong, which may continue to be appropriate for some appointments, but will not be uniformly so).

20. However, we propose that the appointments panel must include representation from the parent council for the school to which the appointment is to be made and that the parent members should have equal rights and responsibilities as others on the panel (save the Chair). We seek views on whether 'representation' itself is sufficient, or whether a minimum proportion of the membership would be preferable, for instance to prevent a lone parent voice within a very large appointment panel (e.g. if each Appointment Panel had to have a minimum of 40% parent voices, that would mean a 5 member Panel would have to have 2 parent members).
21. For Depute Head appointments we propose the Headteacher of the school must also be involved in the decision making process, in line with the current requirement.
22. We further propose that local Authorities should ensure that parental representatives have appropriate training in all aspects of the appointment procedure, including an understanding of the competences required in the Standard for Headship.

Q3. Do you agree that parental representation on the appointments panel should be obligatory? Should that take the form of a minimum proportion of the membership?

Combined Parent Councils

23. In certain situations it may be that the post of Headteacher to be filled may cover more than one school (e.g. cluster arrangements or learning communities). In other cases it could be that two schools are merging. In such cases more than one parent council might be involved in the appointment process. The 1988 Act makes provision for the establishment of interim boards to cover such instances. The Bill continues this principle by enabling the establishment of combined parent councils. In view of factors such as confidentiality and training, we seek views on whether the parental representation in the appointment procedure should be drawn from a combined parent council as per section 16 of the Bill (as published).

Q4. Do you agree that parental representation for school mergers or cluster arrangements should be drawn from a combined Parent Council?

Schools with no Parent Councils

24. Section 5 of the Bill outlines that all parents of the school will form the Parent Forum. It is envisaged that most schools will establish a Parent Council to represent their views. Where no parent council exists, it would seem logical that representation from parents in the appointments process should be drawn from the Parent Forum, and that the Forum itself should be invited to decide who should go forward to the Panel as Parent members.

Q5. Do you agree that where a school does not have a Parent Council that representation should be drawn from the wider parent forum?

Local Authority Panel

25. The natural turnover for Headteacher posts is not high. Realistically most schools could have a gap of a number of years before a further appointment might be required. Some local authorities have seen the advantage in having informal networks of parents, drawn on a voluntary basis from existing school boards. The purpose of such panels has been to offer the opportunity to discuss wider authority issues. We can see merit in developing this good practice and incorporating it into guidance for the appointments process for Headteachers and Deputies, which we will also require local authorities to have regard to in making appointments.
26. We are interested in seeking views on how we might build on these informal arrangements to help improve professional rigour in the selection process. A local authority panel of parents could be drawn from volunteers from local Parent Forums, to assist and advise the local authority in taking forward strategic discussions in relation to the filling of Headteacher and Depute posts within their local authority. Such panels would be highly trained in the core competences and assessment procedures for appointments to these posts, and could bring a valuable additional parental involvement in the appointments process. A local authority panel might also offer an advisory role to individual Parent Councils to include advice on appointments procedures and practice. Local authorities and Parent Councils could also, if they so wished, include

representation from both the local Parent Council and area panel among the parental representation on any appointments panel. As the leadership agenda develops there could be further merit in the use of such a local authority panel being involved in the overall assessment for headship.

We would welcome your views on the establishment of local authority panels to help develop parents' expertise in appointments and strengthen the process.

appendix 2: list of respondents

Organisation Type	Organisation name
School Board	Abercromby Primary School Board
Local Authority	Aberdeen City Council
LA Forum	Aberdeen City Parents' Forum
School Board	Aberdeen Grammar School Board
Local Authority	Aberdeenshire Education & Recreation
School Board	Aberdour Primary School Board
School Board	Aboyne Academy School Board
School Board	Acharacle Primary School Board
School Board	Airyhall School Board
School Board	Alness Academy School Board
Local Authority	Angus Council
School Board	Applegrove Primary School Board
Local Authority	Argyle & Bute Council
Associations	Association of Christian Teachers Scotland
Local authority	Association of Directors of Education in Scotland
Trade Unions	Association of Head Teachers in Scotland
School Board	Aviemore Primary School Board
School Board	Balcurvie Primary School Board
School	Balerno High School
School Board	Ballantrae Primary School Board
School Board	Balloch School Board
School Board	Balwearie High School Board
School Board	Banchory-Devenick School Board
School Board	Bankhead Primary School Board
School Board	Bannerman High School Board

Organisation Type	Organisation name
School Board	Bannockburn High School Board
School Board	Barnhill School Board
School Board	Bearsden Primary School Board
School Board	Beith High School Board
School Board	Beith Primary School Board
School Board	Bervie Primary School Board
School Board	Biggar High School Board
Political Party	Blairgowrie Scottish Labour
School Board	Board of Governors St. Mary's Primary School
School Board	Boclair Academy School Board
School Board	Bo'ness Academy School Board
School Board	Braehead Primary School Board
School Board	Braidbar Primary School Board
School Board	Broughton High School Board
School Board	Broughton Primary School Board
School Board	Burntisland School Board
School Board	Burravoe School Board
School Board	Burrelton Primary School Board
Charitable Organisations	CARE for Scotland
School Board	Carmondean School Board
School	Carmyle Primary School
School Board	Carmylie Primary School Board
School Board	Carolside Primary School Board
School Board	Castlefield Primary School Board
School Board	Castlehill Primary School Board

Organisation Type	Organisation name
Religious and faith groups	Catholic Education Commission
School Board	Ceres Primary School Board
School Board	Chapel of Garioch School Board
School Board	Charleston Academy School Board
Umbrella Group	Children in Scotland
Local Authority	Clackmannanshire Council
School Board	Cockenzie Primary School Board
Local Authority	Comhairle nan Eilean Siar
School Board	Conon Bridge Primary School Board
School Board	Corpus Christi Primary School Board
Local Authority	COSLA
Parent Forum/PTA	Coulhill Primary School PTA
School Board	Craighead Primary School Board
School Board	Craigie Primary School Board
School Board	Craigmount High School Board
School Board	Craignish Primary School Board
School Board	Cranston Primary School Board
School Board	Crookfur Primary School Board
School Board	Crossford Primary School Board
School Board	Crossroads Primary School Board
School Board	Cuiken Primary School Board
School Board	Currie Primary School Board
School Board	Cutler Primary School Board
School Board	Dalkeith School Board
School Board	Dingwall Primary School Board

Organisation Type	Organisation name
Public Bodies	Disability Rights Commission
School Board	Dochgarroch Primary School Board
Charitable Organisations	Down's Syndrome Scotland
School	Duddingston Primary School
Local Authority	Dumfries and Galloway Council
School Board	Dumfries High School Board
School Board	Dunbar Primary School Board
School Board	Dunblane High School Board
Local Authority	Dundee City Council
School Board	Dunning Primary School Board
School Board	Eaglesham Primary School Board
Local Authority	East Ayrshire Council
School Board	East Craigs Primary School Board
Local Authority	East Dunbartonshire Council
LA Forum	East Dunbartonshire Council's School Board Forum
Local Authority	East Lothian Council
Local Authority	East Renfrewshire Council
School Board	Eastwood High School Board
Local Authority	Edinburgh City Council
Trade Unions	EIS
School Board	Elmvale School Board
Public Bodies	EOC Scotland
Local Authority	Falkirk Council
Local Authority	Fife Council Education Service
School Board	Fintry School Board

Organisation Type	Organisation name
School Board	Firrhill High School Board
School Board	Gateside School Board
School Board	Girvan Academy School Board
School Board	Gleniffer High School Board
School Board	Glenmanor School Board
School Board	Goldenhill Primary School Board
School Board	Grange Academy School Board
School Board	Grange Primary School Board
School	Greenwood Academy
School Board	Gullane Primary School Board
School Board	Hatton of Fintray Primary School Board
School Board	Hawick High School Board
Trade Union	Headteachers' Association of Scotland
School Board	Hightae School Board
School Board	Hillpark Secondary School Board
School Board	Holm School Board
School Board	Humbie School Board
School Board	Hyndland Primary School Board
Parent Forum/PTA	Hyndland Primary School PTA
Local Authority	Inverclyde Council
School Board	Invergordon Academy School Board
School Board	Inverkeithing High School Board
School Board	Inverurie Academy School Board
School Board	John Logie Baird Primary School
School Board	Keith Primary School Board

Organisation Type	Organisation name
School Board	Kemnay Academy School Board
School Board	Kettle School Board
School Board	Kilmaurs Primary School Board
School Board	Kincorth Academy School Board
School Board	Kinellar School Board
School Board	King's Park Secondary School Board
School Board	Kingussie Primary School Board
School Board	Kirklandpark Primary School Board
School Board	Kirktonholme Primary School Board
School Board	Larbert High School Board
School Board	Largs Academy School Board
School Board	Largue School Board
School Board	Law Primary School Board
School Board	Lawhead School Board
School Board	Laxdale Primary School Board
Parent Forum/PTA	Leith Walk School PTA
School Board	Lenzie Academy School Board
School Board	Liberton High School Board
School Board	Liberton Primary School Board
School Board	Linnvale Primary School Board
School Board	Locharbriggs Primary School Board
School Board	Lochmabem School Board
School Board	Lochrutton Primary School Board
School Board	Longniddry Primary School Board & PTA
School Board	Lornshill Academy School Board

Organisation Type	Organisation name
School Board	Lourdes Secondary School Board
School Board	Low Port Primary School Board
School Board	Lunnasting School Board
School Board	Macalpine Primary School Board
School Board	Meldrum Primary School Board
School Board	Milngavie Primary School Board
School	Mintlaw Academy
School Board	Moffat Academy School Board
School Board	Monloch Primary School Board
Local Authority	Moray Council
School Board	Netherton Primary School Board
School Board	Noblehill School Board
Local Authority	North Ayrshire Council
School	North Berwick High School
School Board	North Berwick High School Board
LA Forum	North Lanarkshire Council Parents' Consultative Group
School Board	Ordiquhill Primary School Board
Local Authority	Orkney Islands Council
School Board	Our Holy Redeemers Primary School Board
School Board	Park Mains High School Board
School Board	Park Primary School Board
School Board	Park School Board
School Board	Parkview Primary School Board
School Board	Patna Primary School Board
School Board	Pencaitland Primary School Board

Organisation Type	Organisation name
School Board	Penikcuik High School Board
Local Authority	Perth & Kinross Council
School Board	Perth Academy School Board
School Board	Pirnhill Primary School Board
School Board	Pitlochry High School Board
School Board	Port Erroll School Board
School Board	Portobello High School Board
School	Preston St School
School Board	Primary School Board
Trade Unions	Professional Association of Teachers
School Board	Ralston Primary School Board
School Board	Rankhead Academy School Board
School Board	Rayne North School Board
Local Authority	Renfrewshire Council
School Board	Rosshall Academy School Board
School Board	Roths Primary School Board
School Board	Rothsay Academy School Board
School Board	Rothsay Primary School Board
School Board	Royal High Primary School Board
School Board	Sacred Heart Primary School Board
School Board	Sanderson High School Board
School Board	Sandwick School Board
Charitable Organisations	Save the Children
School Board	School Board
School Board	School Board

Organisation Type	Organisation name
LA Forum	School Board Officers Network
School Board	School Boards, Perth and Kinross
Local Authority	Scottish Borders Council
Public Bodies	Scottish Consumer Council
Umbrella Group	Scottish Council on Deafness
Parent Forum/PTA	Scottish Parent Teacher Council
School Board	Scottish School Board Association
Trade Unions	Scottish Secondary Teachers' Association
School Board	Shawhead Primary School Board
School Board	Shawlands Academy School Board
Local Authority	Shetland Islands Council's Education Service
School Board	Silverwood School Board
School Board	Small Isles Primary School Board
Local Authority	South Lanarkshire Council Education Resources
School Board	St Agatha's RC Primary School Board
School Board	St Ambrose High School Board
School Board	St Andrew's Academy School Board
School	St Andrew's High School
School Board	St Athanasius School Board
School Board	St Helen's Primary School Board
School Board	St John's Primary School Board
School Board	St Joseph's College Board
School Board	St Jospeh's PS School Board
School Board	St Mary's Primary School Board
School Board	St Mary's RC Primary School Board

Organisation Type	Organisation name
School Board	St Matthew's Primary School Board
School Board	St Maurice's High School Board
Parent Forum/PTA	St Michael's Primary Parent Forum
School	St Mungo Primary School
School	St Patrick's Primary School
Parent Forum/PTA	St Patrick's Primary School PTA
School Board	St Patrick's School Board
School Board	St Peter's Primary School Board
School Board	St Thomas's Primary School Board
School Board	Stepps Primary School Board
School Board	Stewarton Academy School Board
Local Authority	Stirling Council
Equality groups	Stonewall Scotland
School Board	Strathyre Primary School Board
School Board	Sunnyside School Board
Religious and faith groups	The Church of Scotland
School Board	The Gordon Schools School Board
Local Authority	The Highland Council
School Board	Thurso High School Board
School Board	Timmergreens School Board
School Board	Torphins School Board
School	Trinity High School
School Board	Trinity Primary School Board
School Board	Troon Primary School Board
School Board	Uddingston Grammar School Board

Organisation Type	Organisation name
School Board	Udny Green Primary School Board
School Board	Underbank Primary School Board
School Board	Wallace Hall Primary School Board
Local Authority	West Dunbartonshire Council
Local Authority	West Lothian Council
School Board	Wester Cleddens Primary School Board
School Board	Wester Overton Primary School Board
School Board	Wiston School Board
School Board	Woodlands Primary School Board

appendix 3: summary of late responses

Responses from 5 school boards and 2 local authorities were received too late after the closing date of the consultation to be included in the main analysis.

These generally agreed with the bulk of responses in supporting the proposals contained in the consultation document, although those commenting on question 6 were split about the establishment of local authority panels in relation to the appointments procedure.



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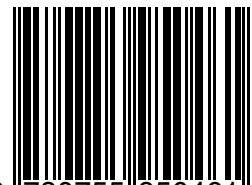
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