National College
for Leadership of Schools
and Children's Services

Schools and academies

Retaining school leaders

Succession planning A guide to keeping talented leaders engaged

Resource

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

This guide explores:

– how employers and governing bodies can retain their headteachers

– roles for 'retiring' heads that stop short of full retirement

– reasons headteachers are most likely to leave a school

– strategies to keep senior leaders engaged

– secrets of sustainable careers under pressure

**Frank Hartle, Jacqueline Stein and Russell Hobby
with Mark O'Sullivan**
July 2007

All publications are free to download from
www.nationalcollege.org.uk/successionplanning,
together with further information on succession planning.

Content

1. Introduction

This guide will help you to **improve the retention of effective senior leaders** as part of a coherent wider plan for leadership development and succession. It may be used with the other support materials for succession planning available from **www.nationalcollege.org.uk/successionplanning**

It is aimed at governors and local authority advisers. Recommendations for governing bodies are highlighted throughout using the letter G in the margin. Several suggested practical approaches are provided in section 6.

The guide discusses why people choose to join and stay at a particular school, and then focuses on how to keep leaders engaged across a group of schools*. There are case studies of successful retention strategies. There is also a **survey tool**, in section 9, which you can use with your leaders to better understand what will help with retention.

Research shows that, over the next few years, the number of headteachers retiring will increase, and the succession challenge of recruiting a new one will become harder.

Losing experienced leaders means expense and effort in replacing them, and departing staff take away experience and knowledge that can be hard to replace. It is usually easier to keep someone, if you can. Retaining current leaders is the most efficient and the least costly response to the succession challenge.

A well-planned approach to succession will help retain good leaders until others are ready to step into their shoes, as well as reinvigorating those that have become jaded.

We also need to remember that it is right that talented and engaged staff move around to broaden their experience and benefit other schools and colleagues. We need to think of effective leaders as a resource across the whole school system.

There are new opportunities to help retain talented leaders. These include:

– changes to pension arrangements that provide new exit strategies

– attractive flexible working options that offer refreshment and stepping out options

– new professional challenges to re-energise leadership careers

---

* Often retention strategies will focus on a local authority area, but we refer in this guide to 'groups of schools' to mean not only local authority areas but also all sorts of collaborations that can make a useful contribution to retention, including diocese and faith groups, specialist networks, trusts and other sorts of collaborations.

Attention to pay and financial benefits has, of course, its own importance. But the biggest part of an effective approach to retention is creating the right working environment for leaders. People care about the nature and quality of the work they do. The advantage of focusing on the work environment and relationships is that not only does it retain staff, but it also raises the morale and engagement of all those who work in the school.

There are many ways in which governors, local authorities, dioceses and other partnerships can engage with current school leaders to create the conditions that will encourage senior leaders to postpone retirement or a career change, and remain in the school system and in the area.

Clearly, governors have a key role in this. The demographic changes affecting school leadership are also taking place in many other industries and public services, so many governors will have useful experience of tackling these problems in other contexts. The first steps are for the governors to have a discussion, perhaps informally, about the issues involved, and for the chair of governors and the headteacher to have an open conversation about career plans.

It is occasionally possible to keep someone 'in body but not in spirit'. This is seldom an effective long-term strategy. **Retention should be about keeping talented and engaged leaders.** The retention strategy needs to take account of people's aspirations, and to be based on discussions with them. At the very least, it is encouraging for someone to know that their school cares about their future.

Whilst the focus in this guide is on retaining headteachers, the approaches are applicable to staff at any level.

Reflections

– Do you know who your most effective leaders are?

– Do you know why people leave your school(s)?

– How many capable leaders left your school or area last year?

– Are there improvements that could reduce these losses?

2. Why we need to retain good leaders

At a glance

– A potential shortage of leaders is predicted.

– Developing more leaders needs to be matched with retaining existing ones.

– It is easier and cheaper to retain leaders than to develop and recruit them.

– It is important to use the wisdom of experienced leaders.

The age profile of the teaching profession suggests that schools in England may soon face increased difficulty in filling senior leadership posts.

A quarter of headteachers are aged 55 or over, and opting for early retirement in increasing numbers. At the same time, there has been a decline in the number of teachers in their late 30s to 40s, which are the peak years for leadership development. Hence a shortage of leaders is likely in the near future. This is expected to be at its worst between 2009 and 2011, but can already be felt in some areas and types of school.

Many local authorities and dioceses are working to build the supply of good leaders by identifying and developing those with leadership potential. But it is also important to consider ways of retaining existing talented school leaders. Retaining leaders has a faster effect and reflects a lower risk than improving recruitment and accelerating the development of the next generation. Not only will retention reduce the number of vacant leadership posts in the school system, but it will also ensure that the talent of experienced school leaders remains available to support others.

The current debate on succession planning seems to suggest that future leaders will be younger, arriving at their responsibilities sooner. This will be true in general, but it is also worth recalling that the workforce as a whole is getting older. We will need to think about how we keep older leaders engaged and excited by their work, which may involve quite radical changes to their responsibilities and working patterns. Ways of encouraging people

to remain heads for longer will be an important complement to the steps taken to accelerate people into headship at the other end of the career ladder.

Studies show that older leaders tend to be stronger at particular skills and attributes, such as those associated with maturity and wisdom, for example long-term thinking, political astuteness and indirect influencing[1]. It would be a shame to lose these skills unnecessarily; instead, a healthy series of partnerships between younger accelerated leaders and more experienced retained leaders could add real value.

Reflections

- What is the age distribution of leaders in the group of schools you work with?

- How will it change?

- Is a reorganisation planned (eg prompted by Building Schools for the Future) that might give rise to early retirements?

- What is the average age of retirement for headteachers in your area? How does that compare with the national average?

- How much contact is there between experienced and inexperienced leaders?

- How long do you hope your current head(s) will remain? Do you know what their plans are?

3. The reasons people work

At a glance

– Leaders are motivated to stay for a variety of individual reasons.

– Pay matters, but intangibles such as achievement and growth, or family circumstances, usually matter more.

– Governing bodies need to consider not just money but the total reward offered to leaders by their school.

If we want to retain leaders, we need to understand what they want; and if we want to keep people engaged, an understanding of their needs is even more important. Retention is rarely just about pay; it is more often about a satisfying work environment and the quality of work, with the right balance of autonomy, feedback and progression. The chance to make a difference in the company of talented colleagues is perhaps the ultimate retention tool.

The work by the US psychologist Abraham Maslow in the 1940s (Maslow, 1943) is still of real relevance in retaining heads. It is founded on the idea that, in a modern economy, most people do not work to survive, or rather that they fulfil that basic need easily and quickly. People work instead for satisfaction, impact, achievement and growth (Figure 1).

Figure 1: Maslow's hierarchy of needs (1943)

Developing Maslow's ideas, Frederick Herzberg (1959) identified two kinds of factors affecting motivation:

- **hygiene factors** –things whose absence causes dissatisfaction

- **motivators** –things that cause positive satisfaction[2]

Herzberg's *hygiene* factor does not in itself motivate, but if it falls below a certain level, its absence is demotivating. If a hygiene factor is wrong, it gets all the attention. Once it is right, it becomes unimportant. It is unnecessary to try and make it perfect: there is generally a level which people will accept is reasonable.

For example, headteachers might grumble about excessive bureaucracy. If this is bad, they might consider moving. Reducing bureaucracy in some way will reduce the grumbles, and people will then turn their attention to other aspects of what they get from work. But you will rarely find a headteacher searching for an area with the lowest levels of bureaucracy, or a school focusing its recruitment advertising on its superb administrative arrangements.
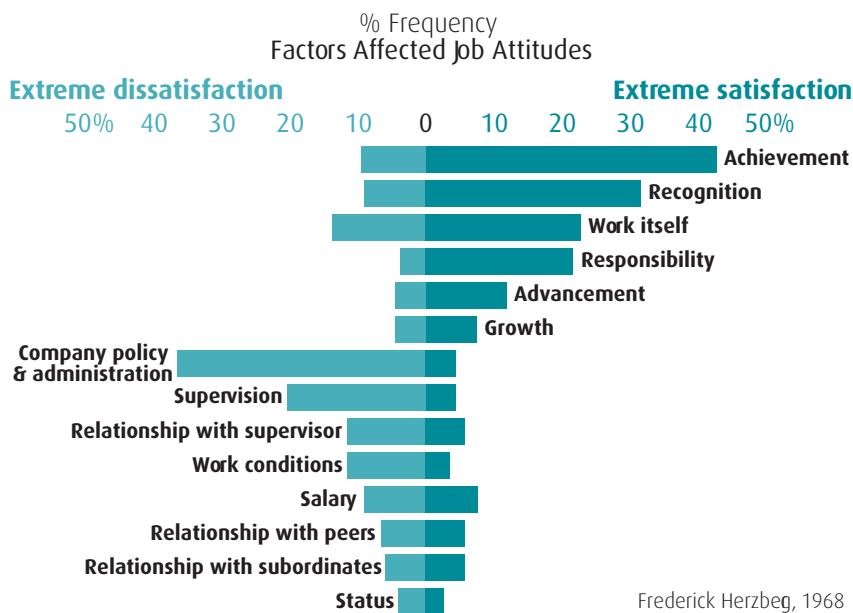
Pay is often a hygiene factor. What people demand may be a certain minimum pay level, and, more importantly, a certain relationship with what their colleagues are paid. After that, especially in the public sector, pay usually ceases to feature as an important motivator. Within the school system, the differentials between leadership roles are just such a factor. A deputy head in a large primary school may not see much extra pay benefit if they move to the headship of a smaller school with its added responsibility.

On the other hand, motivators actively engage people and encourage them to achieve. The chance to make a difference to children's lives, or participate in an innovative initiative, may really motivate a headteacher. But typically, if the hygiene factors are inadequate, they will get all the attention, and the motivators will not get a chance to come into play.

The correct approach for governing bodies, therefore, is to identify which hygiene factors might be causing dissatisfaction, to get them up to the right standard, and then to put the effort into enhancing the key motivators.

Figure 2 shows the difference between hygiene factors and motivators, and their relative importance. Note that Figure 2 is taken from a study across public and private workplaces in the US, so it may be seen as a guide to the situation in UK schools, rather than directly representative of it.

Figure 2: Herzberg's chart of satisfaction levels and factors affecting them

% Frequency
Factors Affected Job Attitudes

Extreme dissatisfaction						Extreme satisfaction				
50%	40	30	20	10	0	10	20	30	40	50%

Achievement
Recognition
Work itself
Responsibility
Advancement
Growth
Company policy & administration
Supervision
Relationship with supervisor
Work conditions
Salary
Relationship with peers
Relationship with subordinates
Status

Frederick Herzberg, 1968

In general, organisational issues and relationships with line management are the biggest causes of dissatisfaction. The opportunity for a sense of autonomy, achievement and recognition is the biggest motivator. Below we provide examples of each category, tailored to the circumstances of headteachers and schools.

Hygiene factors

– **Policy and administration:** volume of paperwork to complete, volume and effectiveness of rules and procedures to be followed, number of returns and surveys to fill in

– **Supervision and supervisory relationships:** nature of the relationship with governing body, school improvement partners and local authority, contact with inspection regime

– **Work conditions:** age and quality of school buildings and their fitness for purpose (space, layout, etc), level and quality of resources (including ICT) available, conditions in the school's neighbourhood

– **Salary:** overall level of salary in relation to cost of living, comparison with headteachers of similar-sized schools, fairness in relation to challenge of job and comparison with other leadership roles (eg deputy head) in school, level and security of pension arrangements

– **Relationships with peers and subordinates:** opportunities for friendly, collegial and stimulating working relationships

Motivating factors

- **Achievement:** clear and achievable goals for improvement, such as SATs or exam results, attendance rates, specific projects to complete (eg establishing a sixth form, forming a collaboration, opening a crèche), also intangible achievements, such as making a difference within the community, or creating a successful culture in a school in a deprived area

- **Recognition:** acknowledgement of success and commitment from parents, governors, staff, pupils, advisers and inspectors

- **Work itself:** inherent pleasure in the tasks being performed, such as working closely with children, coaching staff members, analysing data, developing strategies, etc

- **Responsibility:** opportunities to exercise authority and influence, make decisions or take risks, such as setting the school's development plan, determining a vision, selecting members of the senior team, contributing to working parties outside the school on important issues

- **Advancement:** possibilities for increased recognition. This is not always easy for headship roles, which are often the pinnacle of a career, but could be provided by clear strategies for second headships, the prospect of expansion or development of the school, greater involvement in the community and roles beyond headship across the local school system or in national leadership roles

- **Growth:** opportunities for professional development, intellectual challenge and learning, such as formal training, secondments or postings to other contexts (or internationally), coaching opportunities, academic study (and related sabbaticals), conferences, action research projects in school, feedback, stretching relationships with talented colleagues, participation in study groups and working parties on significant issues

Individual differences

There is often a good deal of agreement about what a hygiene factor and what a motivator is, at least in a particular profession. But you should also consider where the motivations of people in similar jobs differ, since this will help you understand what may influence them one way or another (for example, what may persuade them to stay on for a time, instead of retiring).

Achievement, affiliation and power

One way of thinking about this is to consider how far people are

driven by the need for mastery and achievement, the need for company and affection (affiliation), or the need for impact and status (power).

Headteachers, like most people, can be classed as having all three types of motive, in varying proportions. You might want to consider which aspects of your school environment appeal most to which motives. Ask yourself what someone with a high need for achievement might look for in their ideal job, and if the school would offer it? If it does not, what could be done to improve that aspect of the head's role? Then try the exercise again for affiliation, and then power.

For example, raising and tracking measurable improvements in standards might appeal to a need to achieve, while spending time with colleagues or with parents and community groups (if they are friendly), would appeal to the affiliation drive. The chance to change people's lives, or the opportunity to take to the local or national stage would appeal to the need for power.

Intrinsic and extrinsic reward

Another way of thinking about motivation is the idea of intrinsic versus extrinsic reward.

Intrinsic rewards are those experiences a person values that come from the activity of doing the job itself. A particular headteacher might be intrinsically satisfied by time spent working directly with children, for example. A good way to consider intrinsic rewards would be to imagine the sort of work you would do if you had a trust fund that met all your financial needs without the need to earn a salary.

Extrinsic rewards, on the other hand, are those added to the role to compensate for the unattractive aspects of working. A salary is the most obvious extrinsic reward, but others might be good pension terms, or the opportunity for a sabbatical or serving on a respected national working group.

It may also be useful to consider a middle ground, *internalised* motivation. The work itself may not always be intrinsically satisfying, but the role holder comes to accept and agree with the values and principles that underpin the role, and is engaged by perceiving that they promote those values in their work.

We could speculate that many headteachers find work with children intrinsically motivating, that the burdens and stress of headship require some extrinsic compensation, but that internalised motivation – coming to value the extended opportunity to make a real difference to the lives of large numbers of children, for example – could be fertile territory for planning retention.

Reflections

- What do you look for in a job?

- What do you hear heads grumble about?

- What excites and engages people?

- Consider the people you know who are happiest and effective in their current roles: what do they have in common?

- What are these conditions like in the schools you work with?

Case study: Flexibility in post

Background

Yasmin had been in post as headteacher at a school for children with specific learning difficulties for three years. The leadership team at the time consisted of a head and deputy, supported by three heads of department. The chair of governors was in an acting capacity.

Yasmin had joined the school when it was deemed to have serious weaknesses. It was her first headship; she was in her mid-30s and previously had been a deputy head for over six years, with periods of acting headship. She was energised by the role and the challenges ahead.

Within the first year, HMI and Ofsted visited and removed the school from serious weaknesses. The school received a good inspection report. Also in the first year of the headship, significant problems with child protection came to light, dating back over 10 years. Under Yasmin's leadership, and over a period of three years, the school moved into a period of stability.

The retention challenge

At about this time she realised that her life was entirely about the school, the students and the job. She was left asking herself, "What about my life, my family, my child?" She had a five-year-old child and worried that she was no longer doing a good job of being a mother.

She decided to resign. While she gave thought to other career paths out of the school system, such as fostering, she actually had no role to go to at the time of her resignation, yet felt that her decision was the right one despite the fact that she loved her job. Her desire to give time to her family and young child was more important.

The retention strategy

The governing body met and decided to take action to keep Yasmin in post. As a result of discussions over a period of weeks, they elected a permanent chair of governors to help them deal with the negotiations, and offered Yasmin the option of working at home one day a week. This would allow her to take her child to school and pick him up on that day. They were concerned that if the head went to a four-day contract, she would inevitably be paid for four days yet do five days' work. So the arrangement for her to work from home one day a week ensured a fair reward for the time committed.

Yasmin withdrew her resignation and continued to lead the school for a further two years, before moving on to another headship in a larger special school.

She commented that the flexibility offered by the governing body was exactly right for that moment in time when she had a small child. However, the need for flexibility changes as personal circumstances do, and governing bodies should be prepared to review arrangements regularly.

4. Why some heads leave early

At a glance

- Headship can be perceived as both stressful and rewarding.

- Some heads sustain their energy, others seem to burn out.

- Governing bodies need to be active in considering how to keep leaders fresh and engaged.

- Renewal through timely career moves is a valuable approach.

- Lack of new challenges and well-being problems both figure strongly in heads' reasons for leaving.

The pressures on headteachers can seem heavy. Typically, heads talk about too much scrutiny and accountability, the quickening pace of change, and the increasing breadth and complexity of their responsibilities.

There are real difficulties to address here, but it is also easy to exaggerate the difficulties, or to accentuate the negative. Some 90 per cent of heads say they gain real satisfaction from their work[3]. Other surveys (see section 5) suggest that heads particularly value the chance to make a difference. Naturally, opportunities to make a difference do not come without accountability.

A study of heads who left post early[4] found that their reasons covered a wide spectrum. At one extreme, there were many successful heads with a planned exit strategy and who went on to capitalise on their experience in the wider educational arena. At the other extreme were those who felt burnt out and had suffered so much stress that it was impossible for them to continue. Many saw the decision to leave headship as coinciding with accelerating change for which they were no longer prepared or equipped to cope. The *Independent Study into School Leadership*[5] also found the pace and nature of change to be major concerns, but questioned whether it was any more intense within education than other parts of the economy.

Alan Flintham's study[4] describes three categories of early leavers: 'striders', 'strollers' and 'stumblers' as follows.

- **Striding** heads moved on after success, as part of a clear career plan and with a proactive exit strategy, and found their new environment energising.

- **Strolling** heads walked away from headship as a result of concerns over work–life balance or pressures, but in a controlled manner and often at a high spot in the school's fortunes.

- **Stumbling** heads suffered burn-out through the failure of their coping strategies, often resulting in retirement for stress-related reasons or other ill-health.

(Section 6 contains more information on managing career and exit strategies for heads.)

Strider heads will often seek other opportunities to work in the school system that give them a chance to widen their sphere of influence. These include advisory, mentoring and consultancy roles. This would seem to be a natural and desirable conclusion to a successful career. Although such heads will have been very effective in their schools, it might be said that their contribution to the education system is even greater in these wider, system-level roles.

Targeting *stroller* heads to keep more of them in the system for longer will be particularly important in the run-up to and during 2009–2011, when school leader retirements will peak.

It will also be important to develop sustainability strategies to help prevent heads from *stumbling,* or where this proves impossible, to assist stumblers to a dignified exit before they do further harm to themselves or their schools.

Flintham's study also found indications of a plateau effect after 7–10 years among some heads, who began to experience feelings that the main challenges of the job seemed to have been met, and that they were stagnating. This problem may grow, if, over the coming years, as seems likely, the average age of a first headship falls from the current early 40s, so that future heads may have 20 or more years in the role. This suggests a need for all heads to develop personal sustainability strategies in order to cope successfully with the pressures, a theme developed in section 9 of this guide. But it also means that movement from one post to another needs to be encouraged, so that heads get new challenges before they become stale, as well as spreading good practice across schools.

Planned and timely movement between schools, with the opportunity for renewal and personal growth, should be a key part of local retention strategies. National College for Leadership of Schools and Children's Services (National College) has produced

useful research into second headships which could be used to support these approaches. See *Second headship: challenge and revitalisation*[6] for a more detailed study of second headship.

You may also want to look at *A life in the day of a headteacher*[7] for more insights into making the role more sustainable, and supporting leaders to cope with change. This is at **www.nationalcollege.org.uk/wellbeing**.

Reflections

– How many heads in your group of schools leave as part of a planned and successful exit strategy? How many leave before they might, due to ill-health?

– What do heads in your group of schools think and say about the change agenda and its effects?

– What does it mean to have a sustainable leadership career? How do people renew their enthusiasm?

Case study: the national stage

Background

Jay had been in post for five years in a large and successful 11–18 comprehensive school. He was satisfied with his role in the organisation but felt that he could do more for other young people in the local authority area. He believed strongly that 'every child matters' and that, if a neighbouring school was struggling, there was a moral imperative to help out, through working in partnership.

The retention challenge

Jay was wondering how he could continue to work in his current leadership role, yet also fulfil his moral purpose and develop both personally and professionally.

The retention strategy

The local authority welcomed Jay's ambition. They asked him to help out at a neighbouring school that had gone into special measures. Working as a team, the two headteachers created a new school leadership model based on distributed leadership. Jay continued to lead his current school three days a week in the role of principal, which offered him the challenge of having to focus

more on the strategic than the operational. For the remaining two days a week, he worked with the school in special measures as executive principal.

This allowed a talented deputy in Jay's own school to step up to the headteacher role two days a week, providing valuable leadership development. The arrangement also challenged Jay to establish robust processes for delegation and distributed leadership in his school, while helping to cultivate leadership talent.

The outcome

Jay now works with National College as a national leader in education whilst continuing in the role of executive principal of four other successful schools across the county.

Jay attributes his retention in post to the opportunity to expand and grow both professionally and personally through continual challenge. His former deputy is now headteacher in another school.

5. Personal sustainability and renewal

At a glance

- Resilience is essential for success in a challenging, complex and rewarding job.

- Resilience can be developed through personal strategies for sustainability, and headteachers need to consider and take responsibility for their own strategies.

- Governing bodies can support their headteacher's resilience by providing clarity, consistency, feedback, focus and flexibility.

The key difference between striding, strolling and stumbling heads (see section 4 and Flintham, 2003) was the way in which they had been able to cope with the challenges and pressures of headship. Successful heads:

- had robust renewal mechanisms

- had been able to set boundaries between the feelings belonging to their professional and private lives

- were active in containing the events that caused them stress

Other heads recognised that relentless pressure was continually draining their emotional reservoirs, and had left headship before this became unsustainable. Heads who struggled were unable to generate or maintain adequate strategies to replenish their reservoirs.

Governors, employers and other local leaders can help school leaders develop their personal sustainability strategies by:

- providing greater opportunities for reflection on headship training and development, combined with an emphasis on resilience and emotional intelligence

- facilitating peer support for reflection, using fellow heads as professional listening partners

- providing clear mid- and post-headship career tracks and opportunities

These various strategies need to be actively managed at both local and national levels in order to support the resilience of individuals to cope with the pressures of senior leadership roles in schools.

At the heart of renewal and sustainability in demanding leadership roles is the attribute of resilience. Observing heads who sustain their energy, enthusiasm and effectiveness in the most challenging and volatile of school environments, we note the following skills and behaviours.

Elements of resilience

- **self-awareness,** particularly of the situations, environments and triggers that induce stress

- active steps to remove the causes of **trigger situations,** avoid them in the first place or get out of them when they arrive

- the cultivation of significant **external interests**

- the confidence not to be available to all stakeholders on demand

- sources of objective **external support** for unloading feelings and concerns

- strategies for holding one's **temper** in immediate crisis

- a focus on a few **long-term goals** and priorities

- an ability to settle when appropriate for an **80 per cent perfect solution** rather than investing more and more effort for diminishing marginal returns

- clear **measurable standards** for deciding when a job has been completed satisfactorily, allowing them to switch off

- the ability to **put problems into perspective,** rather than magnifying set-backs as sending all-consuming messages about their effectiveness as a professional or a person

Governing bodies can do a great deal to support their headteacher's personal sustainability strategy. Suggested steps include:

– setting clear boundaries and success criteria

– providing feedback when goals are accomplished (not just when they are not)

– supporting a sustained focus on a manageable number of clear priorities

– considering flexible working arrangements

– investing in coaching and mentoring support if appropriate

Employers have a duty to consider employees' work–life balance, and to take reasonable steps to facilitate it: this applies to heads as well as to junior staff. Moreover, younger leaders in particular may have demanding family responsibilities outside work. As a result, governing bodies should understand the practicality of different flexible working patterns such as home working, part-time working, flexible hours, job share and co-leadership. In addition, the phased retirement made possible by the new pension rules now makes a job share between outgoing and incoming heads more feasible. **www.redesigningheadship.net** for more creative ideas.

There are several useful documents at **www.nationalcollege.org.uk/modelsofleadership** that explore new types of headship that could help improve both sustainability and effectiveness. See for example Barnes, 2006; Barnes *et al,* 2006; Collins *et al,* 2006; Glatter and Harvey, 2006; Paterson, 2006.

Ways to improve work–life balance

A life in the day of a headteacher[7] explores the practice and well-being of headteachers in more detail. Key ideas, drawn from the many put forward by heads in the study, were:

– administrative support to enable the head to focus better on leadership, teaching and learning

– increased delegation so that the head spreads the burden of leadership

– reducing dependency on the head to enable others to develop their leadership skills

– improved professional development to improve skills and spend time on tomorrow as well as today

- reduced working hours to improve effectiveness and reduce the risk of stress and burn-out

- dedicated leadership time to ensure that there is enough effort given to strategy as well as the daily round

Governors can support action on many of these. You can read the study at **www.nationalcollege.org.uk/wellbeing**.

Reflections

- What are the main causes of career derailment and early departure among heads in your experience? Could anything have been done to prevent this?

- What are the early warning signs that an individual has reached a plateau?

- What duties does the individual have and what duties does the system have to maintain sustainability?

- When you have seen people renew their enthusiasm and sense of direction, what factors have typically been involved?

- How are governors and other bodies (eg local authority, diocese, Specialist Schools and Academies Trust) working together to promote renewal of headship across school boundaries?

6. Practical steps for engaging leaders

At a glance

- When it comes to staying engaged, the chance to make a real difference to the success of the school is what matters to many heads.

- Freedom to act and a fair salary are also important.

- The clarity of vision of the governing body and the quality of their relationship with the headteacher are important factors in retention.

Building on the ideas discussed in section 3, we surveyed headteachers to find out what really mattered to them in terms of hygiene factors and motivators, and intrinsic, extrinsic and internalised rewards. We used data from approximately 500 headteachers[8] to chart the most commonly cited reasons for wanting to leave (Figure 3).

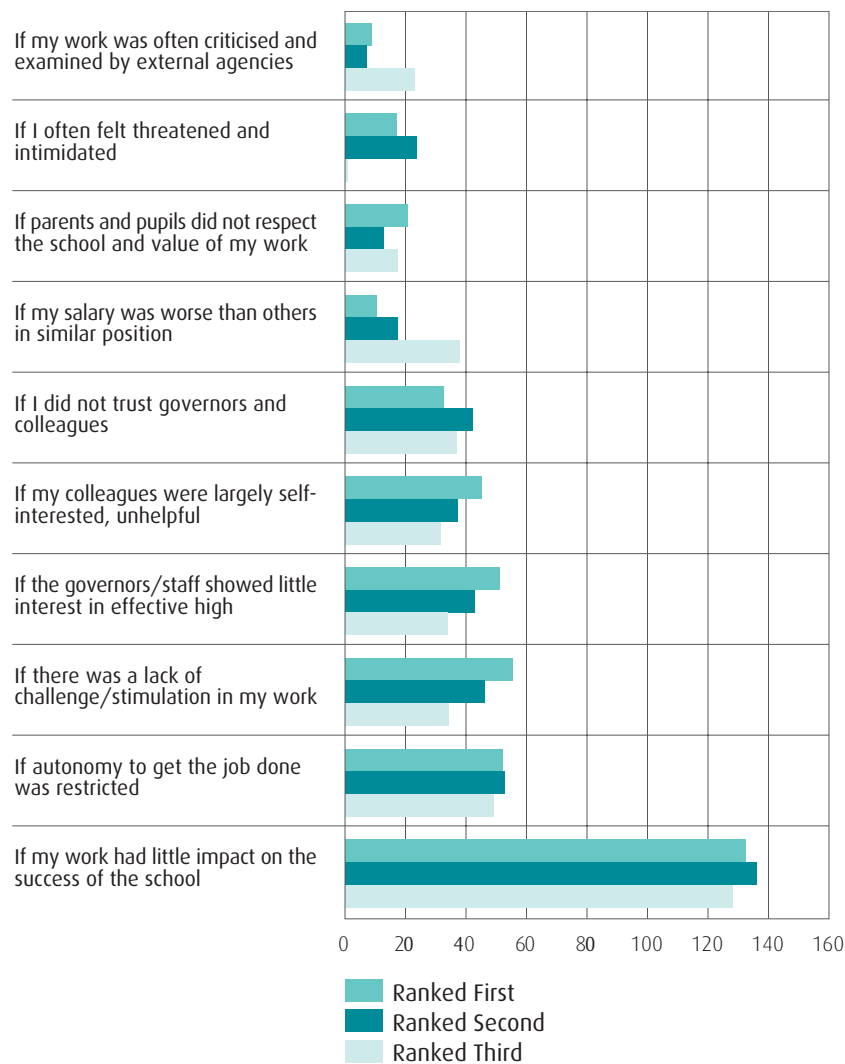## Figure 3: Reasons cited by headteacher for wanting to leave

Figure 3 suggests steps that could be taken to make the school more attractive, based on the most common reasons for leaving.

Overwhelmingly, the key force in retention is the continued opportunity to have a significant impact on the school, followed by the freedom to act.

Salary featured in the survey, but mostly in terms of fairness in comparison with other positions, rather to follow. For mature headteachers, pension arrangements become an increasingly important consideration. New pension arrangements facilitate flexible and phased retirements that allow heads to diversify or reduce the demands of their role whilst retaining pension benefits. We cover this in more detail in Section 7.

The interest, attitudes and trust of the governing body are specifically mentioned as important factors in two of the measures in Figure 3, but may also have an impact on a number of other factors.

Sometimes, a headteacher has achieved all they can in a particular school, and needs to move on to a new challenge. This shows that it can help those managing more than one school to consider retention at a group level, rather than within the school, keeping heads moving on at a reasonable pace (perhaps every five to seven years) to greater challenges in the sorts of school that suit each candidate's style and talents.

Practical actions to consider in retaining a headteacher

Which of the following points might be useful in retaining and engaging your headteacher?

– Be clear about the values and challenges of the school.

– Clearly identify a significant objective or goal for innovation or change.

– Identify and emphasise opportunities to engage with the challenges of the local community.

– Review salary in relation to neighbouring and similar schools.

– Negotiate a personalised benefits package directly with the head.

– Be flexible about the head's commitment to continued teaching.

– Make clear your expectation that leadership in the school will be shared among senior staff.

– Demonstrate how you will help manage headteacher workload.

– Invest in a fit-for-purpose learning and professional environment.

– Develop an attractive package of professional development opportunities.

– Provide coaching and mentoring opportunities.

– Negotiate with the local authority and support your head in taking extended leadership roles beyond the school.

- Be positive about the opportunities for flexible working, and consider phased retirement options to support transition to retirement via high-status, system roles.

- Improve the channels of communication between the head and governors, and be generous with positive feedback.

- Invest in developing the skills and professionalism of the governing body.

The survey reported above was based on a framework called 'total reward'. The total reward model makes explicit the full range of tangible and intangible returns from work discussed in section 4, from achievement and growth, to pay and benefits.

The total reward framework has six dimensions, and a number of specific factors under each dimension. People will place different values on the different dimensions (and these values will change with different stages of their career), but together the dimensions combine to create the sort of environment where people feel engaged, rewarded and stimulated; the sort of place they want to stay in. We summarise the framework in Figure 4.

Figure 4: Total reward framework

Below, we unpick each of these dimensions as they might appear in schools, suggesting practical steps that governing bodies or groups of schools can take to improve total reward and therefore retention. These are mainly aimed at headteachers but could also be applied to leaders at other levels.

Inspiration and values:

– quality of **vision** of the governing body for the school, particularly its behaviour in times of crisis

– consistency and strength of the **values** underpinning the school

– **respect** with which the school is held among peers and in the community

– how well responsibility for **risks** is taken and shared

– contributions, successes and achievements **recognised** appropriately

– clear and timely **communications** between governors, the local authority and headteacher

– quality of the **working relationship** between governors and head

Future growth and opportunity:

– appropriate level of **stretch** and challenge in the role and the targets set

– increasingly **ambitious goals** over time

– development of the size, complexity and **scope** of the school

– funded and appropriately chosen **professional development** opportunities

– participation in **networks** and collaboration with peers

– positive **feedback** from governors and advisers on achievement against goals

– opportunities for **coaching** and mentoring from respected peers

– contact with and learning from leaders and professionals in **other sectors**

See also Leading a research-engaged school[9].

Work–life balance:

- **clarity** on goals so leaders can tell when the immediate task is finished

- **achievable** goals and targets

- support for **flexible working practices,** including:

  · working from home

  · flexible hours

  · part-time work (by week or term)

  · job share and co-leadership arrangements

  · phased retirement plans

- **trusting** culture which does not support or encourage excessively long hours nor expect continuous presence

- consultation with the head on his or her **work–life balance** and what support he or she would like

- additional resources for administrative and **business management** tasks (eg bursar or school manager role)

- support for the **personal sustainability** strategies described in section 5

- consideration of **new models of headship** (eg federation) that permit different ways of working and additional sources of support

- direct support for **childcare** and other family responsibilities (eg on site crèche)

- consideration and support for **sabbaticals,** job rotation, study leave, etc

- encourage the effective **delegation** of responsibility through distributed leadership principles

See also Far from the Madding Crowd[10].

Tangible rewards:

– **salary** comparable to that offered in similar schools

– salary a fair reflection of the degree of **challenge** and risk in the role

– salary **difference** between headteacher and other leadership roles is significant

– steps taken to preserve **pensionable** salary through new average salary arrangements, possibly combined with the phased retirement scheme (see section 7)

– **fringe benefits** negotiated directly with the post holder to ensure they meet their personal needs and interests

– in some unusual cases, a **performance related bonus** for the achievement of challenging targets

Quality of work:

– vision for the **impact** the school will make on the community

– outreach and **inclusion** for vulnerable or neglected groups

– participation in networks with **leading-edge** professional groups and advisers

– reasonable degree of **autonomy** and discretion for making decisions

– stimulating and **talented colleagues,** including a strong senior management team

– requirements to coach and **develop other leaders** within school

– ambitious and **demanding goal** for improvement or change, backed by appropriate resources

– adequate **funding** and staffing, including substantive appointments to all key positions

– plans for a **major change** in status or standing of the school (eg federation, extended school provision, collaboration, specialist, trust or academy status, development of a sixth form, early years provision, etc)

Enabling environment:

- renewal and renovation of **school buildings,** including reception areas, staff rooms, classrooms, kitchens, offices and the grounds

- attractive and **fit-for-purpose** learning spaces, possibly facilitated by participation in Building Schools for the Future

- **maintenance** and rapid repair and replacement of damaged facilities

- good **resources** for teaching, administration and management, including office equipment

- appropriate and **ergonomic** use of space, especially administrative working space, such as the head's office, staff room and school offices

- effective and well-organised **filing** and record-keeping

- investment in appropriate and personalised **ICT facilities,** including access to resources off site and out of hours

- appropriate **skills-based training** for the headteacher and other staff in using equipment and resources

- adequate **security** and appropriate monitoring

- well-designed **administrative procedures** and flows of information, including streamlined reporting arrangements within the local authority and condensed, prioritised and summarised communications

- streamlined, effective and regular **two-way communication** between governing body and head

- sound **health and safety** policies and procedures, regularly reviewed for risks

See also Changing times, changing roles[11].

Reflections

– What are the ways in which heads can make a real difference?

– Do heads have appropriate freedom to act?

– How many of the measures influencing heads' decisions to stay can be affected by the governors (try going down the list on page 20)?

– How do house prices and the cost of living in your area affect the value of salaries?

– Do effective leaders know you want to keep them, and have you discussed what would be necessary to persuade them to stay?

– Which of the elements of the total reward framework are strongest or weakest in your group of schools?

Case study: renewal and federation

Background

Lloyd had led a pupil referral unit (PRU) in a rural authority for four years. In his mid-30s, he was looking for new challenges while working towards an MA in education. He was also considering a move back to his family roots in London.

The retention challenge

Lloyd realised that he needed a new challenge in an area closer to his family. He was even considering moving out of education, perhaps to run a restaurant with his brother.

Through networking, he became aware of an opportunity in a London borough as a head of a Fresh Start special school. He had thought that he would be too young and inexperienced for such a position but, after inviting the interview panel to come and see the PRU that he led, he was offered the job and moved to London. Under his leadership over the next seven years, the school went from strength to strength, incorporating a PRU and the education wing of a local psychiatric hospital. He adopted distributed leadership as a principle for leading the new extended school.

The school had a successful inspection, though the leadership was criticised for the lack of monitoring and evaluation. Lloyd at that point felt that there was little more he could do to help move the school forward. He considered resignation and moving to another role.

The retention strategy

Rather than resign, Lloyd sought help from the Grubb Institute to work out how to progress his leadership capability. Thinking about the difference between leadership and management helped move on both his self-image and his leadership team. He restructured the team along functional lines and distributed more leadership among staff. He wrote a paper on special schools in which he outlined a vision for a federated approach to schooling that would put people and processes at the centre. He submitted the paper for publication and worked closely with advisers in the local authority to develop the vision.

The outcome

Lloyd is currently head of group for a federation that comprises a special school, three PRUs, the education wing of a psychiatric unit and early years provision.

7. Old, gifted and grey

At a glance

– There are significant numbers of early retirements among heads, which represents a loss of leadership talent.

– Older leaders expect different things from their work.

– A phased approach to retirement is an important solution for governing bodies to consider, especially combined with co-headship to bring on a talented deputy.

– Recent changes to the teachers' pension scheme will facilitate phased retirement.

We have seen that the average age of *appointment* to headships and other senior leadership posts is likely to decline over the next few years, and retention strategies may therefore focus more on the career and life aspirations of the '40-something' age group; advice on this is in section 8.

In this section we focus on the expectations of the 50–65 year-old age group – the 'old, gifted and grey' workforce. As the working population as a whole becomes older, the retention and continued motivation of this group will be a vital strand of a school group's retention strategy.

A McKinsey analysis of government statistics suggests that the number of 'early' (aged 55–60) and 'premature' (aged 50–55) retirements has been increasing gradually as a proportion of the total since 2000. In 2004, 58 per cent of retiring headteachers were under 60, and 21 per cent under 55.

The following factors matter most when considering the retention and engagement of older leaders.

– A 'hearts and minds' approach, **appealing to values** and personal satisfaction, is likely to be more successful than one based on salary and benefits alone, with the important exception of pension arrangements.

– Leaders in the late phase of their career increasingly turn to consideration of their **legacy** and lasting impact, so it is worth asking how you can help with this.

- A sense of legacy often includes a desire to **mentor** and coach other leaders.

- A better **work–life balance** and congeniality of the workplace will be critical.

- **Flexible working arrangements** and patterns may be attractive.

- Appropriate **recognition of their status,** value and contribution also matters.

- The need for professional development and **intellectual challenge** can often increase for older leaders, but is more likely to focus on personal curiosity and interests than the demands of the CV.

- It is important to provide **dignified transitions** for leaders moving from one stage of their career to another (see also 'phased retirement' below), and a final exit strategy.

Phased retirement

It is particularly important to consider a phased wind-down into advisory or supportive roles, rather than the cliff-edge approach to retirement that is currently prevalent. A phased approach has benefits for both the system and the individual.

Since January 2007, changes in the teachers' pension scheme (the phased retirement option) have enabled individuals to receive some pension benefits whilst still working in a reduced capacity.

Phased retirements require certain criteria to be fulfilled:

- a reduction in workload that results in a drop of at least 25 per cent in contributable salary

- a period of reduction of at least 12 months

- the amount of pension that can be taken early limited to 75 per cent

According to the Department for Children, Schools and Families (DCSF), phased retirement provides important flexibility to prevent an all-or-nothing approach to retirement. The new arrangements should enable more co-headships, whereby the leadership of a school is shared between the headteacher (on a part-time contract) and another, perhaps younger, aspiring leader, an arrangement that aids both retention and the development of school leaders.

In addition, pension payments can now be based on the salary obtained in the best three consecutive years of the final 10 career years, facilitating a winding down towards retirement without adversely affecting pension benefits.

For example, a head at the age of 55 could decide to step down to three days a week, whilst taking on independent consultancy work or roles beyond the school that are not pensionable: this would at the same time provide a supported stepping up opportunity for an aspiring or inexperienced leader. The headteacher's pension at age 60 would be based on their salary in the last 12 months of service before retirement (for part-timers, the full-time equivalent salary rate is used) or, if better, the average of the best three consecutive years of salary in the preceding 10 years, revalued by the retail prices index (RPI).

Further information about the changes to pensions can be found at **www.teachernet.gov.uk/educationoverview/briefing/ currentstrategy/pensions**.

See also *School leaders leading the system*[12] and *System leadership in action*[13] for more ideas for encouraging leadership roles beyond the school.

Reflections

- How many opportunities outside traditional headship exist for senior leaders in your group of schools?

- How clear are you about the aspirations of your most experienced heads?

- How clear are heads about broader, system-level opportunities that are open to them?

- Do you have any dedicated support and development for the needs of the most experienced heads?

- How much contact is there between inexperienced and highly experienced leaders?

- How could governors and the local authority work together to identify and respond to the needs of experienced leaders?

- Do you understand the criteria for phased retirement and have you communicated the opportunities to heads?

Case study: phased retirement

The background

John is currently in his second headship, leading a specialist sports college for 1,300 boys. He was sought out for the position of head by the governing body through a recruitment agency, as the school had serious weaknesses at the time. The governing body required a headteacher with experience in developing schools in challenging circumstances. John's previous headship, of 12 years, had resulted in that school – another specialist sports college – moving from 'serious weaknesses' at inspection to 'good with outstanding features'.

The retention challenge

John's current school also improved, with Ofsted judgements shifting from 'serious weaknesses' to 'good' (category 2) under his leadership. At this juncture and after four years in role, he told the governing body of his intention to retire early.

The retention strategy

The governing body had hoped that John would stay in post for another year at least to enable them to develop a promising deputy

as part of a succession strategy. To facilitate this, they have taken advantage of the new teachers' pension scheme phased retirement option by offering John a two-year part-time contract as a consultant acting in role as headteacher. It makes John eligible to receive up to 75 per cent of his pension benefits as well as receive up to 75 per cent of his previous salary from the school.

The outcome

The governing body have time in which to appoint a suitable replacement as part of a planned succession. In the meantime the school has saved money in on-costs for the headteacher's salary. The head receives some of his pension early as well as his salary and stays in the organisation for longer than previously planned, allowing for a smooth transition.

8. Mid-career retention and development

At a glance

- Retention is not just about people approaching retirement.

- Clear management support from governors will help heads through difficult patches.

- Retention plans need to consider training and development needs carefully.

- Attention to potential women returners will pay dividends.

Retention is not only an issue affecting headteachers nearing retirement.

New headteachers may need mentoring as they settle into the role, if they are to get the most out of it, or even to get enough out of it to want to stay. A significant issue for most headteachers is inspections (an important 'hygiene factor'; see section 3). A bad inspection can even drive someone out of the profession, and support in preparing for inspections or in containing the consequences can have a big impact on the relatively inexperienced headteacher.

A local retention strategy should unite development and retention, and carefully weigh the options. It is important that not all development is through conferences or the more academic training programmes. Some needs to be more personal and hands-on. It may come simply through the camaraderie of local headteacher groups, or it may involve more formal approaches such as periodic visits from a professional leadership coach.

There are other options too, which can address retention even more broadly. In a small but rising number of schools, experienced heads approaching retirement have set up job-sharing arrangements with less experienced leaders in order to provide valuable on-the-job development for aspiring or inexperienced headteachers. This allows a head to take on a mentoring role, extending his or her own leadership practice to engage with a new challenge, while another is strengthened in his or her own leadership skills. At the same time, the arrangement allows time for the senior of the two

to take on other roles beyond the school or to step into part-retirement in order to refresh their career or avoid premature burn-out. This is an arrangement that encourages the retention of both partners.

Earlier appointments mean longer careers. A headteacher appointed at 35 faces 25 years in the role, and steering their school through eight inspections. Issues of sustainability and renewal become just as important for such heads as for their older colleagues. Induction, development, renewal, progression and support for accountability, therefore, are all key issues to address, and address repeatedly.

Retention is not just about retaining leaders in post. It is also about retaining them in the profession. Career breaks for Voluntary Service Overseas (VSO) or other purposes are becoming more common. Earlier appointments also mean that more teachers will reach senior leadership posts before they choose to have children. Many of them, especially women, will opt to leave the profession for a time at that point. Some may never return. Yet working with young children at home can offer additional depths to their understanding of school life, and such experienced and able professionals are an important resource for local schools.

Local authorities, dioceses and others need to pay close attention to what might be done to keep in touch with school leaders on career breaks, and to be ready to support them back into leadership posts when they are ready. The Training and Development Agency for Schools (TDA) offers helpful support in relation to returning teachers generally; see **www.tda.gov.uk/teachers/returners**.

Governors need to consider their selection procedures carefully to ensure that they are not likely inadvertently to reject excellent candidates for headteacher posts solely on the grounds that (for example), the candidate's leadership experience has not been continuous over the last few years.

Reflections

- How good is the induction programme for a new headteacher?

- Do the headteachers in your schools have clear goals and targets, and do they get frequent feedback on how they are doing?

- What support is available for headteachers in your schools, especially when they are under pressure such as senior vacancies to cover, or a forthcoming inspection?

- Have you set up arrangements to keep in touch with school leaders, especially women, who are taking a career break?

9. Reasons to stay survey

At a glance

- We provide a questionnaire to determine perceptions about the conditions for retention in your school or group of schools.

- We provide a framework for prioritising areas for action.

We have developed the ideas and evidence from earlier sections into a short questionnaire. This will help leaders to comment on the strengths and weaknesses of your school or schools in terms of retention.

It is aimed at headteachers, but it would also be applicable to leaders at all levels. You could hand it out during a meeting, use it as an agenda for discussion, or send it by post or email. Please take account of the level of paperwork facing school leaders in your schools, and consider whether other surveys are being conducted at the same time.

You will need to consider whether you want to understand conditions in a single school or across a group of schools, and adapt your analysis accordingly. If you are looking at surveys across a group of leaders (say the entire senior team at a school or headteachers across an authority), you will also need to decide on whether responses need to be anonymous.

If you are distributing the tool widely, you will need to make arrangements for the collection and analysis of the data generated (you may want to calculate the average score, for example, and get some idea of the range or diversity of scores). It is always a good idea to feed back a summary of results to the people who participated, and it is often valuable to involve them in brainstorming possible solutions to any problems that are identified.

The questionnaire could also be used as a reflective self-evaluation tool by individual heads and leaders, to determine their current satisfaction levels and aspirations.

Reasons to stay survey

Instructions for completion

Thank you for taking the time to complete this survey. There are 13 questions and it should take you around 5 minutes to complete.

The aim is to help us understand your experience of work as it affects your satisfaction with your current position.

Please review statement 1–10 and rate each one twice:

– once for how **important it is to you** – 1 = 'not important' and 6 = 'very important'

– once for how **accurate it is of your school** – 1 = 'totally inaccurate' and 6 = 'highly accurate'

Then tick 'Yes' or 'No' for statements 11–13.

Please tick the appropriate box.

School	
Years of experience	
Position	

Statement	1	2	3	4	5	6	
1. My work is not excessively scrutinised and criticised by other agencies.							Importance
							Accuracy
2. I usually feel safe and secure, physically and emotionally.							Importance
							Accuracy
3. Parents and pupils respect and value the school and my role.							Importance
							Accuracy
4. My salary is fair in comparison with that for leaders in similar roles and schools.							Importance
							Accuracy
5. I trust and respect the governors and colleagues of my school.							Importance
							Accuracy
6. My colleagues are normally sympathetic and helpful.							Importance
							Accuracy
7 Governors and staff are interested in, and committed to, high performance.							Importance
							Accuracy
8. My work is highly stimulating and challenging.							Importance
							Accuracy
9. I have the autonomy I need to get the job done properly.							Importance
							Accuracy
10. My work has real and unique impact on the success of the school.							Importance
							Accuracy
11. Overall, I am satisfied with my role and the opportunities it offers.	Yes	No					
12. I expect that I will continue to grow and develop as a leader and professional in this post.	Yes	No					
13. I have no immediate plans to seek a new role.	Yes	No					

Reasons to stay survey: analysis

If you have more than one person completing the questionnaire, take the average score for each question.

You can map the answers to each of the first 10 questions on the grid below. This should give you some idea of the appropriate action to take on each item.

For each question, use the score for importance to position it horizontally, and use the score for accuracy to position it vertically on the grid. Write the question number on the appropriate place on

			Importance					
			Unimportant			Important		
			1	3	3	4	5	6
Accuracy	Accurate	6						
		5	Sustain			Shout about it		
		4						
	Inaccurate	3						
		2	Ignore			Improve urgently		
		1						

the grid for reference. For example, if you scored question 1 as 6 for importance and 2 for accuracy, question 1 would fit in the lower right-hand box, as shown for demonstration purposes on the grid.

- **Shout about it:** These are strengths that matter to leaders. You should emphasis these features.

- **Improve urgently:** These are weaknesses that matter to leaders. You should take action to improve.

- **Sustain:** These are strengths that are not vital to leaders. You should keep them up, but not invest in much improvement.

- **Ignore:** These are weaknesses that are not vital to leaders. These should be a very low priority for attention.

Clearly, the most important areas to address are those that are important to leaders but currently weak – the **improve urgently** box. It is vital, however, not to forget those items that are currently accurate and important (the **shout about it** box) as these are part of your employment brand and you should be communicating them as widely as possible.

Turning heads: taking a marketing approach to school leadership recruitment[14] provides advice on promoting the attractiveness of an area or group of schools.

Reflections

– Did the results surprise you or confirm expectations?

– Do they differ strongly among different groups of staff?

– Which areas are priorities for improvement? What will you do about them?

– Which are the strongest elements of your current brand as an employer?

10. References and resources

Notes in text references

1. Hobby, R, 2007, *Rush to the top: accelerating the development of leaders in schools,* London, Hay Group

2. Herzberg, F Mausner, B, Snyderman, B 1959 [re-printed 1993], *The motivation to work,* London, Transaction Publishers

3. Stevens, J, Brown, J, Knibbs, S and Smith, J, 2006, *Follow-up research into the state of school leadership in England,* Nottingham, DfES/National College

4. Flintham, A, 2003, *When reservoirs run dry: why some headteachers leave headship early,* Nottingham, National College

5. PricewaterhouseCoopers (PWC), 2006, *Independent study into school leadership,* London, DfES

6. Fidler, B, MacBurnie, S, Makori, A & Boparai, R, 2006, *Second headship: challenge and revitalisation,* Nottingham, National College

7. Bristow, M, Ireson, G & Coleman, A, 2007, *A life in the day of a headteacher: a study of practice and well-being,* Nottingham, National College

8. National College, 2007, *Research into hard to recruit headships, Nottingham,* National College

9. Sharp, C, Eames, A, Sanders, D & Tomlinson, K, 2006, *Leading a research-engaged school,* Nottingham, National College

10. Lee, T, 2005, *Far from the Madding Crowd?* Nottingham, National College

11. Giltinan, E, 2006, *Changing times, changing roles,* Nottingham, National College

12. Carter, K & Sharpe, T, 2006, *School leaders leading the system,* Nottingham, National College

13. National College, 2006, *System leadership in action [series],* Nottingham, National College

14. Addison-Child, P & Fish, J, 2007, *Turning heads: taking a marketing approach to school leadership recruitment,* Nottingham, National College

General reference list

Armstrong, M & Murlis, H, 2006, *Reward management,* London, Kogan Page

Barnes, I, 2006, *Primary executive heads,* Nottingham, National College

Barnes, I, Coleman, A, Creasy, J & Paterson, F, 2006, *Secondary or special school executive heads,* Nottingham, National College

CEO Magazine & Hay Group, July 2007, *Best companies for leaders,* People Torque, http://peopletorque.haygroup.co.uk/e_article000621685.cfm?x=b11,0,w

Charan, R, Drotter, S & Noel, J, 2001, *The leadership pipeline, S*an Francisco, Jossey-Bass Wiley

Collins, A, Ireson, G, Stubbs, S, Nash, K & Burnside, P, 2006, *Federations,* Nottingham, National College

Creasy, J, Smith, P, West-Burnham, J & Barnes, I, 2004, *Meeting the challenge: growing tomorrow's schools leaders,* Nottingham, National College

D'Abbro, J, 1999, *Special schools for the future,* Nottingham, National College

Flintham, A, 2006, *Retaining the reservoirs of hope,* Nottingham, National College

Glatter, R & Harvey, J A, 2006, *Varieties of shared headship,* Nottingham, National College

Hartle, F, 2005, *Shaping up to the Future, N*ottingham, National College

Hartle, F & Thomas, K, 2003, *Growing Tomorrow's Leaders,* Nottingham, National College

Hay Group, 2001, *The retention dilemma,* London, Hay Group

Hobby, R, 2001, *The school recruitment handbook: a guide to attracting, selecting and keeping outstanding teachers,* London, RoutledgeFalmer

Howson, J, 2006, *The state of the labour market for senior staff in schools in England and Wales 2005–2006,* Education Data Services, Oxford

Maslow, A, 1943, A theory of human motivation, *Psychological Review issue 50,* pp 370-396

McClelland, D, 1985, *Human motivation,* Cambridge, Cambridge University Press

National College, 2006, *New models of headship,* Nottingham, National College **www.nationalcollege.org.uk/modelsofleadership**

National College, 2006, Recruiting headteachers and senior leaders: seven steps to success, Nottingham, National College

National College, 2007, *Leadership succession: a framework for action,* Nottingham, National College

Paterson, F, 2006, *Co-headship,* Nottingham, National College

National College publications are accessible at **www.nationalcollege.org.uk/publications**

The National College for Leadership
of Schools and Children's Services is
committed to excellence and dedicated
to inclusiveness. We exist to develop
and inspire great leaders of schools,
early years settings and children's
services. We share the same ambition
– to make a positive difference to the
lives of children and young people.

Membership of the National College gives
access to unrivalled development and
networking opportunities, professional
support and leadership resources.