

Inspiring leaders to
improve children's lives

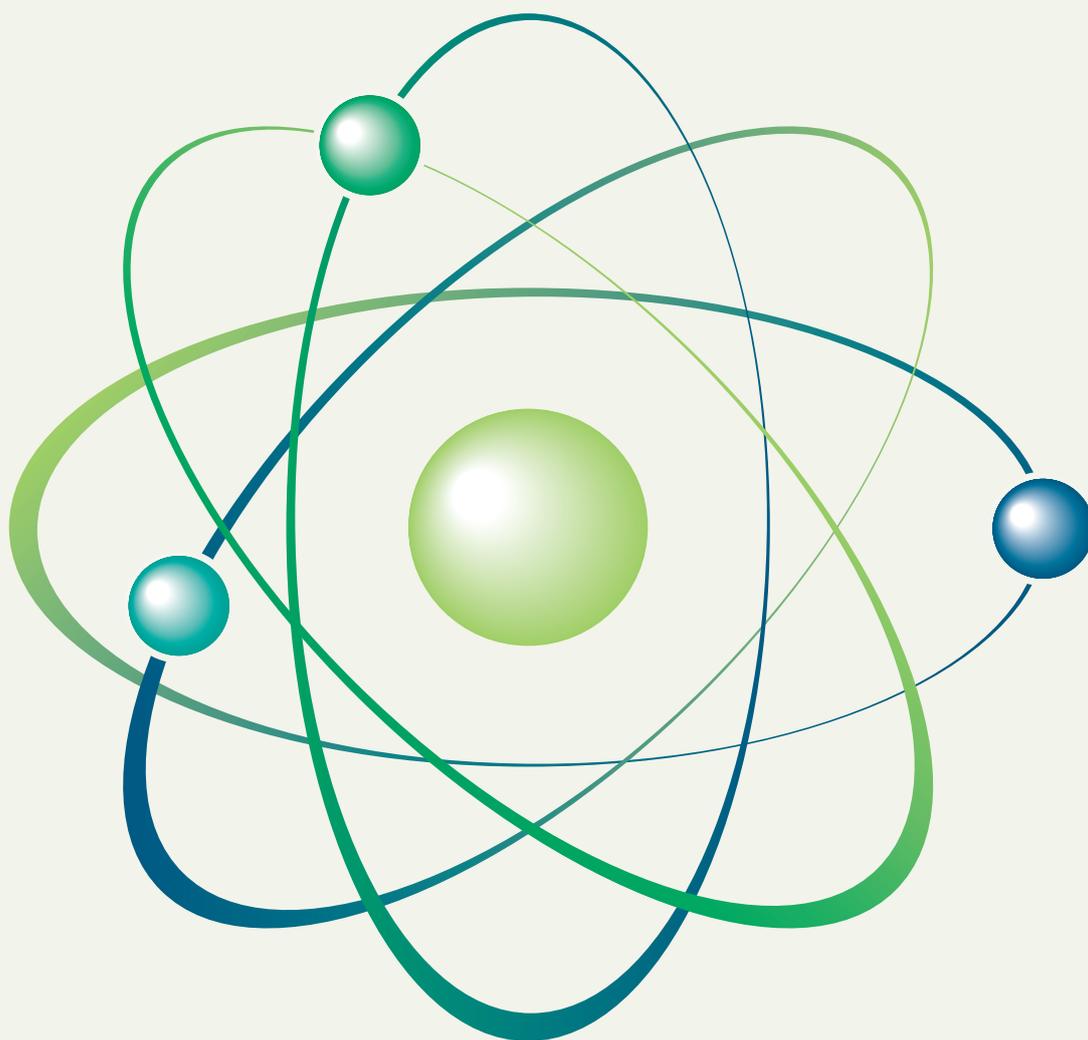


National College
for Leadership of Schools
and Children's Services

Introduction to Models of Leadership

A brief guide to 21st Century school leadership and partnerships

Resource



21st Century Schools:

A World-Class Education for Every Child

White Paper – Your Child, Your Schools, Our Future: building a 21st century schools system

No school can meet the needs of all its pupils alone. Delivering the Pupil and Parent Guarantees will require schools to work in partnership with other schools and with wider children's services in order to offer more by working together than any one partner could alone and to provide better value for money. At the same time, federation and other partnership solutions will become central to tackling underperformance and extending the reach of the best leaders.

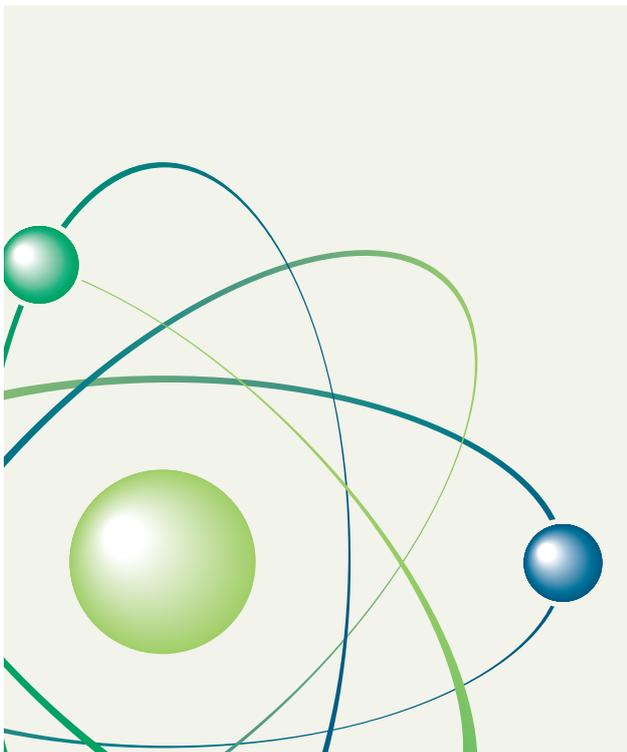
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Introduction

Models of leadership are changing across the country. Whilst many schools remain and flourish in the structure of one school, one headteacher and one governing body, a large number of schools are developing different models of leadership to meet the challenges of education in the 21st Century. These models may be informal or formal and may include Partnerships with other agencies to meet the needs of Children's Trusts.



New models of leadership are developing in response to a number of stimuli:

- The drive to raise standards.
- The need to ensure sustainability of leadership of schools in all sectors.
- Securing effective governance of schools.
- Freedoms under the 2002 Act and the 2006 Act.
- The 0-19 agenda as well as 4-19.
- Support and sustainability of small rural community primary schools.
- Better delivery of the Every Child Matters (ECM) agenda and the promotion of community cohesion.
- Pressure on heads – need for support and improved work-life balance.
- Schools unable to attract heads – succession issues.
- Local context (eg the growth of Trusts and Academies and other local circumstances including National Challenge Federations and Trusts).
- Falling pupil rolls.
- The Building Schools for the Future (BSF) and the Primary Capital Programmes (PCP).
- To fight the threat of school closure.

The term 'school' is used in this publication for the sake of consistency to denote any learning setting. Further information about the case study examples mentioned can be found on the Models of Leadership website at www.nationalcollege.org.uk/modelsofleadership.

What are the different models of leadership?

There is significant encouragement from the Department for Children, Schools and Families (DCSF) and others for schools to consider whether a different model of leadership will suit their needs. In all cases, this should be underpinned by a clear vision of how the chosen model will make a positive impact on the educational experience for pupils; it is this vision which will drive the resulting structure.

Single schools

This is the standard model with one school, one headteacher and one governing body.



Collaborations ('Soft Federations')

This is a formal Partnership model using the collaborative regulations to establish a strategic group across the Partnership.



Partnerships

This is where groups of schools establish formal and informal agreements to work together.



Federations ('Hard')

This is where two or more schools are governed collectively under a single governing body.



Mixed Federations and Collaborations

This is where groups of schools apply formal and informal models accordingly to their local circumstances.



Trusts

These may encompass more than one school and provide the broad structure within which schools and their partners collaborate.



Academies

These schools are expected to have innovative leadership structures to help them drive up standards.



Local authority initiatives

This is where local authorities work with schools to develop Partnership working.



These organisational models necessitate consideration of internal models of leadership such as executive headship, consultant leadership, co-leadership structures, job share and other approaches to leadership. The National College supports the development of models of leadership through the Models of Leadership Consultancy Service and related resources (www.nationalcollege.org.uk/modelsofleadership).

Single schools

This is the most common model, with one headteacher, one school and one governing body. However, even this model is no longer straightforward, with the development of job-share arrangements for headteachers (see below) and other models where key staff without qualified teacher status can join the leadership team.

In a single school there are now different leadership models emerging. This could be:

- **A job share**, with an even or uneven split. This is sometimes called 'co-headship', but a more accurate term would be 'job share'; such an arrangement may not in law total more than 1.2 of a full-time equivalent headteacher.
- **Step up, step down** arrangements as a way of retaining an experienced headteacher whilst at the same time supporting the leadership development of a potential headteacher.
- **Flexible headship** arrangements where the substantive headteacher works part-time.
- **An all-through school** where there is a single leadership structure across all phases.
- **A virtual school** where leaders support children's learning and their staff through a remote ICT environment.

A school cannot have more than one full-time equivalent headteacher. Where this appears to be the case, other pay and structural arrangements must be used. The School Teacher Pay and Conditions do not allow more than one full-time post to be paid as headteacher. However, there is no legal requirement to have a full time headteacher.

Case study examples

Ingleton Primary School

A 0.6/0.6 job share.

Hurworth School

A co-leadership secondary school.

Serlby Park

A 3-18 business and enterprise learning community.

The Accipio Virtual School

Working nationally with over 800 pupils.



Collaborations and Partnerships ('Soft Federations')

The terms 'Collaboration' and 'Soft Federation' are currently used interchangeably, but to avoid confusion the term 'Soft Federation' is being phased out. Soft Federations are defined as 'Collaborations' under Section 26 of the Education Act 2002. These Collaborations are defined by DCSF as, "A shared committee with delegated powers", but each school retains its own overall governing body. Where schools share a formal committee without any delegated powers or only an informal committee then there are no specific regulations or definitions. Executive heads shared across schools as well as single headships feature in these organisational structures.

Partnerships are less formal arrangements which may involve other non-education partners.

In Collaborations and Partnerships there are a number of emerging models, some with statutory powers and some without:

– Collaborations with statutory powers

This is a formal Partnership which makes use of The Collaboration Arrangements (Maintained Schools and Further Education Bodies) (England) Regulations 2007 to establish a joint governors' committee which acts on behalf of all the schools involved. The more responsibility delegated to the executive committee, the more the governors might wish to consider the option of a Federation ('Hard').

– Collaborations without statutory powers

This is an informal Partnership which will have a joint committee or policy group that makes recommendations to the governing bodies concerned.

It is possible for a headteacher to be head of two schools or more which are part of a Collaboration ('Soft Federation'). There does not need to be a Federation ('Hard') in place for such a sharing of leadership.

– Partnerships

There are some very successful informal Partnerships between schools and other organisations which deliver aspects of education in the local area. This may have a joint committee or policy group that makes recommendations to the governing bodies concerned. This could include 14-19, Behaviour Improvement Partnerships, and those around the delivery of extended schools activities and Every Child Matters.

Schools looking strategically at budgets across a Collaboration or Partnership may share a school business director/manager, maximising resources and increasing leadership capacity.

These Partnerships are less formal than Collaborations and usually have a specific educational focus.

Case study examples

Willingdon

An all-through Collaboration.

Fair Oak and Hagley Park schools

Collaboration of two secondary schools with one headteacher.

Winsford Partnership

A whole town Partnership.

Stevenage 14-19 Partnership

A town collaboration to deliver the 14-19 agenda.



Federations ('Hard')

The term 'Hard Federation' is being phased out, with formally federated schools being called 'Federations' and informally federated schools being called 'Collaborations or Partnerships'. A Federation ('Hard') has a single governing body for all the schools in the Federation. There may be two or more schools in the Federation. Federations may consist of either primary or secondary schools or an all-through Federation which includes both phases. The same principles also apply in a three tier system.

Hard governance Federations are constituted according to The School Governance (Federations) (England) Regulations 2007

(www.opsi.gov.uk/si/si2007/ukSI_20070960_en_1) and must have regard to the following:

Federations ('Hard') will have a **single governing body**. There may be:

- equal heads to number of schools, or
- fewer heads than there are schools in the Federation.

The choice is made locally and according to need and circumstance.



Pay arrangements must follow the guidance given for single schools.

- Each school in the Federation retains its separate DCSF number and is allocated funding according to the local authority formula. The degree of integration in staffing and finances is a matter for the leadership of the Federation.
- The role of the governing body is critical in holding true to the vision for the Federation as leadership changes according to circumstances. In this way they become the guardians of the vision.
- As of 1st Sept 09, all newly formed Federations ('Hard') are required to inform the DCSF when they go to consultation and when they decide on Federation. Existing federations are required to inform the DCSF if they are dissolved or if a school leaves the federation (details will be on www.nationalcollege.org.uk/modelsofleadership-index.html).
- National Challenge Federations are subject to local authority and DCSF support and approval.

Schools looking strategically at budgets across a Federation ('Hard') may share a school business director/manager, maximising resources and increasing leadership capacity.

Case study examples

Dover Federation for the Arts

A four school Federation in challenging circumstances.

Short Heath Federation

A VC and Community school mixed Federation and executive headteacher.

Darlington Education Village

A primary, secondary, special school in a single new building.

Monteney and Fox Hill Primary Federation

Executive headteacher of two schools moving to Federation ('Hard').

Mixed Federations and Collaborations

Mixed Federations and Collaborations are when schools are part of a Federation ('Hard') and also part of a wider Collaboration or Partnership. Leadership in such groupings is unlikely to be vested in a single headteacher but may have a variety of leadership models. Where relevant school leaders can use both sets of regulations in harmony to suit local needs.

Increasingly, schools and groups of schools are using both sets of regulations according to local circumstances. What is important is to have a clear vision of how working together can improve the educational experience for pupils, and then to make the structure fit the need.

The drivers for such mixtures are complex but might include consideration of the following:

- A mixture of voluntary-aided and community schools in an area could make a single Federation ('Hard') difficult to achieve.
- It may be that not all schools are ready to move to a Federation ('Hard') at the same time and that the Collaboration ('Soft Federation') can hold the community of schools together as they move towards formal Federation ('Hard').
- It may be advantageous to link Federations ('Hard') in the same area or sharing the same vision with an overarching Federation ('Hard').

In these instances, those schools which are able to formally link may establish a Federation ('Hard'). By also forming a Collaboration, other schools in the group can join the Federation ('Hard'). This creates an executive group which becomes a 'Strategic Partnership'.

Case study examples

Central Leeds Learning Federation

A Federation and Collaboration.

Chesil Partnership

A Partnership of 32 schools including a small Federation.

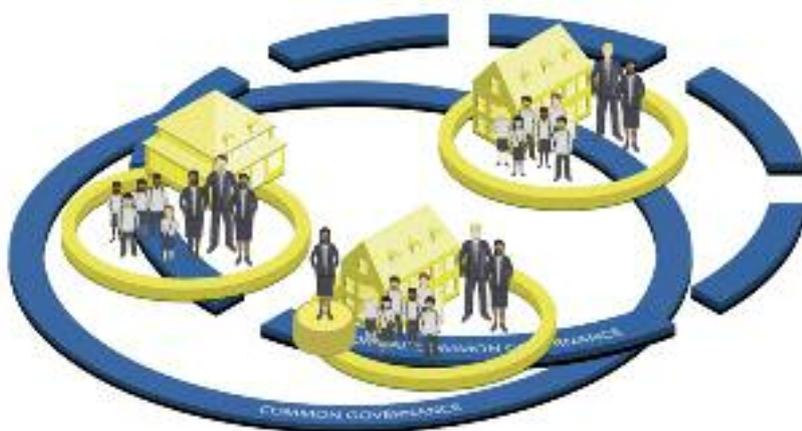
Hadley Learning Community

Multi-dimensional Federation and Partnership in a new build.

Southernway Federation

Four schools in two linked Federations.

For more case studies, see www.nationalcollege.org.uk/modelsofleadership.



Trusts and Academies

Trusts and Academies are national structures designed to support the raising standards agenda by facilitating innovative models of leadership. As well as individual Academies and Trusts, 'chains' of schools and 'franchises' are developing which share common approaches.

Academies

These are publically funded, independent state schools, often serving very challenging communities. The expectation is that they will use their freedoms to develop innovative leadership. Examples of this include:

- Linked academies with a single strategic board for leadership and governance.
- All-through academies developing leadership across the primary and secondary phases.
- The appointment of a chief executive to support the work of the headteacher.

Trusts

These may be single schools or groups of schools working together strategically to raise standards for the whole community. Leadership considerations for trusts include:

- The involvement of non-school partners to help the trust develop new and more effective approaches to learning and to engage a broader spectrum of professionals in the education process to support the work of the schools in raising standards.
- The retention of individual governing bodies in trust schools, each of which contributes to the trust's strategic direction.
- The development of executive leadership to increase leadership capacity.
- The potential for National Challenge trusts approved by the local authority and DCSF.

Case study examples

St Matthew Academy

An all-through academy developing cross-phase leadership.

Harlington Trust

Five schools with local education partners including some from the independent sector.

Harris Federation

Academy Federation/chain of six Academies.

Bridge Trust

An all-through trust with education and private partners.



Local authority initiatives

Local authorities are increasingly developing a proactive and supportive approach to emerging models of leadership. Like schools, local authorities may be considering models of leadership in response to a wide range of stimuli including:

- The development of innovative solutions to Narrowing the Gap.
- The need to increase multi-agency working towards developing Childrens' Trusts.
- The need to secure effective leadership for schools and children's services.
- The need to seek solutions to the future of small schools in a rural context.
- Providing encouragement to schools to think differently in a commissioning context, for example, devolving to or co-locating services with groups of schools where formal collaborative structures are in place.
- The promotion of community cohesion.

Local authorities have a key role to play in creating a context within which school leaders and governors can feel secure in considering the range of models. This may help them to develop better provision for the pupils to support their learning and deliver better outcomes. This can happen in different ways according to the local context.

Where amalgamation is considered, this is a matter for discussion with the local authority.

Case study examples

- **Devon local authority** promoting collaborative structures.
- **Gloucestershire local authority** promoting flexible leadership structures.
- **Barnsley local authority** have re-organised around the ECM agenda.
- **Knowsley local authority** have re-organised through collaboration.



What are we learning about the benefits of models of leadership?

Whatever ‘stimuli’ brings you to consider a new model of leadership, it is clear that successful models of leadership have a clear and positive vision of what they want to achieve for the young people and their community. For example, this might be to:

Improve learner achievement in the locality

The thrust of the 21st Century Schools proposals is for all schools in a locality to take collective responsibility for all the children in that community.

Canterbury Campus.

Share high quality leadership across schools

Teams of system leaders with clear roles and responsibilities will support leadership development and outcomes.

Harris Academies.

Deliver the Every Child Matters (ECM ‘five outcomes’)

Collaborative groups of schools are particularly effective in working with children’s services and other agencies and Children’s Trusts in their duty to co-operate.

Hailsham Community College.

Deliver ‘all-age’ learning

All-through structures have an overview of a child’s “learning journey” which can provide a continuum of learning to support personalisation and progression.

St Matthew Academy.

Develop 14-19 curriculum provision

The need to collaborate to deliver the 14-19 curriculum has been behind many new models which ensure collective accountability and share best practice.

Stevenage 14-19 Partnership.

Develop ‘whole town’ services

Collaboration in the provision of education and other services can bring coherence and consistency, as well as providing cost effective provision for young people.

Winsford.

Provide support for schools causing concern

Collective responsibility, leadership support and sharing good practice at all levels can have a significant impact in raising aspirations and standards.

*Bournemouth Alternative Needs Federation,
Bicknell School.*

Resolve headteacher succession issues

Multi-school models are able to better support the development of leadership and can make school leadership more attractive in a supportive structure. Job share opportunities may also make leadership more accessible.

Ingleton Primary School.

Create new opportunities for existing leaders

These may include Executive Headship models but might also provide opportunities for one headteacher to lead on aspects of the work of the collaborative structure and thus increase leadership capacity.

Rugeley Fair Oaks.

Support community regeneration

Groups of schools, working formally together, have a significant ‘social footprint’ and can be the driving force for raising community aspirations and supporting regeneration.

Barnsley.

Increase leadership capacity to focus on learning outcomes and standards

Schools widening the leadership teams to include staff other than qualified teachers. Leadership teams with school business directors as members ensure that resources for learning are maximised whilst other leaders are able to focus on learning and standards.

Darlington Education Village.

Next steps

To find out more about models of leadership you can:

Explore the Models of Leadership website

www.nationalcollege.org.uk/modelsofleadership

Contact the Models of Leadership Team

mol@nationalcollege.org.uk

Attend a Models of Leadership event

www.nationalcollege.org.uk/modelsofleadership/events

Look out for further Models of Leadership Guides

The National College will be publishing guides on each of the main models of leadership:

- 1 Introduction to Models of Leadership
- 2 Job Share
- 3 Collaborations & Partnerships ('Soft Federations')
- 4 Federations ('Hard')
- 5 Trusts
- 6 Academies
- 7 All through schools
- 8 Executive Heads
- 9 Building Schools for Future/Primary Capital Programme
- 10 School Business Manager
- 11 14-19
- 12 Chains, Franchise and Collaborations
- 13 Local Authorities

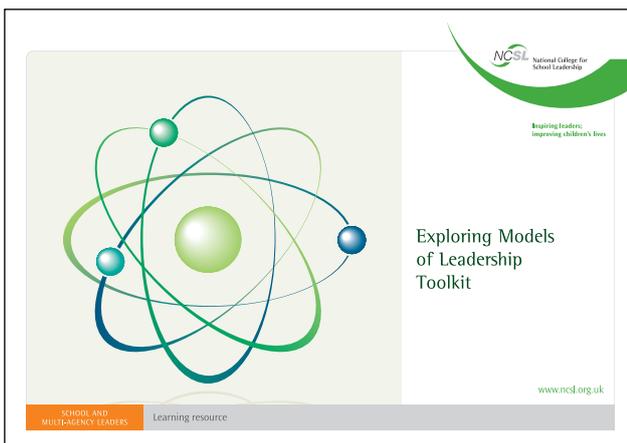
The guides will be available for download from the National College website.

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Exploring Models of Leadership Toolkit

This toolkit will help you explore the right model for your context. It is available in hard copy with overlays to build your model of leadership in diagrammatic form. The toolkit is available in hard copy from www.nationalcollege.org.uk/publications at a cost of £10 per copy.

To download a free copy go to:
www.nationalcollege.org.uk/modelsofleadership



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.

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